Assurance Argument

Andrews University - MI

Review date: 4/12/2021

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1. The mission was developed through a process suited to the context of the institution.

The current mission statement was developed with input from faculty and staff through the University's Strategic Planning committee as part of the University's 2007–2012 Strategic Plan and was voted and approved by the Board of Trustees in 2008.

The mission 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.

Work in recent years on a new Unified Framework of Objectives for Andrews University resulted in a new series of Institutional Outcomes for undergraduate and graduate learning outcomes, formally voted in October 2020 by the University faculty and the Andrews University Board of Trustees.

The 2017–2022 Strategic Plan, "The Next Chapter," also directly references this mission statement as its foundation, and builds strategies from a series of supporting core strengths (Live Wholly, Explore Intentionally, Learn Deeply, and Engage Globally).

Additionally, new branding statements in recent years, including "World Changers Made Here" and "World Changers for a changing world", are inspired by, and directly reference, the "Change the World" portion of the University's mission statement.

Any future changes to the mission statement may be initiated by faculty, administration or the 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; and president's cabinet) and referred to the board for final approval.

2. The mission and related statements are current and reference 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.

Andrews University's latest strategic plan for 2017–2022, "The Next Chapter," embraces the perspective that the University's history, current mission and core strengths directly influence and inspire the storyline (or strategies and actions) that drive the University's "mission into the future."

As the introduction of this current strategic plan notes, Andrews University has "a story that starts more than 140 years ago and one that continues today. It is this story that speaks of the rich heritage of the University and of the mission that has driven its decisions. It is that mission that remains the thematic thread through the years."

From that perspective, the current Strategic Plan developed five specific strategies in its 2017–2022 strategic plan that emerge from the University's mission and its four core strengths:

- *Transform the campus culture through focus on faith development, wellness, diversity and inclusion.*
- *Define the Andrews University footprint beyond the Berrien Springs campus through collaboration with church, community and higher education institutions.*
- *Position the University as a leader in teaching and learning.*
- *Increase the quality and depth of the student learning experience.*
- *Engage in campus renewal and development to meet expectations of a campus for 2025.*

The first storyline in the current plan, "Transform the campus culture," places a central and essential focus on transforming the University's campus culture. This storyline suggests that to "live, work or study at Andrews University will mean active engagement in a community that is passionate about being a caring, inclusive, healthy community of faith."

To achieve goals in this storyline/strategy, the 2018 Spiritual Master Plan, produced by the Center for Faith Engagement, describes faith development goals and outcomes for the institution.

"Made to Thrive" is a new overarching University wellness plan with a wellbeing model at its foundation which defines its six interdependent dimensions of wellness as "an active process of optimizing every aspect of our lives to harmoniously reflect the image of our Creator." Issues of diversity, inclusion and faith are central to the wellness model at the heart of these initiatives.

This "Made To Thrive" wellness plan was introduced in 2019 at the same time the new Andreasen Center for Wellness opened its door to the University and community. The new facility has a photo wall and various video exhibits in the new building which communicate these interconnecting dimensions.

Efforts to monitor and inspire diversity and inclusion on campus have been overseen by Vice President Michael Nixon and his Institutional Diversity & Inclusion Action Council. The work of

that Council was supported by a variety of issue-specific work groups, including ones for disability rights, community engagement, diversity and inclusion in curriculum/certificate programs, equity and representation and student body engagement.

In the second storyline, "Define the Andrews University footprint beyond the Berrien Springs campus," the University continues to creatively respond to the University's historic role as the Seventh-day Adventist Church's flagship university, which provides both obligations and opportunities for the University.

On a local level, that includes being one of the main community sponsors of the Southwest Strategic Leadership Council and its Drive Greatness campaign, which focuses on housing, transportation, education and other urgent local needs. An array of service opportunities, including annual Change Day events, focus on the University's immediate neighbors.

Andrew University's 2019 National Survey of Student Engagement (NSSE) results on high impact practices (eg. service learning, learning community, study abroad) shows that 73 percent of first year University students participated in high impact practices (HIP), with 6 percent completing two or more. By the senior year, 90 percent of students participated in high impact practices, with 73 percent participating in two or more.

Andrews University's international outreach includes a wide array of educational partnerships with sister Adventist universities, as well as additional public universities around the world, including a new partnership with the Government of Ghana to offer undergraduate scholarships to Ghanaian citizens.

The College of Education & International Services also operates Griggs International Academy, which provides remote learning opportunities to students in North America and also operates primary and secondary institutions around the world, including primary and secondary schools in Asia and South America.

The third storyline, "Position the University as a leader in teaching and learning," speaks to deepening opportunities for research, publication and conferences for students, including the University's annual research symposia: 2020 Honors Research Symposium_1A, and 2020 Seminary Scholarship Symposium. Both undergraduate and graduate students also collaborate with faculty mentors on research.

The Center for Teaching & Learning (CTL) has also collaborated with the Center for Digital Learning & Instructional Technology to offer 1:1 consultations, synchronous group training and asynchronous resources for University faculty.

A new Faculty Fellows Program launched by the CTL also recognizes exemplary teachers who are selected to share strategies, insights and techniques.

In the fourth storyline, which focuses on the "quality and depth of the student learning experience," the recently adopted Andrews Core Experience (ACE) model has helped the University reengineer its approach to its general education curriculum. The ACE seeks to develop "students notable for their culture, civility, integrity, and intellect within a Christian milieu." The learning outcomes for the model build from the University mission.

The fifth storyline, "Engage in campus renewal and development," looks for building projects and

funding resources to equip Andrews University for its 2025 operation. The current Elev8 Capital Campaign to seek funding for these initiatives includes endowments for student scholarships, faculty chairs, improved resources and facilities for the School of Health & Human Services, investment in STEM instruction and facilities, a new Center for Musical Arts building and others.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

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 mission is carried out through academic programming in the University's new academic structure, introduced in 2019. Andrews University's seven academic units have been reorganized into five academic units: College of Arts & Sciences, College of Education & International Services, College of Health & Human Services, College of Professions and Seventh-day Adventist Theological Seminary.

As the flagship university of the Seventh-day Adventist Church, Andrews University continues to serve Adventist church members, and other students from all faith backgrounds, from all over the world.

Currently, the University's main campus student enrollment is made up of 22 percent international students. Outside of North America, Andrews University partnerships and educational collaboration efforts serve constituents through partnerships and programs in South America, Europe, Africa and Asia

The University maintains a centralized and consistent reporting system on the nature and scope of its mission-related activities through a wide array of communication vehicles; including its internally produced quarterly University magazine, FOCUS, which includes an annual report; the Andrews Agenda newsletter, active social media channels, including Facebook (33K followers), Instagram (16K followers) and Twitter (15K followers).

The University also helps produce an annual Andrews University update for the regional Adventist magazine, the Lake Union Herald, as well as providing ongoing University updates and news in the national/international Adventist magazine, the Adventist Review. An annual report on the University's international partnerships is also directly presented to the regional presidents of the Seventh-day Adventist Church.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

The University's mission, its four core values, and its "World Changers Made Here" branding statements have also been reframed and adapted across the campus.

For example, the mission statement of the School of Social Work encapsulates the School's commitment to "build and disseminate knowledge, values, and skills that positively impact local, national, and international communities."

Department of Engineering mission statement reflects the University's "Affirm Faith" dimension by "acknowledging the leadership of God in their lives; acting with personal and moral integrity; and, serving humanity in a complex, technological, global society."

The Center for Faith Engagement (formerly Office of Campus Ministries) describes its own mission and philosophy inspired by the University mission's call to "Change the World" as taking "a holistic approach to life that balances body, mind and spirit in such a way that students are fully prepared to change the world wherever they are."

The enrollment profile of the University also reflects its commitment to its mission as a Christian higher education institution.

Andrews University, first operated as Battle Creek College in 1874, is the first higher education institution operated by the Seventh-day Adventist Church, which now has more than 21 million members worldwide. The Church now operates more than 8,800 educational institutions worldwide, including 118 post-secondary institutions. Andrews University, on its main Berrien Springs campus, directly serves its key public, the Seventh-day Adventist market.

Currently, 86 percent of the Andrews University enrollment on the main campus are Seventh-day Adventist students (89 percent of undergraduates and 84 percent of graduates).

Andrews continues to maintain its consistent Top Ten rankings in the U.S. News Best Colleges rankings as one of the nation's most internationally and ethnically diverse national universities.

The fall semester 2019 enrollment summary for the Berrien Springs campus shows that 29.4 percent of currently enrolled students are White, Non-Hispanic, 25.2 percent are Black, 19.1 percent are Hispanic and 17.1 percent are Asian. An additional 4.7 percent are American Indian, Pacific Islanders, or are students who have indicated two or more races; 4.1 percent of students had unknown ethnicity.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

The purpose of the University, as stated in its bylaws, is to serve the interests 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. As such, Andrews University aspires to be a great university, which will 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 University's mission statement (Seek Knowledge. Affirm Faith. Change the World.) remains front and center in public documents and marketing materials.

Each of the three parts of the mission statement is referenced in the bulletin, the 2017–2022 Strategic Plan, and the University's Working Policy.

In early 2018, the University also developed and introduced the branding message of "World Changers Made Here" as a succinct and strategic way to describe the purpose and desired outcomes of an Andrews University education.

That new branding message has become an integral part of University positioning and has a dedicated website to specifically explore the aspiration and implications of this new "World Changers" phrase.

The website also includes information on the annual Change Day/Weekend program, as well as pages that describe ongoing service opportunities to achieve change locally and globally.

In the context of the current realities and impact of the COVID-19 pandemic on Andrews University and the world, the University has further expanded this new branding statement, and in 2020, the University also began using the branding statement, "World Changers for a changing world."

This statement has been a central part of COVID-19 campus communication, including a dedicated "Changing World" website, student T-shirts, videos and other marketing and communication activities related to the campus reopening for fall semester 2020 (see complete details in the COVID-19+ Executive Summary included with this self-study).

Currently, the University's mission continues to be integrated as a consistent design element of the University's wordmark. The mission's message--Seek Knowledge. Affirm Faith. Change the World.--also encircles the base of the large globe that first greets visitors at the entrance to our University.

The "World Changers Made Here" branding statement, informed and inspired by the University's mission statement, is communicated through banners on campus light poles, campus stage signage for Change Day, in local airport advertising, as part of the annual campus convocation and in digital marketing campaigns.

A variety of collateral materials, brochures and giveaway items also feature this branding statement.

This statement is also the lead message on the University's main website, as well as within its web pages dedicated to undergraduate and graduate students.

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1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

As the University's mission implies, Andrews has the opportunity and obligation to actively respond to the needs of the regional and global communities it serves.

These include meaningful support and response to needs in our immediate and local community.

Those efforts include a U.S. Department of Education grant for $2.25 million, awarded to the University in September 2020. The grant focuses specifically on the Pokagon Band of Native American students in the nearby town of Dowagiac, Michigan. It intends to provide a path to success for at-risk students, while also improving the enrollment of minority students and increasing placement rates after graduation.

Another example includes the Human Empowerment Life Project (H.E.L.P.). Begun in 2015, this project relies on dozens of volunteer students, faculty and staff to provide literacy training for nearly 500 students each month in the early grades of Benton Harbor public schools, only 15 miles away from the University campus. The project has focused on developing reading comprehension, improvements to school culture and climate and measurable increases in English Language Arts test results among a student population with some of the lowest literacy rates in Michigan. In 2020, this H.E.L.P. project was modified from a Tier 1 to a Tier 2 intervention and now focuses on providing one-to-one support for targeted Grade 3 students.

To help meet the needs for a nearby Myanmar refugee community in Battle Creek (a city where the University first began operations as Battle Creek College in 1874), students and faculty from the schools of Nursing, Social Work, and Population Health, Nutrition & Wellness, along with the Office of the Provost, collaborated to provide a Think Healthy project. The February 2020 project sought to address needs for that community, including information on effective parenting, healthy nutrition and relationships.

The University mission also inspires a wide variety of academic service initiatives on a global level in a variety of service projects inspired by the strengths and focus of a variety of academic programs across the University campus.

A new International Center for Trauma Education & Care within the School of Social Work offers students and faculty the chance to reach out to meet domestic and global needs, ranging from Navajo communities in the U.S. as well as projects in Ethiopia, Cambodia and Puerto Rico.

Global projects of the School of Architecture & Interior Design include its partnership with SOHO (Saving Orphans through Healthcare & Outreach) and the SOHO Intsaba Children's Village Project with housing for 250 orphans and staff in eSwatini. Most recently, this project was recognized with the 2020 CNU-MCC International Faith & Urbanism Award.

The formation of the College of Education & International Services in 2019 (which combined the University's School of Education and School of Distance Education & International Partnerships) has enabled the University to expand and deepen how it meets varying educational needs of global communities through a growing array of undergraduate partnerships with institutions in countries such as Barbados, Kenya, Peru and Thailand.

This array of international partnerships, including undergraduate transfer and articulation agreements, as well as academic and intensive English exchange programs, has helped grow undergraduate enrollment on the Berrien Springs campus by as many as 25–50 new undergraduates in recent school years, short of initial goals of enrolling 75 or more new undergraduate students each school year. However, current challenges with COVID-19, international travel restrictions and changing U.S. study visa guidelines have presented additional threats to the enrollment potential of these agreements and overall international student enrollment at the University's main Berrien Springs campus.

As the flagship higher education institution of the Seventh-day Adventist Church, both undergraduate and graduate enrollment offices have relied primarily on Seventh-day Adventist feeder systems to reflect the historically predominant Seventh-day Adventist student body. This source--students attending Adventist secondary schools--has been declining, which has impacted Andrews University and the entire Adventist higher education system in North America.

An August 2018 Higher Education Summit in Chicago considered those trends and possible solutions for the 13 North American Adventist higher education institutions, including Andrews University, and formally voted the Chicago Declaration. This statement addresses the threats of declining traditional college/university student populations, decreased financial capacity or willingness of many Adventist families to invest in higher education, and extraordinary increases to the cost of higher education. The strategies and solutions proposed in the Chicago Declaration include creating affordable Adventist higher education for families with less than $50,000 household income, system-wide support for faculty, including a Teaching & Learning Center with pedagogical resources, a single system-wide platform for online education and a variety of degree solutions, including micro-credentialing and competency-based learning.

In 2019, the North American Division of Seventh-day Adventists formally voted the Chicago Declaration as a strategy for the future. An accompanying case statement speaks to the urgency of the Chicago Declaration, noting that the Adventist higher education system "cannot remain in our institutional and organizational silos and merely discuss these challenges any longer. This is not about the survival of one or two of our 13 schools. This is about creating a new form of Adventist Higher Education that leads the way in North America in providing the highest quality, affordable educational preparation for a life of service and a productive career."

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.

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 62.2 percent of income for direct educational expenses, including faculty salaries, and the remaining 37.8 percent for institutional and academic support.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

In alignment with one of the themes of its stated mission, "Change the World," and the new branding statement, "World Changers Made Here," 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.

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 Center for Faith Engagement. Each year, approximately 20 students spend an entire school year involved in Christian service volunteer work. Another 175 or so are involved in weekly Christian service volunteer work, and as many as 1,000 are involved in annual Change Day/Weekend service events.

In 2018, that volunteer effort involved dozens of students and faculty helping to clean up after a destructive flood in our area. Nearly a dozen neighbors were temporarily housed on campus following the destruction of their homes in the floods. The University helped arrange housing and providing food and hot showers where urgently needed.

In the fall of 2019, University students, faculty and staff tackled more than 60 service projects in our local community, including inventorying books and assisting in a Habitat for Humanity project in Benton Harbor, cleaning a local cemetery in Niles, cleaning highway trash, and helping to prepare an expanded community service facility in Berrien Springs for its opening.

Andrews University also joins together with its community at times of mourning. In November 2018, following the Tree of Life Synagogue shootings, the Interfaith Committee of the Andrews University Community Engagement Council reached out to the Temple B'nai Shalom of Benton Harbor, Southwest Michigan's Interfaith Peace & Justice Collaborative and The First Hebrew Congregation of South Haven to plan and host a standing-room-only interfaith prayer service in Benton Harbor.

The 2019 National Survey of Student Engagement (NSSE) administered to seniors indicated that 79 percent of seniors participated in Service Learning/High Impact Practice. Overall, 90 percent of Andrews seniors had done at least one NSSE-defined high impact practice; and 73 percent of the seniors surveyed had participated in two or more high impact practices (e.g., internships, study tours,

research with faculty and community service).

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 and the international student body it educates.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1. The institution encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.

The University seeks to provide opportunities through its classroom, co-curricular, social and spiritual activities to more fully instill values that are essential for life success both within and beyond our campus community.

Curricular components are anchored in the [Andrews Core Experience](#), which "seeks to prepare graduates who possess the knowledge, 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."

One of the [Four Hallmarks of Campus & Student Life](#), which sets out the focus of campus co-curricular activities, describes a whole person approach as one of those four hallmarks, noting that "students engage in faith and learning outside the classroom as part of a comprehensive educational experience, developing skills and dispositions that complement their academic degrees."

These [co-curricular activities](#) include residence hall, campus and online co-curricular offerings, such as a town hall series on nutrition and budgeting, co-curricular short courses on responding to trauma, and a graduate student online co-curricular series that focuses on voting and diversity issues.

When in-person workshops and intensives were not possible during summer semester 2020, the University's Department of Leadership created and delivered a weekly webinar on "[Leading In Times of Crisis](#)," which reached more than [3,500](#) global campus, church, and community leaders. Its curriculum focused on effective crisis response and community involvement in healthcare, community service, disaster response and education settings.

2. The institution's processes and activities demonstrate inclusive and equitable treatment.

On Feb. 18, 2017, a group of Andrews University students released a video on social media called "It Is Time," which called on the University to address and take effective steps to resolve the University's history of systemic racism and inequitable treatment of minorities. The video called for a formal response from the University within one week.

The University responded during a University Chapel service on Feb. 23, 2017 and released a response video on social media the same day. That response included a series of five formal commitments by the University, signed by the president and provost.

A companion website, which shared the original student video, as well as the University's responses, including related campus communication and events, was posted in early 2017 on the University's diversity website.

The first of those five commitments made in February 2017 called for the establishment of a permanent administrative, cabinet-level position dedicated to diversity and inclusion.

Michael Nixon was selected for that new role following a national search for an individual who would provide "spiritual, administrative and academic leadership for the equity and diversity vision, resources and programs across the University." Nixon, a graduate of Andrews University and The John Marshall Law School in Chicago, was serving as the legal coordinator for the Fair Justice Housing Center in New York City at the time of his appointment.

Among VP Nixon's first efforts on campus was to reposition the Institutional Diversity Council into a monthly, 27-member, Institutional Diversity & Inclusion Action Council (IDIAC).

Working subgroups have been established to support the overall strategic work of the Council. Those include a community engagement group that focuses on developing an "asset map of resources (places, people, organizations) in the region that would highlight opportunities for partnerships and inclusion perspectives." Another focuses on solutions to better assure equity, representation, diversity and inclusion in University hiring practices for faculty and staff.

Another initiative has been the creation of a Truth, Racial Healing & Transformation (TRHT) Campus Center, making Andrews University the first Christian university to join a network of nearly 40 U.S. universities with TRHT Campus Centers. The Centers were inspired and created by the Association of American Colleges & Universities and W.K. Kellogg Foundation as a way to help university communities embrace racial healing and uproot conscious and unconscious beliefs in the hierarchy of human value. The Andrews TRHT Campus Center has the goal of "reclaiming our [University's] spiritual narrative to foster truth-telling, healing and global transformation."

An online blog created by Nixon, "Divino," has been used to address and comment on national and international issues related to equity and inclusion. Over the last two years, blog posts have spoken about the events in Charlottesville, an #IAmNotAVirus entry on the xenophobia and COVID-19 in the early months of the pandemic's global spread, and a Juneteenth 2020 post that formally affirmed Andrews University's commitment to be an anti-racist institution.

The Office of Diversity & Inclusion also continues to mount an annual Social Consciousness Summit. The eighth summit, hosted in April 2020, focused on the disproportionate impact of COVID-19 on marginalized communities and sought to explore "the socio-economic and racial disparities between how various social groups are being affected by the novel coronavirus pandemic."

The Andrews Core Experience curriculum, referenced earlier, provides an additional tool in instructing and informing undergraduates on issues of multiculturalism and diversity through freshman-level courses. A multiculturalism and diversity lens is part of four required freshman-level courses: Communication Skills; College Writing I; God and Human Life; and Worldviews, Cultures and Goals. Each course seeks to recognize "the historical development of various cultures and groups

in the United States, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the university." An additional freshman course, Wellbeing 360°, includes a section on diversity and inclusion which is taught by VP Nixon.

The University established the new Center for On-campus International Student Services (COISS) in 2020 to better serve and understand the students who make up the University's top-ranked international student body. Thi newly consolidated center is designed to deepen the University's "commitment to and support of the University's international students, whether our students are studying here on our Berrien Springs campus, studying remotely through distance education or taking Andrews courses on our more than 25 partner campuses around the world."

A series of new endowed full-tuition scholarships at the University has been established to fund and expand the University's diverse student enrollment.

For instance, the Dare to Dream scholarship offers targeted full scholarships to qualified international students and U.S. students without the financial means to attend the University and offers them the opportunity to receive degrees from the University's music program. Since the 2012–2013 school year, nearly 70 students have been awarded this scholarship.

A George Floyd Scholars Program, introduced in 2020, offers a full-tuition scholarship to one qualified African American student each year who documents "an active engagement in creating hope and positive change in the community." One Dare to Dream scholarship is dedicated to this new George Floyd Scholars Program each year.

The University has sought to better respond to the needs of its LGBTQ+ students and allies with the establishment of Haven, a confidential care group for LGBTQ+ students.

Additionally, University professors and students also sought to help the University, and more broadly, the Seventh-day Adventist Church, better understand and respond to its LGBTQ+ community by conducting pioneering peer-reviewed research, "The Impact of Family Rejection or Acceptance among LGBT+ Millennials in the Seventh-day Adventist Church," published in 2017. This research also informed the development of a resource entitled, "Guiding Families of LGBTQ+ Loved Ones: Adventist Edition," for the Seventh-day Adventist Church in North America. This resource is also offered on the Seventh-day Adventist Theological Seminary's LGBTQ+ Education website.

The University's Office of Human Resources reports annually on student and staff diversity to the University's Board to confirm and update on equitable and inclusive student recruiting and employee hiring practices.

The most recent October 2020 report showed Fall 2020 increases in Hispanic student enrollment (+2.15%) and decreases in White/non-Hispanic student enrollment (-2.15%). Among 673 non-student employees currently employed at the University, the number of Hispanic employees increased (+1.36%), with a small decrease in Asian (-0.6%) and White/non-Hispanic (-0.5%) employees. Among 103 department chairs and directors, there were increases in Hispanic (+4.7%) and White/non-Hispanic (+1.4%) employees, with decreases in Asian (-4.0%) and Black (-1.0%) employees.

In 2020, the School of Architecture & Interior Design introduced a discipline-specific strategy to focus on an inclusive and equitable environment among the students and to diversify its faculty and

staff. The strategy aims "to assure that students better see themselves reflected in the leadership of the school and that their education reflects our globally diverse environment." The School will also evaluate and revise its curriculum "to fully reflect new NAAB Conditions for Accreditation, and educate our students about diversity and inclusion." The first African American professor for the program has now been hired, effective January 2020.

3. The institution fosters a climate of respect.

The University seeks to inspire and inform a climate of respect through the development of a new set of core values for the University's employees. In 2019, an administration, faculty and staff campus planning process created a new set of values entitled, "Sharing the Heart of God," which includes sections on compassion, trust, integrity, humility, well-being, justice and innovation. These values also serve as underlying themes for a 15-session, academic year-long, leadership seminar for campus managers and directors. The series is led by the president, provost, and director of Human Resources. Individual sessions included those on compassion and justice.

Prior to this development, a Free Speech and Civil Discourse committee met in 2017 and 2018 to articulate specific guidelines on these issues for the University community. In these guidelines, the committee noted that that "civility is claiming and caring for one's identity, needs and beliefs without degrading someone else's in the process*,"* and that "civil discourse is characterized by respect for all and avoiding any unnecessary harm to others in our speech and expression."

It called all members of the University community to commit to "respectful listening to the other and accepting their experience as valid for them" and to "strive to resolve misunderstandings that arise from discourse with one another based on Christian principles (Matthew 18)."

A Divino blog post about the 2020 U.S. elections reflected the committee's calls for civility, writing that "Civil discourse is characterized by respect for all and seeks to avoid any intentional discomfort to others in our speech and expression…[and that] we should always have strong, well-informed opinions while also honoring the dignity of those who differ from us."

Even with these frameworks for civil discourse in the University community, respect and fair treatment can and does break down, and incidents of bias may and do also occur. To articulate a process to effectively respond to such incidents and provide resolution and healing, the University's Institutional Diversity & Inclusion Action Council proposed a "University Statement on Anti-Racism & Bias Incident Response." The statement includes a series of core institutional commitments to guide and inform the University's commitment to be an anti-racist institution. It seeks to "inspire our Andrews University graduates, our World Changers, to passionately model justice and equity in their own dealings and lead others with integrity, using power to uplift and inspire hope." The statement also proposes a formal process to fairly investigate bias incidents experienced by students and employees, including those that may involve hate crimes, discrimination, harassment, racism and sexual harassment.

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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

- Effective, on-going communication of mission bolstered through statements, such as "World Changers Made Here" and "World Changers for a Changing World," which clearly define the outcome/purpose of an Andrews education.
- Current strategic plan (2017–2022) with its primary goal to "transform the Campus Culture through focus on faith development, wellness, diversity and inclusion."
- Appointment of Vice President for Diversity & Inclusion in 2017.

Future Considerations

- Continuing to strengthen campus culture by emphasizing and promoting the 2019 institutional values, which include compassion, trust, integrity, humility, wellbeing, justice and innovation.
- Deepening diversity and inclusion efforts through the University's Truth, Racial Healing & Transformation Center to counter racial inequality.
- Expanding and strategizing recruiting efforts to stabilize and grow enrollment, including new domestic and international recruiting efforts and/or partnerships.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

1. The institution develops and board adopts the mission.

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.

For the 2017-2022 Strategic Plan, subtitled "The Next Chapter," four core strengths were identified with which to approach and communicate the overarching mission. From the Strategic Plan, "The lens of *Explore Intentionally* identifies our commitment to finding new and relevant ways to live out our mission and to encourage students to do the same. *Live Wholly* portrays our historic, active commitment to holistic education (Body, Mind, Spirit) and our commitment to reinvigorating that in the lives of our current community whether through initiatives in physical, emotional or spiritual wellness. *Learn Deeply* is the lens of depth and quality: what we are known for and how we can continue high impact practices for our students. And our final lens of *Engage Globally* is part of our story DNA: it is the way of the past and the way of the future, albeit through adjusted storylines. In 2019, the University, following the committee governance process, voted seven core values to inform our employment relationships as we implement our mission and strategic plan. The core values are compassion, trust, integrity, humility, wellbeing, justice and innovation.

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 policy development council, and faculty senate), administrative committees (dean's council, strategic planning committee, president's cabinet) and finally referred to the board for final approval.

2. The institution operates with integrity in financial, academic, human resources and auxiliary

functions.

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 the 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 and Risk Management Committee reviews audit and compliance issues and makes recommendations to the Board. Recently, Andrews University intentionally moved away from a centralized internal audit structure to a more distributed internal audit process. The University has robust policies to govern its operations and a system of checks and balance to ensure their adherence. The success of this distributed model is evidenced by the clean audits it has received. For each of the last several years, the University has received an unqualified opinion with no audit adjustments or negative comments. 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 board meeting, agenda, email and social media postings from University Communications, as well as through the faculty senate, staff senate, and 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 Research Integrity and Compliance Officer works in the Office of Research to ensure all university researchers receive appropriate research training for responsible conduct, as well as to ensure that all human subjects and animal research complies with federal regulations.

The Office of Compliance in the College of Education and International Services maintains state authorizations and ensures that the University complies with governmental regulations in the establishment of sites in the United States and overseas. The State of Michigan Department of Licensing and Regulatory Affairs has granted approval for Andrews University to participate in the State Authorization Reciprocity Agreement (SARA). As a participating institution under SARA, Andrews University is allowed to offer online education and field placements in all 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.B.3 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.

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 and responsibilities, 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. Andrews University complies with the Family Educational Rights and Privacy Act (FERPA). The Office of Academic Records supervises FERPA training of faculty and staff.

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. The duties of the faculty are outlined in 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 research.

Human Resources 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 Department of Religion and ethical conduct in research. 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 provided training on Title IX, and training is included in New Faculty Orientation.The Title IX 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." 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 policies outlined in the Residence Hall 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.

The University continually examines data and uses the results to inform decision making. For example, the operational cost of the dairy and its limited contributions to the academics led to its closure during the 2018–2019 academic year. As a part of the decision making process, the animal science discipline did a benchmark analysis on the potential impact of closing the dairy on the animal science degree and the need for students in its program to have practical experience. As a result of that analysis, a wider variety of animals were secured, and students are now exposed to both small animal and large animal husbandry. Previously, the students were primarily exposed to dairy cows. Consequently, the closure of the dairy had financial benefits to the University, and the concomitant curricular changes made to the animal science degree enhanced the quality of the degree program.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

1. Accuracy of representations regarding academic offerings, requirements, faculty and staff, costs, governance structure and accreditation.

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 students and graduate students. Additional information on graduate programs and enrollment is provided on the departmental pages of the bulletin. Department websites provide additional information for students.

Faculty and Staff

Faculty and staff information is displayed on each college'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.

- College of Arts & Sciences faculty
- College of Education and International Services faculty
- College of Health & Human Services faculty
- College of Professions faculty
- Seventh-day Adventist Theological Seminary faculty

Cost to Students

Information on tuition and fees, and undergraduate and graduate financial assistance is provided in the bulletin. The prospective student financial website includes links to detailed information on tuition and fees, housing and insurance costs, as well as an introduction to the variety of financial aid opportunities. Links to a Tuition Calculator and a Net Price Calculator, specifically designed for undergraduate students and their families, walk them through specific costs and fees of attending Andrews and available financial 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.

Accreditation Relationships

All accreditations and professional memberships are listed in the bulletin. Additionally, the webpage of the Office of Institutional Effectiveness 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 department websites.

Authorizations

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 applicable program. The University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and is approved to offer distance education in all states under the terms and provisions of SARA. A complete listing of authorized states can be found on the website of the School of Distance Education. The Office of Institutional Effectiveness maintains an up-to-date list of approved off-campus locations.

2. Evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Seek Knowledge

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." As described in 3.B.4, Andrews offers support for student research, with Andrews' students presenting their research at major national and international disciplinary conferences, as well as regional conferences such as the Michigan Academy of Science, Arts & Letters and the Midwestern Psychological Association, with a number of students publishing their research in major refereed journals.

The 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. Graduate students also showcase their research at professional conferences, including the annual Teaching and Learning Conference and the Celebration of Research and Creative Scholarship.

Affirm Faith

An important aspect of Andrews' mission is to inspire students to be resilient disciples of God. Andrews University faculty, staff and students develop graduates who are fully devoted to God and see life's work as a holy calling with eternal impact. Therefore, we claim every workplace in every

nation as our mission field.

The Center for Faith Engagement (CFE), formerly Campus Ministries, cultivates this missional community through identifying and developing meaningful strategies, relevant practices and innovative resources for, and with, faculty, staff and students as students integrate faith in every aspect of the university experience. A team of chaplains, along with the Director of Service and Missions, provide three essential tenets of faith engagement: 1) centralized spiritual programming for the whole campus, 2) mobilizing student gifts and passions for faith activities and 3) pastoral care.

Sabbath is a vibrant aspect of the campus faith experience. Proximity Vespers, Pioneer Memorial Church worship, One Place Fellowship and New Life Fellowship provide unique styles of services to help students from different cultures and faith perspectives deepen their faith commitment and practice. Through chapels, vespers, and Sabbath morning worship, the student community interacts with a wide range of inspiring pastors, community leaders, authors, students and alumni.

For a systematic approach to small groups in the university church, Pioneer Memorial Church 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. Additionally, the University works with the church to ensure there is a sabbath school experience for each age group and to provide spiritual support for students who have families.

The CFE provides students with opportunities to learn about life form 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 such as Adventist Volunteer Services and Adventist Frontier Missions. Additionally, we encourage and support short term missions for disaster response or community development, such as the 2018 post-hurricane support trip to Puerto Rico.

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 lives.

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

- "Chapel" occurs every week for students to gather together to "affirm their faith." Weekly chapel allows the student community to interact with a wide range of inspiring pastors, community leaders, authors, students, and alumni. Additionally, this is the platform that the CFE utilizes for two university priorities reflected in the academic schedule. First is week of prayer each semester bringing a focus of choosing to follow God. Second is Change Day, when students, staff, and faculty spread out across Berrien County to serve various community, educational, individual and non-profit needs.
- "Choices" are smaller programs that include Academic Assemblies and Short Courses. These programs are planned by a variety of campus departments and student organizations and allow students to enrich their educational experience as they "seek knowledge" on a broad range of 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 five-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, and community service 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 volunteer involvement in campus, community or church contexts. One credit is given for every two hours of involvement, for a maximum of 20 hours per semester.

Change the World

The following examples showcase the University's commitment and action to serve in the community:

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 2019–2020 Senior Survey, 72% 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 30th anniversary of the fall of communism. To further enhance cultural understanding, the Diversity Council embarked on cultural competency training for all students and employees through a series of workshops. These workshops are now geared toward new graduate students and new faculty during their orientation. In March 2019, the School of Education's annual Teaching and Learning Conference, which involves a number of graduate students, specifically focused on Connecting, Engaging, and Belonging. Cultural competency became a core component of the Faculty Institute in 2016, to better prepare faculty to lead their students towards cultural competency. Community and Global Engagement has been a major strand for successive Faculty Institute programs, with recent presentations on Diversity and Civil Discourse in the Classroom and Building a Campus-wide Culture of Community Engagement. In 2012, a student-led steering committee inaugurated an annual Social Consciousness Summit. Recent summits have discussed topics such as Refugees & Immigration, Racial Issues in America and COVID-19 Impact on Minorities. As a result of these events, students have become more involved in social causes.

2) Leadership

In the 2019-20 Senior survey, 77% of seniors 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 or to work toward a Leadership Minor. All students in the Undergraduate Leadership Program create and implement a change project with topics ranging from creating a library for a Benton Harbor Charter School, to designing a community service center and grocery store for an underserved community, to building a new playground for a local elementary school.

3) Civic and Community Engagement

Andrews University intentionally provides students with multiple opportunities for community engagement and service. The university's commitment to develop its students' ability to apply concepts and learn to use skills to address the needs of diverse communities, in a manner consistent with Christian values, is reflected in its Institutional Outcomes, #5 and $6. On the 2019–2020 Senior Survey, 89% of seniors reported having been involved in service while attending Andrews; 68% of students provided service to the local community, 52% served fellow students, 45% provided service at church and 21% provided service to the wider world/broader community. Through civic and community engagement, Andrews University also seeks to develop a community presence that is authentic, sustainable and measurable. The globalized approach has allowed the University's departments to focus on education, health, innovation or research. Many of these programs were featured at the Celebration of Community Engagement. Through these projects, students broaden their educational experience and the community benefits from the knowledge, skills and presence of engaged university students and faculty. Programs include Trauma and Resiliency training for those affected by Hurricanes Irma and Maria by Social Work and Behavioral Science students in Puerto Rico (2018); Saving Orphans through Healthcare Outreach partnership with the School of Architecture & Interior Design, which designed facilities for orphans from HIV positive families in eSwanti (2019). University students help elementary children learn to read, while learning values like respect. Other examples include students from the Department of Speech-Language Pathology & Audiology helping area elementary school children at the "summer communication camp," and students and faculty from the School of Health Professions providing free healthcare and health consultations to uninsured residents.

Live 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 launched its "Made to Thrive" initiative, built on the principle and Andrews' core strength of *Live Wholly*. This initiative included the development and construction of the Andreasen Center for Wellness. Dominique Gummelt, 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, licensed professional 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 Center also coordinates campus wide prevention programming in the area of mental health. The Center director is a member of the University Student Intervention Team (USIT), a care unit that focuses on monitoring student health challenges and providing support. Other services offered through the Counseling & Testing Center include mental health screenings, crisis intervention, mental health assessments, career development services, couple's counseling, and testing services. The Center operates year round and is accredited by the International Accreditation of counseling Services.

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 the Gymnics gymnastic team, 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.

In the 2019–2020 Senior Survey, 82% 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, 83% were committed to living a "lifestyle that promotes physical health."

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

1. The board is trained and knowledgeable, and makes informed decisions with respect to the institution's financial and academic policies and practices; and meets its legal and fiduciary responsibilities.

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 Policy 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.

The governing board and its 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 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 Policy 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 March 2017 retreat, the board examined what it means to be "Living the AU Mission in 2017," which included training and reports, as well as conversations and breakout sessions on the

development of the next 2017-2022 Strategic Plan.

In addition, each board meeting includes a focused time for board education. Over the last three years, the board examined a wide range of topics, including spiritual life, innovation, collaboration, advancement, international partnerships, wellness, research, and Information Technology. The committees of the board receive further specialized briefings on the institution and/or the area under discussion.

On legal and fiduciary responsibilities, the role of the Board of Trustees is identified in the Board Policies Manual. These responsibilities often start with committees whose roles are also identified in the Manual, Sections 3.6.1–3.6.3.9. Within this structure, the University 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. The Academic Programs & Educational Services Committee 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 committees and acts on information received directly 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 Policy Manual, and the board meets these obligations.

2. The 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 health and wellness initiative, which included the construction of the Andreasen Center for Wellness, which was completed in Summer 2019.

3. The board reviews interests of institution's constituencies during decision-making.

The board does its detailed work through its nine committees 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 committees 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.

4. The 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.

5. The 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 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 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 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 were made in the Bylaws (5.5.1) and Board Policy Manual to ensure consistency of messaging.

The 2016 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. 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 compiled 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 parameters for Faculty Senate have resulted in positive and constructive conversations among faculty, administration, and the board. The guidelines created for both the Board-administration relationship and the faculty-administration relationship have helped bring additional positive dialogue to decision-making, particularly at the faculty level.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in 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 statements of the General Conference of Seventh-day Adventists on Academic Freedom in Seventh-day Adventist Institutions of Higher Education and on Theological Freedom and Accountability. In its statement on academic freedom, the terms 'Freedom of Speech," "Freedom of Research" and "Freedom to Teach" are defined in an Adventist Christian 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 the 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 annual conferences hosted on the Andrews campus, such as the Autumn Conference on Religion and Science and the Seminary Scholarship Symposium. 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 and through faculty luncheon book club discussions. The Student Movement, the official student newspaper of Andrews University published weekly, offers a forum in which the student body can dialogue with varied opinions concerning student life and current social issues.

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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, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

1. The institution maintains professional standards and provides oversight of research to ensure compliance, ethical behavior, and fiscal accountability.

The Office of Research & Creative Scholarship provides oversight and support services to ensure that research and scholarly practice provided by its faculty, staff and students are done ethically and adhere to federal regulations, as indicated in Working Policy. The Dean of the Office of Research provides fiscal oversight for faculty research awards and internal and external research grants, as indicated in the Faculty Research Grant Handbook.

2. Institution provides effective support to ensure the integrity of research and scholarly practice.

All research involving the use of human subjects must be approved by the Andrews University Institutional Review Board (AU-IRB). As described in the IRB Handbook, the purpose of the AU-IRB is to ensure that the rights and welfare of participating human subjects are protected for research conducted by faculty, staff and students affiliated with Andrews University, as well as research conducted by other persons who collect data at Andrews University. The AU-IRB consists of experienced researchers from a broad range of disciplines within the University and community to conduct a complete and adequate review of research proposals. The AU-IRB monitors the progress of the ongoing research until completion. The Research Compliance and Integrity officer offers both in-class and individualized training on the IRB application process. All Andrews researchers are required to complete Responsible Conduct of Research training, and all researchers involved in human subjects research are required to take Protecting Human Subjects training, available in English, Spanish and French to all Andrews University researchers both on and off-campus through the campus LearningHub system. The Office of Research & Creative Scholarship offers faculty and student researchers a variety of resources, videos and training opportunities on its website.

In compliance with the federal regulations concerning the acquisition, 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 vertebrate animals. Training resources for researchers using animals are available on the Office of Research & Creative Scholarship webpages.

Standards for Distance Learning Library Services of the Association of College and Research Libraries states: "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 and faculty have access to a librarian, and a variety of scholarly resources, subject area research LibGuides and the Digital Commons institutional repository.

3. Students are offered guidance in the ethics of research and use of information resources.

Andrews University guides students in the ethical use of information in classes such as College Writing and research methods classes. All students participating in research undergo responsible conduct of research training, either independently or through their research methods class. 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 LibGuides and library instruction classes that 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 LearningHub.

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

Liaison librarians are assigned to each college and the seminary. They partner with classroom faculty in collection development and in engaging students with library resources and services. The library liaisons also collaborate with faculty to provide guidance in effective use of research and information resources. Liaison librarians also partnered with the Center for Teaching and Learning to present faculty workshops on Copyright during COVID-19, Open Educational Resources, and Beyond the Walls of the Library-Supporting Faculty and Students from a Distance. These presentations were recorded and are available via LearningHub.

Library instruction takes many forms. James White Library faculty conduct orientation sessions about library resources and services at the beginning of the academic year for new students and new faculty. These sessions included a physical tour of the facilities and a hands-on workshop, introducing students to basic searching and faculty to the specific resources in their disciplines. The orientation to the library continues with the elective co-curricular short course. Students choose from a variety of mini-course options. The library presents five sessions covering the following topics: 1) Finding Books in the JWL Stacks; 2) Defining Research with a Mind Map; 3) Discovering Books, e-Books and More via the Online Catalog 4) Discovering Relevant & Scholarly Articles with Databases; and 5) Evaluating Library Resources Using the CRAAP Test (Currency, Relevance, Authority, Accuracy, and Purpose).

Faculty may select from the information literacy menu the level of instruction to be integrated with their course content. Additionally, Credo's Instruct Information Literacy Modules are available for self-paced, online learning and for augmenting classroom instruction at point of need. All modules

and videos are linkable in LearningHub. New workshops about [Endnote](#), and updating the [Andrews University Standards for Written Work](#) and other documentation and statistical tools are ongoing.

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

Andrews University has an established [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 policy and the Integrity Pledge are provided in the [Student Handbook](#) and on the Academic Integrity [webpage](#).

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2.S - Criterion 2 - Summary

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

Summary

Strengths:

- Online module training for Responsible Conduct of Research, Protecting Human Subjects, FERPA and Title IX.
- Focused board education time during each University Board meeting, enhancing board members' understanding of the strategic planning and challenges facing the institution.
- Academic Integrity policy and processes in place with resources readily available for faculty and students.

Future Considerations:

- Continuing to provide resources for the development of the Agriculture Education Center as it refocuses after the closure of the Dairy.
- Furthering the use of the Faith Development Survey results to enhance faith engagement practices.
- 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 quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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 credential awarded.

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

The currency and rigor of academic programs is maintained in three ways: by the quality of the faculty, a rigorous system of approvals for new programs and program change, and through program review. First, the faculty in each discipline are well qualified (see 3.C), and are expected to stay current in their fields through professional development and scholarship. Annual scholarship is scored through a rubric, and average scores are reported to the Board each fall. Program development and program review are 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. The Office of Institutional Effectiveness maintains a website to guide faculty through program change and the development of new programs. A two-page handout shows the steps and timeline for starting a new program. Andrews uses Curriculog to standardize and automate the approval process, ensuring that the proposal goes through all the right steps. The proposal template collects complete information on the specifics of the program, including its mission and market analysis, outcomes, curriculum, degree requirements, faculty and budget. The University's academic program review process has the primary purpose of ensuring academic quality and innovation (see 4.A.1.). After a thorough self-study, the review is conducted by a peer review panel, consisting of three to four faculty, including an external content expert. The process involves evaluating the mission, history, impact and demand. The quality of program is assessed through inputs, outputs and outcomes. Panel recommendations are first submitted to the PDRC and then to the appropriate council. Final recommendations are discussed between the dean of the school and the Provost to determine action steps. 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 admission requirements and expected levels of student performance are progressively more rigorous within each degree and among the different degree levels. For example, admission GPA requirements for graduate students are higher than those for undergraduate students. For a bachelor's degree the performance expectations are 2.25 GPA in major credits 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. Currency is ensured 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 (policy 2:415). Information obtained through this process is used in curriculum mapping. If department faculty wish to recommend changes to existing courses, create new ones or deactivate existing courses, a proposal is entered into the University's online system and must be evaluated by the school committee on courses and curricula before they are voted by the full school faculty.

Online courses and online degrees must be approved by the Associate Dean for Online Higher Education before delivery. This approval process triggers the support of the Center for Digital Learning & Instructional Technology (DLiT) in online course development. An instructional designer assists faculty with the development of online courses, and new online courses must meet the Standards for Teaching Online, Requirements for Online Courses and the Substantive Interaction Policy. Course assignments and anticipated student preparation time for all courses must meet Andrews' credit hour definition and expectations. 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.

The University articulates learning goals related to the mission for all Andrews programs. Learning goals and performance expectations are set by the faculty for each level within their courses and programs. Examples of differentiation of goals by level are seen in the general and advanced physics courses, undergraduate and graduate outcomes in Business Administration and in master and doctoral outcomes of Religion. Research and thesis/dissertation expectations for graduate students ensure higher levels of inquiry, critical thinking and writing. Additionally, Andrews University has articulated new Institutional Outcomes modeled after the Lumina Foundation's Degree Qualifications Profile (DQP), to more precisely differentiate the student learning outcomes for the undergraduate and graduate levels. *(See also 3.B.1.)* A faculty committee led the development of this framework. Program faculty will begin mapping their program outcomes to the Institutional Outcomes starting in the Annual Assessment Report 2020-2021.

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. For more information about specialized accreditation, see Core Component 4A.

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

All academic programs the University offers 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, changes in delivery must go through the program change process, with additional approvals and specific questions based on the delivery. For example, the Religion MA is offered on the main campus, via distance, and at off-campus locations. While the program has two forms--specialized and interdisciplinary, the learning outcomes are consistent between them with specialized or interdisciplinary application. Online programs and courses are supported and reviewed by the Center for Digital Learning & Instructional Technology according to Andrews' requirements for online courses, and off-campus programs are supported by an off-campus Programs Director. Both of these supporting entities are under the College of Education and International Services.

Additionally, the College of Education and International Services 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. COMM 104, ENGL 215, RELT 250, BSAD 341, CHIS 600, and DSRE 503 are a few examples of courses that are taught in two or more modalities. In collecting examples for the HLC visit, we noticed that some drift had occurred in course learning outcomes between sections, particularly where new faculty or adjuncts were teaching the courses. The Effective Teaching & Learning Council discussed this issue in January to ensure that sufficient guidelines are provided for faculty. Course surveys indicate a similar level of student satisfaction across different delivery options. Likewise, results of the Seminary Assessment Questionnaire show similar ratings for programs delivered on the main campus, off-campus and via distance.

Lastly, program assessment, combined with the periodic program review, helps 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, online and in Vietnam. In another example, the Master of Arts in Religion (MAR) program provides guidance for faculty in both on- and off-campus settings for course design and assessment through their MAR Assessment Guidelines. The program director monitors program quality in the MAR annual assessment report, with includes data for the on-campus and off-campus programs.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

1.The general education program is appropriate to mission, educational offerings, and degree levels. The institution articulates the purposes, content, and intended learning outcomes of general education.

Andrews University's general education program, Andrews Core Experience (ACE)**,** is designed to provide a well-rounded liberal arts education that supports our mission as a Seventh-day Adventist, Christian institution. ACE provides a foundational framework for the University's undergraduate degree programs, whether delivered face-to-face, online or off-campus. For example, the ACE skill of engaging diverse perspectives is foundational to fostering students' competencies to "address the needs of diverse communities" (Institutional outcome # 6). It is also essential considering the diversity of the Andrews student population. The purpose, content and intended learning outcomes of the ACE Program are clearly articulated to students and other stakeholders in the Academic Bulletin.

A significant part of the ACE program is the first-year courses (FY), which provide a curriculum that establishes initial expectations and basic academic skills foundational to the undergraduate experience. The five, core 100-level courses in religion, communication, mathematics, college writing and wellness provide first-year students with a foundation to build upon for their academic journey. In the newly adopted ACE package of 43 semester credits common for all programs, there is an increased emphasis on integrated, holistic wellness with one course for physical, mental, and financial well-being. This course is part of a first-year experience designed to begin the development of a strong foundation of skills and a sense of belonging to the campus community.

The ACE Program conducted a self-study in 2017, leading to a revision of the general education program. This process resulted in three recommendations, which were adopted and are now being implemented. They include 1) the adoption of a streamlined ACE package of 43 credits for all

bachelor's degrees (compared with as many as 59 credits previously); 2) updated definitions of BA/BS degrees; and 3) the identification of specific institutional outcomes that will drive the assessment of the new general education package. The ACE Committee has worked to increase communication about the revised ACE program with faculty and advisors through the creation of a new website. The website is intended to facilitate ongoing engagement of faculty and staff in the general education framework, particularly as the program continues to develop connections between courses and among the faculty and staff who teach those courses and provide co-curricular offerings. Some emerging initiatives include the pathways proposal and faculty support to facilitate conversations, connections and professional development.

Students seeking to enhance their educational experience can choose the J.N.Andrews Honors Program. The 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 providing a series of interdisciplinary courses that replace general education requirements for undergraduate degrees. The goals of the program include providing a high quality alternative to general education, developing academic and cultural literacy, nurturing interdisciplinary competency, fostering community of learning and integrating faith and learning. Students in the Honors program can find their SAGES requirements in the Bulletin and on the Honors Website.

2. General education is grounded in philosophy or framework developed by institution, imparting broad knowledge and concepts, and develops skills and attitudes that institution believes every college-educated person should possess.

The Andrews Core Experience (ACE) program, required of all degree-seeking undergraduate students, is grounded on a philosophy that "the rapid expansion of knowledge in a global community requires those who would be truly educated citizens to adopt a philosophy of lifelong learning. One must engage the mind in the study of many fields, from the fine arts and humanities to the empirical, quantitative, and social sciences." It provides broad-based knowledge and intellectual concepts, while developing skills and attitudes that Andrews University desires for all of its graduates, through coursework from a wide variety of disciplines. This coursework seeks to lay the foundation for developing students' critical thinking abilities and academic skills to successfully perform various tasks required in their disciplines.

As part of a comprehensive general education revision completed in 2019-2020, five key areas were identified that provide the core curriculum for first-year students. Written and interpersonal communication skills are developed and honed in ENGL 115 College Writing I and COMM 104 Communication Skills. Students learn more about God and develop their faith in RELT 100 God and Human Life or RELB 210 Jesus in His Time & Ours. Wellness and a balanced lifestyle are the focus of Wellbeing 360. Finally, every student is encouraged to demonstrate quantitative reasoning skills by meeting the mathematics requirement in the first year.

The expectation for our students to develop skills adaptable to the changing environments is enshrined in the University's current mission and goal statements, and a robust assessment plan will be key to measuring the efficacy of the new general education curriculum. The ACE Program is responsible for outcomes 1, 2, and 3 within the new framework of Institutional Outcomes completed in 2020. Baseline data collection began in Spring 2020 when several writing courses piloted the writing rubric adapted from the Association of American Colleges and Universities (AAC&U) Value Rubrics. In Fall 2020, 15 courses reported on the following skills: written communication, oral

communication, engaging diverse perspectives, quantitative literacy and wellness. This is a sample of the results. The target level for ACE courses is 2.

The University has used students' performance on the ETS Proficiency Profile to assess general education outcomes, and our students have scored well compared with other institutions. The National Survey of Student Engagement (NSSE) is another indicator of the success of the ACE program. According to the NSSE 2019 Engagement Indicators, 62% of first-year students and 74% of seniors 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 our SDA peers and other NSSE schools.

3. Education recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

Andrews University, nationally ranked for its international and ethnic diversity, is the only national university to be ranked in the top 10 in both categories**.** 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 and programming for students, recognizes and celebrates the value of human and cultural diversity. 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 and co-curricular offerings and the institutions' practices value human and cultural diversity. University programming includes a wide array of cultural events, such as an International Food Fair, Hispanic Heritage Month, MLK Day and Black History month, with a variety of events and ethnic meals.

Andrews students engage with human and cultural diversity through service in events such as the annual service day and the Beyond Bars prison ministry. According to the 2019 NSSE, 79% of seniors engaged in service learning. Undergraduate students have opportunities to study at other colleges overseas through Adventist Colleges Abroad. According to the NSSE, 22% of seniors had participated in 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 led by Architecture and the Religion Department, for example, provide students with opportunities to serve people from varied backgrounds. Additionally, graduate students in our social work and graduate counseling programs serve surrounding underserved communities through internships**.** The Winter 2020 issue of Focus Magazine showcases several mission and service projects, from Ethiopia and Cambodia to the Middle East, which exemplify how the university values diversity and prepares world changers.

4. Faculty and students contribute to scholarship, creative work, discovery of knowledge appropriate to mission.

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 and professional presentations demonstrate their active contributions to their scholarly communities. Faculty members' general publications demonstrate their commitment to making the results of their scholarship available to the wider community. Our faculty in the arts are known for their performances and exhibitions, and their creative works make meaningful contributions to the University's mission. Top performing faculty members are acknowledged through the Siegfried H. Horn Excellence in Research & Creative Scholarship Award.

To help ensure that our faculty make meaningful contribution to scholarship and creative work, Andrews provides remuneration through the Faculty Activity Report Award for scholarly activity and offers Faculty Research Grants to promote and support faculty research. The Office of Research and Creative Scholarship provides faculty grant writing assistance in securing external funding to advance their research agenda.

Collaborative faculty-student research is strongly promoted at Andrews University as illustrated by the aforementioned Undergraduate Research program and Graduate Grant in Aid of Research. Students in the STEM areas receive internships and fellowships from research centers, including Harvard University, to advance their research. Our undergraduate and graduate students make scholarly presentations and publish their research findings. The Office of Research assists graduate students in applying for external grants.

Scholarly achievements of Andrews' faculty and students are celebrated during the Celebration of Research and Creative Scholarship, an event held in the Fall semester, which showcases the research of faculty and graduate students and features that year's Siegfried H. Horn award recipients as plenary speakers. In the Spring semester, undergraduate students present their research at the annual Honors Scholars and Undergraduate Research Poster Symposium. In the 2019 NSSE, 36% of seniors reported having participated in research with faculty.

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Andrews University serves a multi-cultural community of students at both the graduate and undergraduate levels. Departments across campus seek qualified candidates for open faculty positions who reflect the diversity of the University's student population. New faculty hires between 2018 and 2019 (12 in total) included 2 Hispanic/Latino individuals, 3 Black or African American individuals and 1 Asian individual, and of the 8 hired in 2019-2020, only 3 were White. Percentages of male and female faculty largely reflect the demographics of the University's student body as does the percentage of Seventh-day Adventist faculty and staff. And while the percentage of Hispanic/Latino faculty has remained stable over the last several years, modest gains (from 12% in 2017 to 14% in 2019) have been made in the percentage of Black or African American faculty.

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

The undergraduate student-faculty ratio of 10:1 is a direct measure of the sufficiency of the number of faculty at Andrews University. On average, Andrews employs about 10 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 various 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 represent approximately 70% of the teaching faculty with part-time and adjunct faculty accounting for approximately 30%. Adjunct faculty are individuals who are qualified

in their disciplines and with whom the University wants to establish a long-term relationship. Finally, graduate teaching assistantships allow for graduate students to be mentored into the teaching profession by highly effective mentor teachers.

3. All instructors are appropriately qualified.

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. University policy and procedures also allow for the employment of faculty on the basis of tested experience.

Faculty Information from Webpages

- College of Arts & Sciences faculty
- College of Professions faculty
- College of Education & International Services faculty
- College of Health & Human Services faculty
- Seventh-day Adventist Theological Seminary faculty

Complete Faculty Credentials and Course List

4. Instructors are evaluated regularly according to University policy.

Andrews University has a systematic and comprehensive approach to faculty evaluation. The evaluation includes the 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 are encouraged to create an Individual Advancement Plan as part of the annual report to guide their progress towards promotion and/or tenure. Faculty evaluation is also built into the tenure and promotion criteria.

Andrews University 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 reviewed as part of regular course evaluations, and the results are used as the basis for future employment. Student responses to these evaluations indicate high satisfaction for courses on the main campus, online and off-campus.

5. The institution has processes and resources for assuring that instructors are current and adept; it supports their professional development.

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 and 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 collects feedback from faculty to gauge their professional development needs. Based on the expressed needs, professional development events are organized for the following year. Dr. Anneris Coria-Navia, the director of the Center for Teaching & Learning (CTL), provides 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. The Center for Digital Learning and Instructional Technology (DLiT) is another valuable resource for faculty, providing instructional technology support and resources. Their leadership has been invaluable in the COVID-19 teaching environment.

Additionally, every academic school allocates funding for faculty travel to professional conferences (see Policy 2:349). 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.

6. 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, 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.

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

Andrews University staff members providing support services are appropriately qualified and trained. The departments providing these services include:

Student Financial Services: The Assistant Vice President for Student Financial Services and financial advisors hold national and state credentials, and the senior financial advisor, a member of the board for the Michigan Student Financial Aid Association (MSFAA), is actively involved in planning events that support financial aid in the state of Michigan and is a trainer for Financial Aid 101 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 Federal Student Aid conference, which is organized and facilitated by the U.S. Department of Education regarding updates on any new federal regulations. Financial aid staff receive daily updates on Information for Financial Aid Professionals (IFAP) and are informed of new regulations and updates in a general staff meeting held every Monday.

Student Success: 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. They also work closely with the deans of

each college to monitor the success of at-risk students.

Advising Services: The Director of Academic Exploration works closely with freshmen and transfer students, as well as advisors. He organizes and provides annual training sessions for faculty advisors and regularly shares useful information with faculty as they work with students.

School of Distance Education: The Director of Undergraduate Distance Student Services in the School of Distance Education has a PhD in Curriculum Studies and works closely with the Student Success Center. She supports online and off-campus undergraduate students. Both online and off-campus graduate students are also supported through their program faculty and staff.

Campus & Student Life: 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 resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

1. Student support services are suited to the needs of student populations.

Andrews University provides appropriate services to support learning for all of our student populations. The Student Success Center provides an array of academic success services including success advising for those who need additional help such as individual tutoring and college success workshops. 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. Accommodations or adjustments are made to equalize their access to the activities of the University while maintaining the integrity of the academic program. 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 both undergraduate and graduate students develop writing skills through its one-on-one tutoring sessions. The University Center for Reading, Learning & Assessment provides personalized instruction and intervention 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. The Center for On-campus International Student Services serves the needs of international students, who constitute around 20% of the student body.

The University provides career development and exploration through a variety of programs coordinated by the Explore Andrews Program. The University has two on-campus career fairs each year. The Career and Graduate School Fair is open to all undergraduate students and the Health Career Job Fair is held specifically for students in the College of Health and Human Services. The University also works with Job Pursuit, a Michigan-based career network for small private schools.

2. The institution provides learning support and preparatory instruction to address academic needs and directs entering students to courses and programs for which they are prepared.

General orientation information for all new students is available on the New Student webpage. There is an additional page for new graduate students with a schedule of events and frequently asked

questions. Graduate students are then enrolled in LearningHub for more detailed orientation modules.

All entering freshmen and transfer students take part in a week-long orientation, during which they take workshops on time management, study skills and ways to access University resources and support services. Freshmen take a Math Placement Exam or are assigned a score based on their ACT or SAT scores to determine the appropriate math and science courses. The orientation program also helps new students build relationships among themselves and with their student mentors, so that they become part of a social network. Structured times for new student mentoring continues in the first six weeks of the fall semester. In addition, Andrews University's admission guidelines help to ensure that undergraduates who need additional learning support can receive it through Student Success. Students receiving success advising are placed into remedial reading or math classes as needed.

As described in 4.C.3., incoming freshmen with GPA's that qualify for admission, but whose ACT/SAT scores do not meet the requirement, can now be admitted to a Bridge to Success program, which provides extra learning support, including courses in College Success Strategies and in Career Development & Planning. Students who successfully complete their first year in the program will then transition to a regular advisor within their chosen major.

Andrews provides preparatory instruction and language support to students who have not achieved required English skills for college-level work through the Center for Intensive English Programs (CIEP). Higher-proficiency English-language students placed in the Language Pathway Program take academic classes in conjunction with language courses.

Lastly, students receive additional learning support through their curriculum and academic journey. For undergraduates, general education courses in the first-year (FY) curriculum create community and provide foundational knowledge and skills, such as written and verbal communication and quantitative literacy, which prepare students for their academic programs. Graduate programs have necessary foundational courses, such as research methods, built into their curriculum. Additional learning support is provided as needed through the academic department or programs. For example, the Leadership Department provides resource pages on their website for each of their programs, and students are paired with mentors during internships. The Seminary holds colloquia on topics such as study skills and research writing for their Master of Divinity and PhD Religion programs. Currently, the University is exploring ways to expand student success services to all graduate students through a task force formed in spring 2021.

3. The institution provides academic advising suited to programs and needs of students.

Every Andrews University student has an academic advisor. Academic advisors are faculty appointed by the colleges and academic departments and are assigned at the time students are admitted to the University based on the degree listed on their applications. Academic advisors assist with program and course planning, defining and developing long-term career goals, as well as addressing academic difficulties. The University offers periodic advisor workshops to ensure that academic advising is streamlined and effective. In addition, the director of Explore Andrews works closely with freshmen who are undecided on a major during their first year to assist them with finding broad interest courses that can help students choose their majors. Freshmen who do not meet the requirements for regular admission also receive Success Advising. In some programs, students are guided by professional advisors. The Master of Divinity program, for example, utilizes the professional advisor to assist with registration and to assure that students select the right courses and stay on track for graduation. Since fall 2019, the University has used Degree Works to support academic advising

and help students finish in a timely manner.

4. The institution provides infrastructure and resources to support effective teaching and learning.

Andrews University has adequate infrastructure and resources necessary to support students and faculty regardless of whether classes are offered on-campus, online or off-campus. 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 in-person instruction.

The Information Technology Services provided to campus is exemplary. The infrastructure is strong, and currently, a robust firewall is being installed to further safeguard the University and protect it from technological breaches. One hundred percent of the campus is 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. Plans are in place to merge two smaller computer labs into one larger lab at the James White Library to accommodate 40 students. The University's Information Technology Services provides support to faculty and students by phone, online chat or email. In-person support is also provided through a service desk in the bookstore.

The Center for Teaching and Learning (CTL) operates under the counsel of the Effective Teaching and Learning Council and the advice of the Faculty Fellows**.** Its programs Programing is designed based on the University's strategic initiatives, the results of the Faculty Institute survey and conversations with faculty in the faculty councils and Faculty Senate. The CTL Director has a standing item in the Faculty Senate Agenda. Some of the programs offered by the CTL include a Faculty Book Club and a Lunch and Learn variety series, whose themes are determined based on University initiatives or faculty-identified needs. Examples of such themes include academic integrity, engaging activities as identified through institutional survey results, and support programs such as Formative Dialogues (non-threatening peer coaching), individual consultations and a peer mentoring program. The CTL also guides the planning of the Faculty Institute which is an annual professional development opportunity that the institution has held for the last 10 years. Additionally, the Institution hosts the annual Andrews University Teaching and Learning Conference. These conference sessions focus on scholarship of teaching and best classroom practices presented by K-20 educators. Every year, an average of 20 faculty members participate in the conference as presenters, and an average of 140 educators attend the conference.

The School of Distance Education 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 ensure that students are successfully navigating in their online courses. The School of Distance Education offers Course Tune-up workshops each semester in partnership with the Center for Teaching and Learning. The workshops are available to all faculty, including adjuncts and graduate assistants who support teaching. The workshops are available not only to on-campus faculty and but also to online and off-campus faculty via Zoom and through an on-demand recordings. Additionally, the annual Faculty Institute includes workshops on teaching with technology.

The James White Library and its branches, the Music Materials Center and the Architecture Resource Center, facilitate knowledge discovery and creation through access to a variety of virtual

and onsite services, resources and collections that support student learning and effective teaching. The library publishes a brochure that lists a variety of services available to faculty and their students. During fiscal year 2019-2020, Andrews University invested $1 million in library materials consisting of electronic databases with streaming media, e-journals, e-books and journal articles. Other items acquired include print books, periodicals and multimedia items. Additional e-resources are accessible via the Michigan Electronic Library, MeLCat.

Special collections include several rare-book collections and the depository library for the Environmental Design and Research Association housed in the Architecture Resource Center; a special resource for archeological research and education in the Institute of Archaeology and Siegfried H. Horn Museum. Historical collections of manuscripts, photographs and artifacts related to the founding and development of the Seventh-day Adventist Church, its people, work and institutions around the world are housed in the Adventist Digital Library and Center for Adventist Research. Digital Commons, the University's repository of scholarly works created by Andrews University faculty and students, exceeds one million downloads each year.

The James White Library is open 86 hours per week, and the branch libraries average 58 hours per week. Individual and group study rooms, printing (including 3D-printing), copying, exhibits, e/reserves, online resources, inter-library loans and document delivery are provided wherever faculty and students are learning. The library conducts information literacy training and provides LibGuides that lead students to important topics, tutorials, and course-specific resources to assist them in their research. Additionally, librarians are available to interact and consult with students via chat, video conferencing, e-mail and telephone.

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, office spaces, 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 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 professional programs, the University ensures that the curriculum includes opportunities for practical training. The health professions, such as Physical Therapy Nursing DNP, Nursing BSN, Medical Laboratory Science and Speech-Language Pathology & Audiology all require clinical training. Business students may choose to do an internship at places such as healthcare institutions, auditing services, or an on-campus branch of the accounting firm, Crowe Global. Teacher education programs require student teaching at area schools. Students in graduate counseling and psychology programs have required hours of practicum. Students in the Master of Divinity program are also required to take to practicum courses.

Programs which utilize laboratories ensure that the facilities are adequate and up-to-date. Biology upgraded the commons area, classrooms, lounge and labs in 2014. Major renovations were made to the laboratory spaces for Chemistry and Medical Laboratory Sciences in 2014. Engineering requires a variety of equipment to support its program and transitioned to a new space in Harrigan Hall in 2016 and 2017 to accommodate its growth. The Department of Speech-Language Pathology & Audiology was expanded when the department began its master's program in 2014, and again in summer of 2016 with added rooms for clinical hearing evaluations. They gained additional space in summer 2020, when occupants of nearby offices were relocated. The studios for the Department of Visual Art, Communication & Design were upgraded when they shifted to Smith Hall in summer

2016, providing 4,780 sq. feet of new studio space. Students in the Animal Science program work with a variety of animals at the new Agriculture Education Center. Nursing has a full simulation lab for student learning and practice prior to the clinical setting. The School of Rehabilitation Sciences has a cadaver lab, which is also used by the department of Biology and the School of Communication Sciences & Disorders. 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. Currently Rehabilitation Sciences is repurposing some of their space for their on-campus Physical Therapy clinic, which provides students with the opportunity to apply skills learned.in the classroom and laboratory.

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.

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3.S - Criterion 3 - Summary

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

Summary

<u>Strengths:</u>

- Faculty-led institutional processes for development of outcomes.
- Intentional alignment between general education and institutional outcomes.
- High impact practices: undergraduate research, service learning and study abroad are aligned with University's mission.
- Robust faculty development and support through the Center for Teaching and Learning and its partners.
- Increased infrastructure to support online and off-campus learning through the Center for Digital Learning and Instructional Technologies, the creation of a School of Distance Education & International Partnerships and Digital Commons for research.
- Strong programming for providing support to struggling students.

<u>Future Considerations:</u>

- Increased student success services to graduate students.
- Increased opportunities for students in career networking and internships.
- Attention to outcomes in course sections across modalities and/or locations.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

1. The institution maintains a practice of regular program reviews and acts upon the findings.

Program review at Andrews University is under the oversight of the Program Development & Review Committee (PDRC), a subcommittee of the Graduate and Undergraduate Councils. Revisions to the program review process are made as needed. In spring 2018, for example, the members of the PDRC met to review questions and improve alignment between the Program Review document and the Annual Assessment Report, and to ensure that information requested in the Provost's program improvement and prioritization process, which was initiated in 2017, was being routinely collected. This review resulted in revisions to the assessment report, so that much of the data needed for program review would be collected through the annual report. Additional edits were made to the Program Review document in spring 2020, to update references to the HLC Criteria for Accreditation.

The Office of Institutional Effectiveness supports the PDRC by maintaining the schedule and instructions on its website, as well as samples of completed self-studies. Orientation/training meetings are provided for department chairs and program directors embarking on the self-study

process and for the panel of faculty reviewers. The review panel is typically composed of three internal cross-disciplinary faculty and one external reviewer chosen from the discipline, typically a faculty from a benchmark or peer program. The resulting self-study, panel report and program's response are reviewed by the PDRC, with recommendations sent to the Graduate or Undergraduate Council. Examples of program reviews completed since our last visit include:

- Andrews Core Experience (ACE)
- Art programs
- Religion & Biblical Languages
- Religion PhD & Biblical/Theological Studies ThD

Finally, the Provost and the college dean review the results from that college and approve any necessary changes that may impact the strategic plan and/or budget.

From fall 2017 through fall 2019, there was a temporary lull in the typical program review process for two reasons. First, the Provost and college deans were engaging department chairs in program prioritization to improve efficiency and reduce costs. The program prioritization process focused on a subset of data from program review. Second, the registrar's office and the Assistant Provost for Institutional Effectiveness led in a thorough bulletin and curriculum review, in preparation for the fall 2019 implementation of Degree Works. The review process involved meetings with individual department chairs and program directors to review program offerings, clarify curriculum requirements and fill in information gaps. As a result of program prioritization and curriculum review, some departments combined two or more small, related majors into one. There were a number of program deactivations for fall 2018 and 2019, including degrees and majors, minors and concentrations. In early 2020, the Office of Institutional Effectiveness worked with the deans to develop an updated program review schedule, which was also posted on the OIE website. When the University had to change to remote learning in March due to COVID 19, however, it was apparent that the new schedule would need to be put off for a year.

The program review process has affirmed good practices, spurred program changes, often as a result of the self-study, and led to a number of actions. The review of the Andrews Core Experience (ACE), for example, recommended one general education package with a reduced number of credits, which resulted in a reduction from as high as 59 credits in the 2019-2020 school year for students in a bachelor of arts program to 43 credits for all bachelor degrees starting fall 2020. In addition, this change then led to the development and approval of formal definitions for a bachelor of arts versus a bachelor of science. Additional work is being done to develop a definition for a professional bachelor degree. In another example, the Department of Religion & Biblical Languages responded to a recommendation that they strengthen assessment of student learning outcomes by sending two of their faculty to course development training, which emphasized learning outcomes. Those two faculty have since been involved in developing a rubric to measure faith development and integration in the ACE program and across the undergraduate disciplines. Reviewers for the PhD Religion program identified challenges in ensuring that students had sufficient PhD seminars that did not include MDiv students. They recommended policies and consistent implementation to limit MDiv students in doctoral courses and involve entire cohorts in core doctoral courses. The program director responded with ideas of how this might happen. There was a transition to a new program director in fall 2019, so concrete changes are still to be realized. As an example of the deans' involvement, the Dean of the College of Arts & Sciences (through summer 2019) prepared a document for PDRC, representing his discussions with the Provost, which summarized how recent recommendations were addressed.

2. The institution evaluates all credit that it transcripts.

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 definition and guided by more specific Schedule Type Definitions. Since fall 2016, Andrews has been using an online system for approval of course changes and new courses. Through guiding questions, this system ensures that courses meet University standards and federal guidelines regarding the credit hour.

Andrews has additional policies regarding online learning and off-campus educational experiences. 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. New distance courses are also peer reviewed using a quality scorecard. Credit for off-campus study is granted for several experiential learning opportunities, including internships or practicums, study tours and study abroad. Andrews University co-sponsors Adventist Colleges Abroad (ACA), a partnership with other Adventist colleges, which allows degree-seeking students to take Andrews courses at one of eight international locations.

The University has policies that govern the granting of credit for prior learning at both the undergraduate and graduate level. Andrews University is an active member of the American Council on Education and the Council on Adult and Experiential Learning and has adopted their standards for assessing learning. The Prior Learning Director guides prior learning policy and process development and provides regular professional development and just-in-time training for academic advisors, faculty evaluators and department chairs. One example of this is guiding faculty through the 10 question checklist that is posted online.

3. The institution has policies that ensure the quality of credit it accepts in transfer.

Andrews University publishes its transfer policy in the bulletin under both the Undergraduate Academic Policies and Graduate Academic Policies sections of the bulletin. Undergraduate credits with grades of C- or higher and graduate credits with grades of B or higher are evaluated and accepted when official transcripts are received from each accredited post-secondary institution.

Andrews approves credit for prior college level learning through recognized advanced standing, standardized or department exams, validation and portfolio assessments. While the Credential Evaluation Specialist determines equivalency on most international transfer records, the University reserves the right to request a student to provide an external evaluation of international transcripts from a credential/transcript evaluation agency such as WES.

Students who have attended an unaccredited post-secondary institution are admitted based on regular admission criteria for freshman students. 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 department chair/program director and/or ACE committee as appropriate.

4. The institution maintains and exercises authority over course prerequisites, rigor, expectations for student learning, access to learning resources, and faculty qualifications for all programs. Dual credit courses for high school students are equivalent in learning outcomes and

levels of achievement.

The faculty are a major factor in ensuring the quality of education offered at Andrews University. Andrews' policy on the professional qualifications of both regular and adjunct faculty, including those teaching in dual credit, contractual and consortial programs, ensures that faculty are experts in their disciplines. To encourage continuous improvement, faculty performance is reviewed each year through the faculty annual report, which requires an updated curriculum vitae and includes questions about faculty goals in teaching, course outcomes, scholarship and service. Furthermore, the policies for advancement of academic rank and tenure, and the Criteria for Promotion include teaching, scholarship and service. The application for promotion and tenure describes the desired characteristics for teaching, scholarship and service. For more on faculty qualifications, see the narrative for Core Component 3.C.

Employment expectations for full-time faculty include that faculty "actively participate in accreditations, program reviews, curriculum revisions and assessment activities thus helping to ensure that the university and its programs are delivering high quality education wherever and however they are offered" (2:143:2C). Faculty are expected to "develop and improve their instructional and scholarly competence by remaining current in their fields," so that they can 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 accomplished by the faculty in departmental meetings (2:235:2). Faculty on the Andrews Core Experience Committee are responsible for determining the course offerings of the general education curriculum. Recommendations for new programs or substantive changes are first made in the academic department and approved by the school curriculum committee, then 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 Program Approvals webpage of the Office of Institutional Effectiveness, along with definitions and a flowchart that guides faculty through the academic decision-making process. Curriculog, the online system for course and program proposals, ensures that all necessary questions are answered, and that student learning outcomes are submitted for new courses and programs. 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.

The University's dual credit policies are described in the bulletin, under "High School Students taking College Classes." 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 on the main campus 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. The University's Pre-College Service Director coordinates with the schools, maintains information on the Dual Enrollment & Pre-College Services webpages, works to update policies, procedures and protocols as needed, and provides training for academy registrars and teachers, and Andrews staff that support dual enrollment.

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 resources, especially useful for students who are studying via distance or

at off-campus locations. 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 also mails 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 guidelines and trainings and other services for student and faculty research. The University provides orientation information and events for new undergraduate and graduate students; and information specific to online students, including online tutorials to help ensure students' success in the online environment. Individualized help is also available to distance students as needed through the School of Distance Education. 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. For the last several years, the University has been working on a Unified Framework of Outcomes for students at the associate, bachelor and graduate levels. This effort has culminated in new institutional outcomes. While the full implementation of the outcomes will be in fall 2021, the new Andrews Core Experience was built on the skills within the framework and is already using the skills rubrics, which have articulated the expectations for learning in these lower division courses. Student learning in University programs is evaluated annually by the program or department faculty in the Annual Assessment Report; in program, department or school assessment meetings; and in the University Assessment Committee (see also 4.B). In addition, 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 are also invited to give feedback on their academic programs through exit surveys, such as the Senior Survey.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

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

- Architecture, MArch
- Chemistry & Biochemistry, BS, 2019 reports postponed, annual report submission, delay on periodic report
- Clinical Mental Health Counseling, MA and extension
- Counseling Psychology, PhD, 2020 visit postponed
- Dietetics internship Certificate

- Engineering, BSE
- Medical Laboratory Science, BSMLS
- Music degrees (reaccreditation visit postponed to spring 2022)
- Nursing, BSN
- Nursing, DNP
- Nutrition Science & Dietetics, BS
- Physical Therapy, DPT
- Public Health, MPH
- School of Business Administration degrees
- School of Education, Educator Preparation Programs
    - Educational Leadership, MA
    - School Counseling, MA and extension
    - School Psychology, EdS
- Seventh-day Adventist Theological Seminary
- Social Work, BSW
- Social Work, MSW
- Speech-Language Pathology, MS

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. The institution evaluates the success of graduates. It ensures that the credentials it represents as preparation for advanced study or employment accomplish those purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

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 are summarized on the Office of Institutional Effectiveness website. According to the 2020 alumni survey, 81% of respondents were employed, and 13% were enrolled in further studies one year after graduation. Of those employed, 88% were in a job related to their Andrews University degree. Approximately half of the employed alumni are currently working for a Seventh-day Adventist organization (churches, schools, or hospitals). In addition, data from the 2019 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. For example, 92% of responding alumni agreed that they "can work with others to promote positive change"; 90% said they were "committed to following God's will for [their] life"; and 75% said that they were "regularly involved in service activities." In addition, departments or colleges may post information about the success of their graduates.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

1. The institution has effective processes for assessing student learning and achievement of learning goals in academic and co-curricular offerings.

Andrews' philosophy of assessment provides the foundation for assessment policies and processes at the University. Assessment of student learning is an expectation of faculty employment. Student learning outcomes are required components in the academic bulletin, course syllabi and in new program proposals (see part 2). Assessment activities are outlined on the annual faculty calendar. Academic departments and programs are expected to complete an annual assessment report each year. Data and analyses required in the annual assessment report contribute to the bigger picture program review, as illustrated in this comparison document. The faculty annual review process includes a section in which faculty reflect on students' learning of course outcomes in the previous year and a section for them to identify a course outcome they will focus on for the coming year. Assessment is part of effective teaching in the faculty promotion and tenure process, which is evaluated using a rubric.

Andrews University has maintained a set of clearly stated institutional outcomes, which have been measured through a variety of ways, as illustrated in the data collection overview of the Assessment System. The University recently approved a revised set of institutional outcomes for fall 2021, which clearly differentiate expectations for undergraduate and graduate students. The specific skills for undergraduates in general education courses were rolled out in fall 2020. The skills rubrics were developed by undergraduate faculty groups over several summers, modeled after the Association of American Colleges & Universities VALUE rubrics. The writing rubric was piloted in the second year English course in spring 2020, with preliminary results and analysis, while the other rubrics were put to use beginning in fall 2020, to be reviewed by general education faculty and the ACE Committee.

Andrews University has a robust leadership structure in place to support assessment. Through June 2020, assessment was under the assistant provost for Institutional Effectiveness. The Office of Institutional Effectiveness (OIE) continues to support assessment by coordinating university level assessments such as course surveys, standardized tests and a variety of surveys. The OIE dis-aggregates assessment results and distributes them annually to academic deans, department chairs, program directors, and supporting offices as warranted. It also makes assessment reports and resources available on its website.

In July 2020, oversight of assessment of student learning was transitioned to the director of the Center for Teaching & Learning, strengthening the connection between effective teaching and assessment of student learning. The Center for Teaching and Learning promotes effective teaching, learning and assessment through a variety of professional development activities, including a spring Teaching and Learning conference. New and current faculty can sign up to have a mentor through a Faculty Peer Mentoring program, which includes support in the area of assessment. Faculty can also apply for a grant that can help them with resources to develop innovative and improved techniques for student learning. A list of services and support is posted on the Center's website. With the COVID-19 pandemic of 2020, the Center coordinated an ongoing set of events to support faculty with teaching and assessment in a remote environment.

The department of Digital Learning and Instructional Technology promotes effective teaching and quality assessment practices in distance learning. Their semiannual Course Tune-up workshops, which are open to all faculty, help faculty to connect learning outcomes to learning activities and assessments. The three offices described above collaborate with each other and the provost to organize an annual Faculty Institute, with professional development sessions that include effective teaching and assessment strategies.

The University has an engaged assessment committee. The Committee for Institutional Assessment reviews results from university assessments each year and forwards assessment results of interest or concern on to appropriate individuals, departments or committees for follow-up. They also spot-check annual assessment reports.

In addition to the oversight of college deans, some colleges have designated specific personnel to support and monitor assessment in their college. This includes a half-time assistant dean for curriculum and assessment in the College of Arts & Sciences, a faculty who manages assessment and accreditation reporting for the School of Business Administration within the College of Professions, and both an assessment coordinator and the associate dean in the Seventh-day Adventist Theological Seminary.

The Seminary and the School of Business have their own assessment committees to review relevant data and coordinate improvement efforts. The College of Arts and Sciences, the College of Professions and the Seventh-day Adventist Seminary hold annual assessment retreats for departments and program directors, where they present summaries of major strengths and areas for improvement from their assessment reports. This practice not only holds faculty accountable, but it also identifies common themes across programs. Seminary assessment data includes analyses and reports that are dis-aggregated by delivery method and/or specific location when sufficient data is available.

Annual assessment tracking and reporting may follow somewhat different formats for programs that hold specialized accreditation, which are mostly within the College of Professions, the College of Education and International Services and the College of Health and Human Services. For example, the School of Business Administration, teacher education programs and the School of Social Work submit annual reports to their accrediting body. The School of Rehabilitation Sciences holds an annual curriculum review for their Doctor of Physical Therapy program, where faculty, the graduate dean, the assessment director, and representatives from students, alumni and clinical partners meet together to discuss the status of each aspect of the curriculum as well as review program evaluation tools, progress on curriculum recommendations and recent assessment results. Examples of other reports are from the Department of Teaching, Learning & Curriculum, the School of Population Health, Nutrition & Wellness, the School of Communication Sciences & Disorders and the

Department of Medical Laboratory Sciences. 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 its accreditation criteria which guides the assessment process. In November 2020, Architecture faculty met for an afternoon to review and revise their curriculum to align with the revised National Architectural Accrediting Board criteria and the new University outcomes. The Aviation program uses the required assessments of the Federal Aviation Administration.

The co-curricular program at Andrews is described in the co-curricular organizer as "faith & learning outside the classroom," for the purpose of delivering the "whole-person education at the heart of Andrews University's mission." The learning outcomes of the co-curriculum relate to personal wellbeing, faith development, cultural competence, career readiness, service and leadership. The Division of Campus & Student Life, as part of their program assessment, tracks attendance patterns and student choices to determine which programs are attractive to students, and where improvements might be needed. In the Service Learning program, outcomes are assessed through documentation of experiences and students' self-evaluation of what they learned and why it matters. Residence Hall Surveys include questions on safety, relationships and diversity, spiritual growth and mental health. Results on other indicators, such as campus environment and inclusiveness and engagement with diversity are reviewed periodically in the National Survey of Student Engagement and its various topical modules. Campus Ministries reviews student responses regarding students' faith development annually through the Senior Survey. Since 2017, the University has also administered the Spiritual Life Survey by Mission Insights.

2. The institution uses information gained from assessment to improve student learning.

In spring 2015, the University took part in the National Survey of Student Engagement (NSSE). First-year students reported significantly lower participation in service than in 2013. The University's strong commitment to service and attention to this data is reflected in the 2017-2022 Strategic plan, as the storyline of the second goal is that "Andrews University, the Seventh-day Adventist Church, partner institutions and the communities they serve will be richer because of the intentional engagement and influence of the University beyond its immediate campus." This included specifically, "engaging with the local community through focus on civic responsibility and service," and in September of 2017, the University held its first annual university-wide day of service. The event has since been well received by students and the community. The 2019 NSSE Multi-Year Report shows a rebound of student participation in service learning.

In mid-February, 2017, a group of concerned students released a video, with the message entitled "It is Time," which presented concerns regarding race and racism at Andrews University (see also 1.C.2.). Andrews' president, Andrea Luxton, responded to the video in the University's chapel service the following week, as well as on social media, and affirmed a series of commitments and next steps in response to the questions raised in the video. Coincidentally, the 2017-2022 Strategic Plan had already included the goal to, "Transform the Campus Culture through focus on faith development, wellness, diversity and inclusion." The first action that came about because of the students' assessment included the hiring of a vice president for Diversity & Inclusion in July of 2017. A diversity training module had already been developed by the chair of the department of Graduate Psychology & Counseling, and it has been used since with new faculty and staff, and cohorts of incoming students. In February 2018, the VP had opportunity to attend the Institute on Truth, Racial Healing & Transformation (TRHT). The following year, he attended again, accompanied by a small group from Andrews. In fall 2019, the group applied for and received a grant to become a TRHT

Campus Center, beginning in fall 2020, to continue to build bridges between our diverse groups through "narrative change and racial healing." The latest improvement in line with the President's commitments, and led by the VP, is the launching of a University Statement on Anti-Racism and Bias Incident Response in January 2021. The University's continued commitment to diversity and inclusion is further evidenced in the newly approved institutional outcomes, which state that students will "examine and practice moral, intellectual, and theological virtues that reflect God's loving character" and "address the needs of diverse communities in a manner consistent with Christian thought and practice." In addition, the revised general education program includes an expanded wellness course, Wellbeing 360, which includes class periods on diversity, equity and inclusion, taught by the VP for Diversity & Inclusion.

In February 2020, the chair of the Institutional Assessment Committee invited the new campus chaplain and the VP for Diversity & Inclusion to join the committee in reviewing the results of the NSSE topical module on Inclusiveness and Engagement with Diversity. While our results showed that students recognized Andrews' commitment to diversity, when asked how much our institution provides a supportive environment for various forms of diversity, results were lower for diversity of gender, sexual orientation, political affiliation and disability status. Based on this data, two initiatives have been taken, as the chaplain describes. Story Circles, which were incorporated into the co-curricular Pulse Groups, were designed to help students "practice empathy, foster inclusion and inspire curiosity about people from different backgrounds and points of view." The Center for Faith Engagement began to host Free Intelligent Conversations, where "no topic is taboo and participants know they can speak freely and without fear of harsh judgment. . . A place of conversation, not quarrel."

Additionally, several action steps have been taken based on data from the Spiritual Life Survey. A good example is how new students put priority on learning "the words, stories and key messages" of their faith, while returning students wanted help processing doubts they may have about their faith. As the chaplain describes, "With this difference we've started to bend our programing towards new students' preferences by asking speakers to use a Bible story as the primary device for their messages. And rather than focusing on apologetics, we've moved our themes to more pragmatic, everyday life application."

The University Student Intervention Team (USIT), which includes representatives from Counseling & Testing, Student Life, Student Success, Campus Safety and the residence halls, collects data on student mental health issues through various reporting avenues (e.g. residence hall survey). Data has shown an increased need for mental health support for students, with weekly average case management counts going from 20 in 2017 and 2018 to 32 in 2020. The associate dean of Student Life attended the National Association for Behavioral Intervention and Threat Assessment (NABITA) training and received Case Management and Intervention certification. This has enabled her to train the residence hall and student life deans, and the behavioral intervention team on effective case management. In fall 2020, the new general education (ACE) package included an expanded wellness course, Wellness 360, to include two weeks of instruction related to mental health. In addition, the University purchased the rights to use QPR (question, persuade, refer) suicide prevention training, and in November, faculty and staff were asked to complete the training by the end of December.

Over the past few years Andrews University has been working to respond to questions and concerns about issues related to sexual orientation and gender identity on the Andrews' campus. The University created a task force made up of faculty, staff, students, church leaders and board members.

From this collaboration, the University established a [Framework for Relating to Sexual Orientation Differences on the Campus of Andrews University](). The Task Force reviewed two research studies conducted by faculty from the School of Social Work and the SDA Theological Seminary, one in 2014 among LGBT millennials and the other in 2018 of their families within the Seventh-day Adventist Church. The data gathered from this research was used in the development of a [care plan for our LGBT students](), including a care group called [Haven]() that was launched in 2018. The University is in beginning stages of developing an educational plan for the campus community.

In the School of Education, faculty in the School Psychology program noted that students felt "less prepared in [integrating data and designing interventions]()." The core faculty discussed the issue, and determined that students may be pressed for time in year two, as they take three assessment courses. Faculty decided to "synchronize and integrate course content" between these courses to "relieve some pressure and increase [students'] comfort level with writing integrative reports." After [reviewing assessment data in 2018](), the teacher education faculty discovered that their "assessment plans for elementary education, secondary education and curriculum & instruction were not clearly stated nor understood by all faculty across the department." In response, faculty worked to ensure that there exists a "common, correct, and shared assessment plan for each of the department's programs;" that rubrics in LiveText included all of the Council for the Accreditation of Education Preparation (CAEP) standards; and that they collected the correct sampled assessments needed for a successful [CAEP accreditation]() in 2020.

In the Seminary, the 2019 Seminary Assessment Questionnaire for the Master of Divinity program showed [low ratings on mentoring](). A [mentoring program]() had been implemented in the field experience in fall 2018, but, as described in the 2019 annual assessment report, students continued to [want better mentoring](). As a follow-up, the program director conducted two focus groups with students and [reported in January]() that he had received useful feedback. The program's 2020 assessment report [indicated positive student feedback](). To further encourage good mentoring, faculty mentoring strategies as well as students' experiences have been shared in the [Seminary Faculty meetings](). A second example of the Seminary's use of assessment data to make improvements is in response to the increasing diversity of students in the master's programs. The Master's Programs Committee [voted on several measures]() to be sensitive to and inclusive of diversity in courses and to add questions on diversity to the course surveys.

Within the School of Health Professions, the Doctor of Physical Therapy program provides an example of how information gained from assessment was used to improve the student experience. One problem noted in the 2018 curriculum review, which was carried over from the previous year, was a [decreasing number of new DPT students]() coming from within Andrews University. The follow-up was to award "early assurance" to Andrews freshmen, as well as to explore a possible relationship with the BS Exercise Science program. The recommendation [remained in the 2019]() review, with the good news that the relationship with the Exercise Science program was worked out and [approved]() by Undergraduate Council in fall 2020 for the 2021-2022 school year. The undergraduate Nutrition program director has been tracking students' ability to [communicate effectively]() both orally and in writing, and in response to continued writing challenges, the director is creating a writing policy document for students to follow.

Lastly, there are several examples from the assessment reports within the College of Arts & Sciences of the use of assessment data to make improvements in student learning. In Chemistry, data from [student research]() has prompted improvements in instructions for experiments. in Engineering, an apparent lack of understanding of the details of project implementation is leading to [increased]()

attention to oral feedback. In English, departmental curriculum mapping and student comments led to changes in curriculum. The department also recognizes the need to develop a more systematic assessment plan and to improve student internship opportunities. In Mathematics, a systematic review of all student majors will ensure that all students have an opportunity for research. In Social Work, the creation of an Excel pivot table to more easily track student performance on practice behaviors will alert faculty to gaps in the curriculum. In addition, data from student surveys informed the decision for the library to revise its website and extend library hours.

3. Assessment processes and methodologies reflect good practice, including substantial participation of faculty and other relevant staff members.

As described in section 1 above, university policy, processes and expectations ensure that faculty are involved in the assessment process. Timelines for departments are communicated in the annual faculty calendar. Reporting responsibilities include an annual assessment report for academic program directors and department chairs, periodic program reviews and annual reporting of course outcome goals for all faculty in the annual faculty review. Assessment is part of the appraisal of teaching for advancement, scored by a rubric.

Faculty are supported in assessment by a University assessment director, the offices of the Center for Teaching & Learning, the Office of Institutional Effectiveness, the Department of Digital Learning & Instructional Technology, and well as designated faculty and additional assessment personnel in the colleges. The University provides assessment training for new faculty, with examples of good assessment practice and opportunity to apply concepts to their own courses. There are professional development opportunities throughout the year, including the Faculty Institute, the Course Tune-up and other programming. Faculty converting their courses to the online environment for the first time go through step by step process with course designers, including a learning design meeting to align student outcomes with learning activities and assessments. Faculty engage in assessment in university, college and department faculty meetings, program committees, university and college assessment committees, annual assessment retreats, and curriculum reviews.

Over the last several years, faculty from all levels and colleges of the University have been involved in the development of new institutional outcomes. 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 to help develop a plan for a unified framework of outcomes (UFO), based on the DQP and using the AAC&U VALUE Rubrics. Coinciding with this, the ACE director started using some of the VALUE Rubrics for general education assessment. Two faculty presented the UFO as an emerging practice during the August 2016 Faculty Institute, and further UFO sessions were held in 2017, 2018 and 2019. 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 steering committee held several annual May retreats, during which faculty refined the outcomes and reviewed the rubrics against the outcomes. Several members of the steering committee began working with academic departments to map outcomes from the UFO to courses. Initially, the UFO was quite complex, and some faculty questioned how it would be implemented and measured. In fall 2019, the Provost's office sent a team of four, including the chair of the steering committee, to HLC's Assessment in General Education workshop. The workshop was helpful, and the committee realized the need to trim the framework. As a result, the number of outcomes was reduced to six for undergraduates, with five parallel outcomes

for graduate programs. The resulting Institutional Outcomes were voted by the Senate in January 2020 and by the Board in October.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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. The institution has defined goals for student retention, persistence and completion.

As a Seventh-day Adventist institution, the goals of Andrews University reflect its commitment to serve Seventh-day Adventist and other young people from across the United States and from abroad, representing a wide variety of cultures and ethnicities. Entering freshmen may come from Adventist high schools, other private high schools, public schools or home schools. Andrews also admits a sizable number of transfer students, who constitute 20-35% of new undergraduates. 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 upwards of the 70th percentile.

To better evaluate our retention and graduation rates, Andrews University chose a 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 used for comparisons in the IPEDS Data Feedback Report, including measures of retention and completion. A second set of peer institutions consists of nine other Seventh-day Adventist colleges and universities.

Andrews' undergraduate retention rate is typically above 80%, compared to 78% for our IPEDS peers and 74% for our Adventist peers. The six-year completion rate is typically between 55% and 62%, higher than both our IPEDS peers and our Adventist peers. With the 2017-2020 Strategic Plan, Andrews' goals for retention were increased from 80% to 85%, and 6-year graduation rates from 60% to 65-70%. Based on our diverse student body, our past performance, and the rates of our peer institutions, these goals are appropriate and should be attainable. Our goals are also sufficiently

ambitious to push us to higher rates of student success.

Andrews does not have a stated goal for fall to spring persistence. However, the 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 collected and calculated according to standard IPEDS procedures. The Office of Institutional Effectiveness shares data on retention and completion, including information by subgroups with the President and Provost and makes the data available on its website. All IPEDS reports are available to the deans, vice presidents, and directors on a secure website.

Student retention data is analyzed by the President and Provost, and shared with academic deans and the Board, as part of the key performance indicators. The Student Success Center monitors the progress of undergraduate students who do not meet regular admission standards but whose high school performance or test scores indicate a possibility of success. According to the director, retention rates have ranged from 74% to 78% for these students since our last visit. Student Life monitors persistence of students in student housing and collects data on reasons students leave Andrews. They report that the major reasons students leave before the semester is over are personal reasons and health. The Student Transitions Committee, chaired by the registrar, may also analyze 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."

Student persistence from fall to spring is evaluated by administrators as they compare spring student numbers with fall numbers on registration reports. For example, on census day in fall 2019, there were 3,137 regular degree-seeking students, including 1,433 undergraduates. After the December graduation of 167, including 68 undergraduates, the post-census report for spring 2020 showed 2,818 continuing students, including 1,331 degree-seeking undergraduates (1,373 less 16 FTIAC's & 26 transfers). This number represents 98% undergraduate persistence from fall to spring. Student persistence from entry to graduation is also illustrated in the 2019-20 IPEDS Outcome Measures report. Eight years after enrollment, 59% of the 2011-12 entering first-time, full-time students persisted to graduation, while 28% enrolled at another institution, leaving about 13% of first-time freshmen who did not continue or complete.

Undergraduate completion rates are calculated annually for IPEDS and are analyzed by the President, Provost and deans, as well as by the Board as a key performance indicator. Except for international students, the University's six-year graduation rates for full-time first-time bachelor's degree-seeking students have averaged around 60%.

Graduate programs in architecture, business, counseling, education, health professions, ministry and religion monitor student progress and degree completion in accordance with reporting requirements for their specialized accrediting associations. In 2019, graduation rates for graduate programs were added to the key performance indicators that are shared with the Board.

3. The institution uses 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. The first example is an update on the academic exploration program known as Explore Andrews (see also 3.D.3.), which was launched in 2014. The enrollment office had observed that new freshman applicants with the lowest enrollment yield were those students who had not yet chosen a major. When they did enroll, these students typically changed majors multiple times and took longer to graduate. The Explore Andrews program has sought to increase enrollment yield and improve graduation rates of these students. In this program, students are assisted in determining an academic plan, and career and life goals through intentional support and personal advising. Each student is assigned an Explore Andrews academic advisor who helps guide the student through the first year of their study. The yield rate of accepted undeclared FTIAC's rose from 3.8% in fall 2014 to 20.3% in fall 2015, and it further increased to 27% in fall 2019. As of the end of 2020, the 2015 cohort had achieved a 5-year graduation rate of 59% and the 2016 cohort had a 4-year graduation rate of 42%, both of which are strong compared with the total undergraduate rates.

The University has realized that every year there are applicants who have taken a college preparatory curriculum in high school and have GPA's that qualify for admission to Andrews, but whose ACT/SAT scores do not meet the requirement. When some have been admitted under an exception, they have often struggled and have not been retained. In 2019, the University began exploring ways to meet these students' needs for additional support and allow them the opportunity to complete a Seventh-day Adventist higher education. An advisory group was formed, and a Bridge to Success program (see also 3.D.2.) was developed in cooperation with educators in the Department of Teaching Learning & Curriculum. The program offers a scholarship, limits the number of hours students can work, includes courses in College Success Strategies and in Career Development & Planning and pairs these students with student mentors. In fall 2020, the University welcomed 19 students into the program. Students who successfully complete their first year in the program will be able to transition to a regular advisor within their chosen major and continue to receive their scholarship. The progress of these students will be tracked to determine the effectiveness of the program.

At the last HLC visit, we reported that we had noticed a drop in the six-year graduation rates of international undergraduate students, which make up about 20% of the total student population. While financial pressures on students may play a big role in this drop, the administration has taken steps to better support international students in their educational journey. The Office of International Student Services & Programs implemented a number of initiatives in 2016 to ease the transition to life at Andrews University and provide better social support, including more detailed instructions and information prior to arrival, a special orientation for international students and various targeted events. While it is too early to determine whether these steps will improve the 6-year graduation rate for international students, we are cognizant of the fact that these rates have continued to be low for this group. In fall 2020, additional changes were made, and the most significant change was the reorganization of the office to be part of the newly-created Center for On-Campus International Student Services, along with the University's Center for Intensive English Programs, to better engage with all aspects of the international student experience. This reorganization has resulted in major updates to the University's international student website, improved communication flow from the University to current and prospective international students and from the new Center to faculty and staff, and a closer relationship with the University's compliance and Student Life offices in order to stay abreast of changes in federal regulations. The Center plans to add additional academic support programs in the near future. International students have also been supported by additional programming through the Office of the VP for Diversity & Inclusion, including student clubs and

culturally appropriate regalia at graduation. In summer 2020, with the loss of student jobs due to the pandemic, the University raised funds specifically for international students, to support their living and educational expenses.

In response to persistently low four-year graduation rates, as well as to simplify degree audits and transfer articulations, Andrews University invested in the academic planning tool Degree Works in 2018. With the 2019 roll-out, students on the 2018 bulletin or later, and their advisors, can now see at a glance which courses they need to take and when. If students decide to change their major mid-way through their degree, as so often happens, Degree Works recalculates their requirements and shows just how much time it will take for them to finish their degree. The University anticipates that this will help students to avoid missing necessary courses in the sequence or taking courses that do not contribute to their progress, thus allowing them to finish in a more timely manner.

In 2018, Andrews University applied for a grant from the U.S. Department of Education, in order to address weak graduation rates and low enrollment of Native American students. The goals of the project are to

1. expand the activities of the Student Success Center
2. increase enrollment, retention and graduation rates of Native American students
3. establish faculty support with initiatives that target Native American and at-risk students and
4. create an endowment fund for minority and at-risk students.

The University is thrilled that the proposal was approved, with awards of just short of $450,000 per year for five years, from October 2020 through September 2025.

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

For undergraduate students, 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. Most graduate programs have specialized accreditation, and the calculations for monitoring retention, persistence and degree completion follow the reporting requirements of each accrediting association. For example, the Seminary, which enrolls over half of Andrews' graduate students, provides an annual report to the Association of Theological Schools, with information on time to complete and graduation rates.

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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 solid process for approval of new courses and programs.
- Strong processes and support for assessment of student learning.
- Processes that prompt connection between assessment results and decision-making.
- A strong set of programs with specialized accreditation.

Future Considerations

- Continued promotion of periodic program review for program improvement.
- Developing a reporting tool in Learning Hub to aggregate rubric scores.
- Continue efforts to develop habits of using evidence to inform decision making.
- Continued practice to review and act on data related to lower international persistence rates.
- Developing more efficient processes for tracking and disaggregating student persistence and completion rates.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

1. Shared governance engages internal constituencies (board, administration, faculty, staff and students).

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. This document also outlines the role of the president in governance, and the President in turn delegates responsibilities to the Provost, vice presidents and other senior administrators to meet those governance expectations.

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. Other administrative decisions are made by a range of committees with representations 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 also serves 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. This change in the administrative structure is proving to be successful. It facilitates streamlined decision making processes and information sharing, while

avoiding duplication of agenda items**.**

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 2015–2016 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 the faculty in University governance has been one area of significant improvement, such as 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 the 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. The Faculty Senate uses the results from the evaluation to monitor its governance role and has made changes to its operations as appropriate.

During the 2018-2019 academic year, the Staff Senate constitution was formalized and voted. The constitution follows the template used by the faculty document and delineates that the main purpose is to provide voice and professional development opportunities for the staff. A major professional development opportunity for staff is the Staff Institute, which consists of a plenary presentation that focuses on mission and the role that staff plays in advancing the University's mission, and hands-on opportunities for knowledge and skills development. The Staff Senate also plays a vital role in the planning and executing of Staff Meetings, which is a time for the University administration to update staff on important University decisions, discuss the role of staff in advancing the University's mission and provide an opportunity for staff feedback.

Staff Senate representation is on major University-wide committees such as Cabinet, Deans Council, the University Strategy and Policy Committee, and Institutional Operations, giving the staff opportunities to have voice in major decisions. Additionally, Andrews University Working Policy provides opportunities for the staff to serve on the search committees for the University's Executive Officers and other senior administrators.

Student engagement in governance is primarily through the undergraduate and graduate student associations. Andrews University Student Association (AUSA) and Andrews University Graduate Student Association (AUGSA) function as the representative bodies of the undergraduate and graduate students, respectively. The AUSA organizational structure and purpose 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 included the 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.

The (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**,** such as the improvement of high-

speed internet services to the graduate-student apartments. 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, has led 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 2015–2016 academic year, the President Search Committee included one student as a voting member, and the Provost Search Committee included two. A Blue Ribbon Commission, focused on creating a sustainable Andrews University business model, had representation from both AUSA and AUGSA. Student leaders have a place at the table during significant discussions and decision making processes. In an ongoing effort to strengthen students' voice, the presidents of AUSA and AUGSA are currently members of the University Strategy and Policy Council--the highest administrative council at the University.

Changes to committee structures, the inclusion of student leaders on USPC and other University committees and the establishment of the Staff Senate have more deeply embedded the University's commitment to engaging all internal constituencies in governance.

2. Administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The University continually examines data and uses the results to inform decision making. For example, the operational cost of the dairy and its limited contributions to the academics led to its closure during the 2018-2019 academic year. As a part of the decision making process, the animal science discipline did a benchmark analysis on the potential impact of closing the dairy on the animal science degree and the need for those students to have practical experience. As a result of that analysis, a wider variety of animals were secured, and students are now exposed to both small animal and large animal husbandry. Previously, the students were primarily exposed to dairy cows. Consequently, the closure of the dairy had financial benefits to the University, and the concomitant curricular changes made to the animal science degree enhanced the quality of the degree program.

As these financial indicators suggest, the decision to close the dairy in 2017–2018 resulted in a positive change in the total University performance for the 2019–2020 academic year, and this will be reflected in ongoing years. This operating gain was also in the context of a further significant rise in health benefit costs. In fact, there was an overage in expense of $1.6 million in 2018–2019. To mitigate against the adverse effect of rising healthcare costs to the budget, in the 2019–2020 academic year an additional one million dollars was added to our budget to offset the rising costs for health insurance.

Recently, the University embarked on an academic program prioritization process. The main goal of that process was to maximize the use of University resources by re-aligning them in ways to enhance synergy and growth. There are two major outcomes from the academic program prioritization. First, several programs were identified for significant changes. For instance, the MA English was closed because of low enrollment, and the MA TESOL was deactivated as a face-to-face degree in the College of Arts and Sciences and will re-emerge as an online degree in the College of Education and

International Services. The Computer Science program was separated from the Department of Engineering and Computer Science, and a new Department of Computer Science was created to give Computer Science more visibility. As part of the reorganization process, the faculty asked that administration take a look at the number of academic leaders in administration. Subsequently, the number of academic deans were reduced from eight to five and the number of academic units reduced from eight to six. The School of Architecture and Interior Design joined the College of Health and Human Services, and the School of Education joined the School of Distance Education to form the College of Education and International Services. Two academic units, the College of Arts and Sciences and the Seventh-day Adventist Theological Seminary, remained essentially intact. The fifth academic unit is the College of Professions, which comprises of the School of Business Administration, the Department of Computer Science and the Department of Aviation.

During the second half of the Spring 2020 semester, the University classroom instruction switched to remote learning with employees working from home, in response to the COVID-19 pandemic. Data from academic departments informed decisions on continuing face-to-face learning experience for certain classes, such as aviation and science labs. Also, based on the reduced workload of those working from home, some employees were partially or fully furloughed. All of these decisions were made in ways that ensured the integrity and academic quality of the degrees offered.

An analysis performed by the executive dean of each college examined the needs of each academic department and the budget adjustments needed to be made because of the expected financial shortfall resulting from COVID-19. The University offered an early retirement buyout plan and had a proposal to furlough faculty. Consequently, 14 faculty opted for the early retirement buyout, and 6 were placed on furlough. Additionally, 6 faculty signed an intent to retire at the end of this 2020-2021 academic year.

In light of the COVID-19 pandemic, the 2021 budget was created with appropriate contingencies. The fall 2020 enrollment was budgeted with a 5% drop in credits. In an effort to offset the expected decline in revenue because of remote learning during the second half of the spring 2020 semester, remote learning during the summer 2020 semester and anticipated decline in enrollment during the fall 2020 semester, the administration acted to secure an additional 1.1 million dollars from church entities, raised approximately $900,000.00 for scholarships and decreased expenditures through changes to staffing and other expense to account for the remainder. Decisions by the administration highlight their fiduciary responsibility. These decisions are data-informed, timely, fiscally sound and are made in the best interest of the University and the constituents.

3. Administration ensures that faculty, and, when appropriate, staff and students, are involved in setting academic requirements, policy and processes through collaborative structures.

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. According to our faculty governance model, the faculty has the final word on academic issues, but most of the work is through the Undergraduate Council (UGC) and Graduate Council (GC) or their sub-committees with agenda items initiated by administrators, staff, or other faculty committees. For example, the 2020-2021 decision by the Academic Operations Council showcases faculty-committee-initiated improvement. The decision involved streamlining the Undergraduate Council and Graduate Council sub-committees. Each of

these Councils has a policy sub-committee. Recently, the Academic Operations Council voted to combine the two sub-committees so that common policies could be acted upon more efficiently, and unique policies acted upon separately. This joint subcommittee will be co-chaired by the undergraduate dean--the foremost expert on undergraduate education and policies, and the graduate dean--the foremost expert on graduate and adult education and policies. Also, to help ensure that the assumed practices of undergraduate education are central to the undergraduate admissions decisions, the Academic Operations Council voted the undergraduate dean as chair of the Undergraduate Admissions Committee.

The appropriate professional staff have voice and vote on key academic committees. For example, staff representatives from the admissions, records, distance learning, student success and library are included in the UGC and GC and their standing committees. The Academic Operations and Policy Council, which is one of the four major faculty committees that report to the faculty senate, also has staff representation with voice and vote. This Council is responsible for institution-wide operational structure and policies, such as transfer student articulation, transcript articulation, student support services and graduation policies, which are not under the purview of UGC or GC because of their broad institutional impact.

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. Modifications to the policies and processes help to strengthen the academic integrity. The structure and operational parameters of this council can be seen on the Integrity website.

Student engagement is also consistent at both 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, Seminary Assessment Committee, 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. Re-establishing an Ad Hoc Racism and Social Justice Committee as well as identifying relevant and current topics dealing with racial and diversity issues are recent outcomes of this dialogue. Other schools and colleges of the University follow similar patterns by appointing students to department, school and program committees. The University administration has established clearly defined policies, procedures and processes to ensure that faculty, staff and students are involved in setting academic requirements, policy and practice through collaborative means.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

1. The institution has qualified and trained operational staff and infrastructure to support operations wherever and however programs are delivered.

The University's hiring and evaluation processes frame the University's commitment to ensuring staff in all areas are appropriately qualified and credentialed. For the past several years, the process for posting for a new hire has been online, with a job description, required qualifications, credentials and expectations of the position in the posting. A completed application is routed for signatures by the supervisor and appropriate senior administrators. Three signatories are normally required to approve a position for posting. For example, an opening for a staff position in an academic department will require the signatures of the department chair, dean and provost, with a final review in the Office of Human Resources to help ensure equity and parity across the campus. This process provides multiple opportunities for reviewing the posting including a candidate's qualifications, credentials and expectations, and it has resulted in more consistency in the hiring processes.

During the search process, a range of individuals are involved to ensure that new employees are appropriately qualified and credentialed. Once the applicant has been selected, the supervisor will complete a Request for Appointment Form, which will identify any special expectations. This means that any additional qualifications or training will be included as a part of the hiring process, the expectations are communicated to the new hire, and a credential form documents the expectation. For example, when a position requires a particular qualification (e.g., psychologist or counselor), 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 their plans for professional growth. This could include additional qualifications or professional development opportunities. Both supervisors and staff initiate recommendations for professional development 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 professional development 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 round-table event that focuses on customer service. Supervisors are also required to attend biannual training on processes related to hiring and evaluation. Recently, the University instituted the Staff Institute to provide professional development opportunities to all staff. The program includes a plenary session that is focused on an aspect of the University's mission and breakout sessions focused on knowledge, skills and professional dispositions that are expected of staff. 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 faculty. The University considers it critical to its successful operations to both hire individuals with the appropriate qualifications and credentials, and actively support their professional development.

Not only does Andrews University have qualified and trained operational staff sufficient to support its operations wherever and however programs are delivered, it also has the appropriate infrastructure to support its operations. In its support of operations, the University operates an annual budget of $86 million and spends $1.5 - $2 million annually on 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 in 2013 as a guideline for making campus decisions. This plan 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. For example, there is well documented evidence to provide more support for the mental, emotional and psychological needs of students and employees. Because of the increased need to provide support, the University's Counseling and Testing Center (CTC) has outgrown its current space. In response, the University's short-term plan has provided more therapy space to CTC by expanding its space by three additional rooms. A more permanent plan for the CTC is to relocate the Center to a space that would be approximately twice the size of the existing space. An exploration committee under the leadership of the Provost, the VP for Campus and Student Life, and the associate VP for Counseling and Testing has embarked on a plan to identify and remodel an appropriate space to meet the needs of the CTC.

To complement the work of the CTC, the University recently opened the Andreasen Center for Wellness (ACW). The Center has a holistic Wellness Model that emphasizes both being and doing. Being true to our University mission, there is emphasis on spirituality, diversity, community and activity. Membership to ACW is free for all students and employees, with paid individual and corporate memberships available to the wider community. The wellness model is grounded in the University's philosophy of holistic education that transforms the mind, body and spirit - mens, corpus, spiritus!

In addition, major renovations from internal capital have supported areas of campus growth in the health professions. For example, the Speech-Language Pathology and Audiology (SPLAD) program has expanded classrooms and clinical spaces to meet the growing needs of the program. In fact, the plans to relocate the CTC to a much larger space include remodeling the current CTC space for the expansion of the SPLAD program. Similarly, clinical space for the Physical Therapy (PT) program is

expanded and improved. This expansion and improvement of both the SPLAD and PT clinical spaces enhance the student learning experience and provide more access to the wider community.

Another area 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, upgraded internet access in graduate student housing, and software. Other decisions to support the depth of technology have recently 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 include the purchase and implementation of data warehouse, the data analytics software to improve data analysis and dashboard display, and the full implementation of @Degreeworks, a degree planning and advising software. These technology enhancements have further supported the University in its connection to all its students, wherever and however they study. The University has largely ensured access to its centralized registration portal and to the library for all students studying on campus, online, nationally and internationally. Groups and individuals at off-campus locations continue to be supported by the off-campus librarian, who arranges web seminars for students studying at a distance and ensures that they have access to resources they need. In addition, the Learning Management System (LMS) currently used by all students is LearningHub, and it is used to support learning both on-and off-campus. While this LMS was acquired many years ago, its widespread and intentional use is now firmly rooted in the University's culture.

Technology remains an area of continued expansion and need. With this reality in mind, the University has outsourced the management of IT services to Dynamic Campus, a vendor whose philosophy and mission are compatible with those of Andrews. This new management arrangement will allow the administration to have oversight over strategy and priorities, and the vendor will have oversight over daily operations that advances the University's priorities and strategy. The early indicators are that the University's IT needs will be better supported. For example, one of the early recommendations from Dynamic Campus is the purchase of a twenty-first firewall that is of the most current and up-to-date kind that there is, to protect the University's assets from cyber attacks. Prior to Dynamic Campus managing our IT, and at the height of the COVID-19 pandemic, the University had a Malware attack that crippled its operations for months. The source of the attack was attributed to the porous nature of our firewall protection.

The infrastructure to support student learning whenever and wherever it happens is central to our mission. Support for students' mental, psychological and emotional health is central to our philosophy of holistic education. COVID-19 made that support more critical. In fall 2020, the physical space for the Counseling and Testing Center was expanded to provide more therapy rooms available as shown by this expanded footage and expenditures of CTC 2020. Andrews University is fortunate to be situated in an excellent physical environment. While the physical plant, technology and other aspects of the infrastructure need to be continually developed, appropriate attention is given to these areas. Attention to the physical plant, technology and the overall infrastructure is meant to keep us focused on continuous improvement of space and academic quality. The University has a clear trajectory when it comes to addressing additional needs, be they physical structures, capital equipment or information technology. Andrews' greatest asset remains the employees, and the University continues to invest in its future by supporting employees' professional development, providing care to students, enhancing learning and providing the infrastructure where all students and employees can thrive.

2. The goals incorporated into the mission and related statements are realistic for the institution's organization, resources and opportunities.

Since the last institutional visit by the Higher Learning Commission, the University's 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." The mission statement is popularized by the tagline: Seek! Affirm! Change! Its goal statements are directly related to this mission, and these have undergone some minor adjustments. In addition, during 2014–2015, four Core Strengths were identified that connect the mission statement with focus points in the University 2012–2017 Strategic Plan. These Core Strengths—Live Wholly, Explore Intentionally, Learn Deeply, and Engage Globally—are articulated more fully on the University website. In order to assess how well the University is achieving its mission, the University, in 2020, finalized its Institutional Outcomes which were approved through the internal governance process and ultimately voted by the Board of Trustees during its October meeting. Consequently, not only does the mission statement underpin decisions made regarding the University's operations and strategic directions, institutional outcomes are mapped to the mission to provide a sense of how well the mission is achieved.

Some of the University's major accomplishments are provided as evidence that the mission and related statements are realistic and aligned to Andrews University's resources and opportunities. The University claims to transform the campus culture through a focus on faith development, wellness, diversity and inclusion. That is, to live, work or study at Andrews University means actively engaging in a community that is passionate about being a caring, inclusive and healthy community of faith. As part of its menu of co-curricular offerings, the University offers weekly chapels and short courses to students where they interact with and are challenged by opportunities to have their faith nurtured, to think about their responsibility to the other, to grapple with concepts such as their humanity as part of a community and a call to action to serve others. An emerging fixture in the campus culture is Change Day, a day when the campus collectively serves the community. Change Day is grounded in the University's Wellbeing Model that is built on personal wellbeing at the core, and impacted by occupational, spiritual, emotional, intellectual, social and physical factors. However, wellbeing does not end at the personal level; it has responsibility on the community level, which includes serving diverse communities. In an effort to prepare the campus to live-out this community responsibility, the University sought and was accepted into AACU's Diversity Institute and recently into its Truth Racial Healing and Transformation (TRHT) institute, whose fundamental principles include giving voice to underrepresented narrative and speaking against the hierarchy of human cultures. The Andrews University TRHT initiative will use these two fundamental principles to unearth and publish the contributions of minority voices, in shaping the identity of our University and Church. That is, we will publicly recognize and celebrate the valued and worthwhile contributions of non-dominant voices and cultures, both historically and currently.

Andrews University claims that it will define its footprint beyond the Berrien Springs campus through collaborations with the church, community and higher education institutions. During this collaboration, Andrews University, the Seventh-day Adventist Church, partner institutions and the communities they serve will be richer because of the intentional engagement and influence of the University beyond its immediate campus. A significant contributor to the Andrews, which reaches beyond the Berrien Springs campus, is the K-12 school system that the University operates. One of our K-12 schools, Griggs International Academy, for example, has students who are residing in several international countries and on almost every continent. Weekly chapels, such as the one on Wednesday, September 30, 2020, had attendance of 170 students from countries such as the USA,

Canada, Azerbaijan, Columbia, Nigeria, Japan, Kenya, Ethiopia, Brazil, Lesotho, Madagascar, Puerto Rico and Korea. As shown below, Griggs has seen growth in its enrollments from 2016 to 2020. It has seen a total growth of over 800 students, with grades 9 - 12 growing by over 700 students. And these students, while studying at Griggs, are residing in countries across the globe. Andrews University's impact is global.

Enrollment by Academic Year

Grades	2016-2017	2017-2018	2018-2019	2019-2020
K-6	379	366	436	462
7-8	265	207	273	284
9-12	763	910	1236	1478
Total	1407	1483	1945	2224

Over the last three years, the School of Social Work launched the inaugural International Center for Trauma Education and Care. One of the premises of Trauma Education is that everyone, to some degree, has had traumatic experiences. However, some persons and minority groups live lives that are marked by trauma. The Center equips students and other constituents, both nationally and internationally, to be trauma-informed professionals or professionals whose clinical practice is trauma-informed. A simple and transformative question that a person trained in the Center asks when providing services to their client is what past experiences would have caused their client to behave that way. This question is markedly different from the more common question that asks what that person actually did. While the answer to both of the questions may suggest that the individual may have to face the consequences for their action, the first question is more holistic and humanizes the persons involved. The Center's focus on trauma education and care helps participants to grapple with what it means to be human and attempts to restore the human dignity of those who receive care. Not only does Andrews University have a national and global reach, but its reach is also transformative.

Finally, another goal of the University, as it attempts to live its mission, is to position itself as a leader in teaching and learning. In this competitive environment, Andrews University provides a flexible and engaging learning environment, through faculty committed to the redemptive work of education. The faculty use both innovative and time-honored teaching methods, using the lens of "the teacher" in advancing research and engaging with service. The result is a transformational education experience. The Center for Teaching and Learning provides the requisite faculty development support to faculty, equipping them with the knowledge and skills of innovative and time-honored teaching methods. About a year ago, the Center started to provide teaching grants to faculty, allowing them to enrich their instruction by exploring innovative teaching methods and conducting research on teaching. The grant review process is rigorous and competitive. In that first year, five faculty

members received the grant. Our faculty mentor students in research that leads to professional presentations and peer reviewed publications. Every year, hundreds of students participate in international study abroad opportunities, study tours, program-required international projects and archeological digs. The Architecture students do service projects nationally and internationally, using their content expertise to plan, design and implement projects to meet the needs of varied communities. The Community and International Development Program (CIDP) takes students to Madagascar, one of the poorest developing countries, to do development work. The program works in conjunction with the Adventist Development & Relief Agency (ADRA) to implement, in practical ways, development theories and skills.

Study Tours 2015
Study Tours 2016
Study Tours 2017
Study Tours 2019
Study Tours 2020

Without doubt, the goals incorporated into the Andrews mission and related statements are realistic, as they based on our organizational strength, resources and opportunities that are afforded us. As a University, the mission is lived in ways that are transformative to our students and to the wider constituents that are influenced as part of the Andrews' global reach.

3. The institution has a well developed process in place for budgeting and monitoring its finances.

The vice president for Financial Administration manages budgeting and monitoring of expenses, and the Financial Management Committee manages the financial decisions. The 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, which starts on 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 (99% of previous year), budgeted annual gain (3.5%) and the 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 budget assumptions, 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 by 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 renovations, 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 modifications to the budget by the University. Their recommendations are taken to the full Board of Trustees for final action.

Expenses are monitored directly by budget holders and 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
Financial Statements 2016
Financial Statements 2017
Financial Statements 2018
Financial Statements 2019
Financial Statements 2020

The current budget process of the University appears effective, and expenses over the last few years have been held at or below budget. However, changing market demographics and the resulting enrollment trends have resulted in income deficits for the last few years. The University administration, through the Financial Management Committee, has taken steps to manage the projected revenue from net tuition and the auxiliaries. Because of decisions made to manage the projected revenue, for the first time in several years, fiscal 2020 - 2021 net tuition revenue is at budget, as of September 30, 2020. However, the overall revenue is not at budget, largely because the residential housing revenue is down due to the fact that about 200 undergraduate students enrolled for classes remotely and do not live in the residence halls because of COVID-19. The expense side of the balance sheet, which is more under the control of the University, continues to be held at or under budget.

The recent budgets, including the 2020-2021 budget and budget assumptions , continue to make some significant adjustments to bring the University budget in alignment with its goals. More realistic revenue projections coupled with increasing the budget for medical benefits and holding other expenses in line with the budget have contributed to the University being on a sound path to financial stability. In 2019, the University purchased the Data Warehouse software as a means to enhance its data accessibility through the Data Warehouse dashboard. Additionally, the University continues to maximize the use of the BKD data analytics to provide detailed analytics on academic operations at program-, student- and faculty levels. Moving forward, these systems will provide the University with the tools that will allow even more precision in monitoring expenses and greater capacity for targeted budgeting.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

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 creating 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, with the increased need to provide more support for students' and employees' mental, emotional and psychological health, the footprint of Counseling and Testing Center was recently expanded by three office spaces to increase the number of therapy rooms available to clients. Also, to accommodate for the growth in the health professions, both the SPLAD

and Physical Therapy programs were allocated more space in order to enhance the clinical experience of students. Currently, the 2021- 2022 budget is being created. Plans are afoot to provide the needed capital expenditure to expand the infrastructure to support the services provided by the CTC and the academic needs of the SPLAD program. These are examples 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. 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 such as the information technology firewall to safeguard the University against cyber attacks, and meeting new infrastructure needs 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 most recent 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

5 Year Capital Worksheet - 2017-21

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 that 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, 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. Currently, the AU Press is operating close to break even. Because the AU Press exists primarily to support the scholarship of employees and students, operating at budget or with a modest surplus is the financial expectation of the Press. On the other hand, the University schools, including Andrews Academy, Griggs International Academy, and Ruth Murdoch Elementary School, 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, over the years, Physics Enterprise has supported projects in engineering, architecture and the College of Arts & Sciences at large. The Andrews University farm supported 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. To ameliorate the financial risks posed by relying on income from businesses as a means of supplementing income available to academic operations, and limiting the budget fluctuations caused the ebb and flow of the business performance, the University closed the operations of the dairy. In response to the closure of the dairy, the academic department of Sustainable Agriculture has made changes to the animal science program curriculum and acquired a variety of animals to provide students with hands-on experience with both small and large animal husbandry. Clearly, the University's fiscal allocations ensure that its educational purposes are achieved.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

1. **The institution allocates resources in alignment 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.

During the 2016 - 2017 academic year, the University embarked on a [Program Prioritization](#) initiative. The initiative was geared to review academic programs for marketability, viability, efficiency of processes, maximum use of resources and identifying synergy and growth. As a result of this initiative academic programs were [discontinued](#), the number of academic units and deans were reduced from [eight to five](#), and the Institutional Operations Council (IOC) continued its work on systems and operations with a view to having efficient systems and [operations](#) and thus maximizing the University's use of resources as it accomplishes its mission. The registrar's position is [expanded](#) to include systems and operations and to facilitate efficient and optimal processes and operations. To provide support to the work of the assistant provost for systems and operations, a systems and operations architect was hired. The CIO, assistant provost for systems and operations, and the systems and operations architect work in concert to help maximize the operational functionality of the University.

In keeping with its Strategic Plan, Andrews University seeks to be [irresistible](#) and the place of choice for prospective students and employees. As a way to accomplish this strategic imperative, the University focuses on the marketability and accessibility of academic programs. For example, a new AS Architecture degree and a refocused AS Business degree have a [tuition structure](#) that make them more affordable and accessible to prospective students. Also, students would be able to complete the AS degree, gain entry level employment in the respective disciplines, with opportunities to complete the bachelor's degree at their own pace. Approved degrees in Occupational Therapy, Data Science, Informatics, an online MA TESOL, and a proposed doctorate in Business are all market driven, aligned to the University's mission, and the necessary resource allocations will be made to ensure the

success of these programs.

The University also allocates resources for professional, scholarly, and intellectual development. Creative scholarship, innovation and intellectual rights are priorities that are mission centric. Plans are afoot for the creation of a Center for Innovation and Entrepreneurship. The associate provost for campus collaborations is leading a Steering Committee to develop the philosophy and strategy to inform the implementation of the Center, with an intended outcome of the hands-on application of knowledge through inventions and prototypes, business incubation, etc. The Center will help create a culture where failure is not fatal - but instead they are opportunities for learning lessons in a real-world contexts. The Office of Research and Creative Scholarship supports the scholarly contributions and intellectual rights of employees, and is revising the policy on patents, copyrights and intellectual property that will be codified in Working Policy. The Office provides support for external grant application and funding, an internal grant application process and funding, modest bonuses based on scholarly productivity and overall professional development support for the faculty research agenda.

It was in this context of support from the Office of Research and Creative Scholarship that Dr. Padma Uppala applied for a Title III Grant. In October of 2020, the University was awarded a Title III Grant of just under 2.5 million dollars from the Department of Education. The grant funds priorities that support the University's mission, such as providing access and the requisite support for first-generation, especially minority, college students; services to enhance retention into the University; career development services to equip students for their careers and life after college; and to provide overall scaffolding support for students to matriculate successfully.

The opening of the Andreasen Center for Wellness was the culmination of an identified priority. The Center focuses on wellness as a totality, in line with the institutional mission and the Seventh-day Adventist Church's focus on health. 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.

Andrews University articulates a clear mission. Through its budgeting processes and the allocation of human, financial and intellectual resources, the University ensures that resources are allocated in alignment with mission and priorities.

2. The institution links 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 85% and six-year graduation rates at 65%, and these figures indicate that overall, Andrews University is meeting its targets. However, when the University drills down beneath these figures, retention and graduation rates for different ethnic groups can be compared and suggest a very positive pattern of student learning across demographic groups at Andrews. For example, a six-year graduation rate of 63% for Blacks/African Americans is higher than the national average and and even among some HBCUs for that subgroup. The overall

four year graduation rate needs some improvement. With that need in mind, the University applied for and was awarded a Title III grant (see 5.C.1), focused on increasing the access, retention and completion of first generation and other minority students. And, to better align the assessment of student learning to the evaluation of operations, planning and budgeting, the University is embarking on the use of technological tools to support and assess student learning. The technological tools will aid in assessment at both the program and institutional levels; provide support for and track student retention efforts; provide support for and track career development services; and assess co-curricular activities. These tools will enhance the University's assessment efforts and provide a wider array of finely enhanced data to inform decision making.

Assessment of learning through accredited programs gives another window into linking learning with operations, then to planning and budgeting. For example, in assessing their program for ABET accreditation, the now School of Engineering 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. And to enhance the hands-on application of knowledge and expand the availability of innovative creative space, the emerging Center for Innovation and Entrepreneurship is being designed with practical sciences, such as Engineering, in mind. The University continues to support equipment expansion and other capital projects, in the academic areas, according to need.

An interesting example of the interrelation of assessment of student learning, evaluation of operations, planning and budgeting in making decisions was the process for creating the ACE package. Prior to the current ACE package, the University had two General Education (GE) packages - one package for the Liberal Arts and another package for the Professional Programs. One of the difficulties with having two separate GE packages was the inability to have a unified GE assessment. Additionally, students change their majors and may switch between the liberal arts and professional programs, and vice versa. Each program switch resulted in the student having a different GE package, which complicated the assessment of learning outcomes. To resolve these challenges, the faculty conducted a GE program review. The outcome of the program review informed the creation of a 43-credit Andrews Core Experience (ACE). The ACE package informed the creation of the Institutional Outcomes, which were voted by the October 2020 Board of Trustees. To ensure the successful implementation of the ACE program, the University, during the budgeting process, allocated appropriate funding to ACE. The chair of the ACE committee, a faculty member, has the budget to cover salary, benefits, supplies and professional development funds to support ACE faculty.

3. The planning process encompasses institution as a whole and considers perspectives of 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 inclusive process is true of all major decision making processes such as the creation of full strategic plans, the review and updating of those plans between major reviews, the development of the University budget and the approval of the University Outcomes.

During the 2016–2017 academic year, Andrews University created its 2017–22 Strategic Plan. The resulting strategic plan and the process for approving the plan were outlined in the re-accreditation visit. The strategic planning committee, chaired by the President, included a broad cross-section of

the campus, including students. Additionally, smaller working groups comprised of faculty, staff and students identified and created strategic initiatives that informed the plan. Drafts of the Strategic Plan were circulated to the campus for review and revision.

The budget planning process is similarly inclusive. The CFO, in consultation with the President and Provost, recommends budget assumptions to the Financial Management Committee (FMC). FMC, a broad cross-section of the campus, is comprised of budget managers. The FMC deliberates and votes on the budget assumptions. The budget assumptions are then presented to the Finance Committee of the Board of Trustees for approval. The approved budget assumptions form the basis for the new budget. With that information, the CFO and staff present budget packets to each budget manager. Budget managers create the budgets for their areas of responsibilities in accordance with the budget assumptions.

Recently, the University embarked on the process to develop and ratify Institutional Outcomes. This was a multi-year process that started with a review of the Lumina Foundation's Degree Qualification Profile (DQP). Using the DQP as a framework, a faculty Steering Committee developed the Andrews University Unified Framework of Outcomes (AUUFO) which had broad arenas, knowledge and skills that each student was expected to master, at each degree level. The Steering Committee worked in concert with the ACE committee to ensure that the learning objectives of the ACE package were aligned to AUUFO. The work of various faculty committees, including the Undergraduate and Graduate Councils and the Faculty Senate refined and distilled the AUUFO into Institutional Outcomes that are aligned to the University mission. After the Outcomes were approved through the faculty governance process, they were presented to the Board of Trustees for review and approval.

The University has taken seriously the need for wide engagement in the planning process. This engagement enriches the process and the product, and encourages campus ownership. Andrews University planning process encompasses the institution as a whole; and the process considers and incorporates the perspectives of constituent groups.

4. The institution plans based on understanding of current capacity, including fluctuations in sources of revenue and enrollment.

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. The income from church sources provides around 11% 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. In the last three years, the University had stable undergraduate FTE enrollment and expanded its support for growth in high school students and stable enrollment for students who take distance education programs.

IPEDS data continue to indicate that students who are taking credits for professional development, distance education students, and high school dual-enrolled students add significantly to the overall student headcount and credits taken. However, this change of demographics has impacted the tuition income, as tuition for distance education courses/programs and dually enrolled high school students, for example, is set at a lower level than on-campus courses and degrees. Because of this new enrollment reality, the University, in its planning, adjusted its budgeted net tuition revenue

expectations. Consequently, because of appropriate planning, the net tuition revenue for the fall 2020 semester is at least at or slightly above budget. Correspondingly, the University, because of judicious planning, reduced expenses, which previously had significant swings, to the extent that these expenses are under control. For example, medical expenses have historically outpaced the budgeted figures. To account for the rising medical costs, the University increased budgeted amounts for medical benefits over a three year span, to the extent that budgeted expenses for medical benefits are now appropriately aligned to the actual expenses. Because of planning that is informed by an understanding of its current capacity, including fluctuations in sources of revenue and enrollment, the University administration is acting as responsible fiduciary agents.

Additionally, the strategic planning cycles have, to a large degree, considered the factors impacting enrollment and discounts. Taking the current environments into account, the five-year enrollment projection has been revised to 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 speech language pathology, physical therapy, nursing, biology, engineering, and considers realistic capacity for growth elsewhere. In its planning, the University has, for example, approved a new AS Architecture degree and reconfigured the AS Business degree; along with a new degree on Occupational Therapy (DScOT). These degrees will be highlighted in the marketing campaign.

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 evolving external 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 interest in the university experience from adults returning to complete degrees, and, at the other end of the spectrum, high-schoolers taking dual credit. These anticipated demographic shifts are recognized in the goals set for the 2017–22 Strategic 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. Structural and organizational changes were made to support services to students; such as the merging of the School of Education and the School of Distance Education into the College of Education and International Services. Within that College, a Center of International Education was created and the Office of International Students Services was brought into that Center as a means to harness and maximize the support services provided to on-campus international students. Also, academic units were realigned into one of the five newly created colleges. For example, the School of Architecture became part of the College of Health and Human Services, as a means to maximize resources and provide more support for marketing and recruiting.

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. In response to this rapidly changing environment, the University outsourced the management of its IT to Dynamic Campus. This decision has already yielded positive results. Dynamic Campus brings state-of-the-art industry practices to the campus; as well as a network of infrastructure, professionals and services to augment our resources and services. IT continues to play significant roles in support of the University's priorities by providing data on financial full-time equivalent (FFTE), developing a centralized scheduling system and a document management system. Its role also includes creating data retention policies and a unified communication system. These priorities will build on the other recently made decisions to establish a data-warehousing system for making data more easily accessible.

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. In addition to Andrews University's own international connections, the change of control process when Griggs University merged with Andrews University 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 or face-to-face modalities 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. 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 partnerships 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 heightened racial tensions in the United States, the President and Provost continue to communicate to the all campus constituencies their commitment, particularly in the area of diversity. Since the last HLC visit, the University hired a VP for diversity and inclusion. Under his leadership, the University has participated in American Association of Colleges and Universities (AAC&U) diversity initiatives. Most recently, the University was accepted by AAC&U to be a Truth Racial Healing and Transformation (THRT) campus. Andrews University will use that opportunity to retell its history by highlighting the contributions from non-dominant and minority voices; as well as dismantle the philosophy that purports a hierarchy of human values and cultures.

Andrews University, through it planning, anticipates and accounts for evolving external factors that impacts it operations, such as technological advancements, demographic shifts, globalization and diversity, and economic trends. Because of its planning, the University is well positioned to respond to these evolving external contexts.

6. The institution implements its plans to systematically improve its operations and student

outcomes.

The University develops and documents evidence of its performance in its operations in a range of ways. The University 2017–2022 Strategic Plan identifies a series of key performance indicators (KPIs). In response to the request of the Board of Trustees, the University has an annual report of these key indicators. 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 of the Board of Trustees; 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 Andrews University Short Financial Statement - Final.pdf is shared with the Board of Trustees. Key information related to finances and endowments is also shared through an annual report to alumni.

The University examines its performance at various points 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 setting budget priorities and monitoring budget performance happen. The monthly review by budget managers allows the University to identify performance challenges and resolve them where possible at an early point. For example, ongoing monitoring of budget performance led to increasing the budget for medical expenses. Corrective actions were taken, and that budget item is more appropriately funded. Also, close monitoring of the budget has consistently resulted in a pattern of reducing expenses in real time. Some of these expense reductions were as much as $1.1 million in some years.

The Institutional Operations Council (IOC) has been one structural way of learning from operational experience and improving effectiveness. For example, IOC has identified challenges in systems and operations, which led to the hiring of a system architect to systematically improve operations. IOC has also identified priorities that would improve operations, such as a centralized scheduling system to maximize and fully utilize University space, a document management system as the foundation for electronic workflow, a system to identify the financial full time equivalent (FFTE) so that in real time the University is able to analyze the true financial impact of enrollment, and a unified communications system to coordinate and maximize communication efforts.

On the academic front, the Academic Operations Council (AOC) 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, on the heels of a new general education package, AOC recently voted a process for examining the number of credits for the BA, BS, and professional undergraduate degrees, which would lead to curricular revisions for these degrees programs. The current practice of having a large number of credits for the major causes many undergraduate degrees to be too constrained and not give students the flexibility within the degree for electives to broaden the liberal arts experience. This process of curricular review and revision allows for program faculty

to use the ACE package as the foundation upon which to build the undergraduate degree. Upon that foundation they would add the requirements for the major, cognates as appropriate, a minor as appropriate, and electives. All of the expectations would be aligned, as appropriate, with the institutional outcomes.

AOC has been instrumental in establishing the framework for what is now a fully functioning prior learning assessment process, and for the emerging articulation process that allows transfer students to have advanced notice of what credits would transfer into the University, as they are making decisions as to whether or not to apply.

The University seeks to actively maintain structures that invite the review of performance and decisions on improvements, capabilities and sustainability whether through committees or departments/units. This review process relies on a commitment of administration, faculty and staff to be a "learning community," which is an ongoing focus for the University. The University has an engaged system of planning and implements its plans to systematically improve its operations and student outcomes.

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- Website evidence of KPI 2020 (page number 2)
- Welcome to the Graduate Experience -Orientation__ Andrews University
- Welcome to the Graduate Experience -Orientation__ Andrews University (page number 4)
- Wellness Center Northeast Exterior

5.S - Criterion 5 - Summary

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

Summary

Strengths:

- Financial planning and strategic planning connected.
- Organizational changes to support decision-making: University Strategy and Policy Committee and Faculty Senate
- Success of academic program prioritization and the reorganization of the academic units.
- Unity of internal governance groups around institutional mission (students, faculty, administration and Board)
- Successful follow-through and positive impact of critical strategic decisions (e.g. expansion of academic space for the Speech Pathology program, expansion of space for the Counseling and Testing Program, growth of new programs)
- Successful budget planning that resulted in appropriate funding for medical benefits and steady decrease in overall expenses.
- Successful implementation of an early retirement program and faculty furlough to curb payroll expenses.
- Successful outsourcing of the management of IT services by Dynamic Campus.
- Growth of systems to increase cross-departmental decisions (Staff Senate and Faculty Senate).

Future Considerations:

- Continued budget adjustment to align with financial goals.
- Use of data management to facilitate response to demographic and market shifts.
- Completion of the development of the 2022-2027 strategic plan.

Sources

There are no sources.