Assurance Argument

Andrews University - MI

2/10/2017

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

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

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

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

Sources

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- Health & Wellness Campaign Brochure

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- InternationalTransferProgram
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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's

Andrews' mission statement remains current and continues to be the foundation for the institution's

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- UnderstandingOutMuslimNeighbors
- UniversityLaunchesHealthandWellness
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1.C - Core Component 1.C

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

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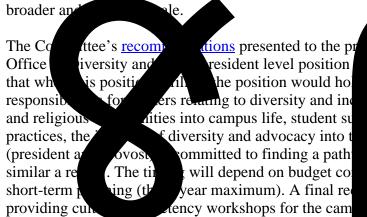
Argument

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

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

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

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

broader an[...]ale.

The Co[...]ttee's [recom[...]ations](#) presented to the pr[...]nt at the end of [...] included creating a[...] Office [...]iversity and [...] resident level position [...]ersee its operatio[...]he proposal stipulate[...] that wh[...]is positio[...]ill [...]he position would ho[...]aculty rank and ha[...]upervisory responsib[...] for [...]ers re[...]ing to diversity and in[...]on, such as, the int[...]tion of other faiths and religious [...]ities into campus life, student su[...]s, LGBTQ, Title I[...]cruitment and hirin[...] practices, the [...] of diversity and advocacy into t[...]urriculum, etc." Th[...]w administration (president a[...]ovost[...]ommitted to finding a path[...]to making this pos[...]n or something similar a re[...]. The ti[...]g will depend on budget co[...]erations but will be[...]of the University short-term p[...]ing (th[...]year maximum). A final re[...]mendation of the a[...]c group included providing cul[...]tency workshops for the cam[...]community and in[...]required training for graduate students and new faculty. A required training session titled "The Andrews Mirror: A Workshop on Diversity" was offered during the Faculty Institute in [August 2016](#).

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

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

- Being a strong supporter of enhancing diverse cultural backgrounds
- Supporting an academic community whose members have diverse cultures, backgrounds, and life experiences
- Identifying strategies to enhance and support the compositional diverse background profile of students, faculty, and staff
- Fostering and supporting an inclusive environment
- Creating a climate that respects indiv]   Creat=

international students and families, as well as weekend church services and month-long events that highlight the cultures of the University's international students. The annual tradition of the community-oriented [International Food Fair](#)

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- HRDiversityReport2015
- International Student Services __ Andrews University
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- Off-Campus Locations __ Andrews University 2016-11
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- StudentDiversityReportAndrews
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- SummitRace2016
- USNewsEthnicDiversity
- USNewsMostInternational
- WhatDiversityMeans to AU Web

1.D - Core Component 1.D

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

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

Argument

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

The University mission also drives its academic service initiatives on a _

partnerships, including those in Korea, China, India, and Vietnam, expand the University's service

and 2015 NSSE.

In addition to a campus-based Math & Science Center operated in connection with Berrien County RESA and a summer research program targeted to high school students in nearby Benton Harbor mentioned earlier, a host of other examples demonstrate Andrews' efforts to respond to the needs of its communities. For instance, the Department of Speech-Language Pathology & Audiology, which offers a locally focused clinic year round, offered a "summer communication camp" to area elementary school students. Students from the School of Health Professions and its various departments operate a HERBIE Clinic (Healthcare & Evangelism Reaching Beyond Including Everyone) in Benton Harbor to provide free healthcare and health consultations to adults without health insurance. "Be]

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- TwinCitiesHarborProposalSAID
- UniversityMission

1.S - Criterion 1 - Summary

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

Summary

Strengths:

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

Future Considerations:

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

Sources

There are no sources.

which applies to all departments and academic units. Its website includes specific [guidelines](#) for utilizing Internet resources. The University ensures that courses offered online and at off-campus

dialogue, apart from formal grievance procedures.

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

Auxiliary Functions

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

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

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

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

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

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- Dairy Information - Welcome and Skid Steer
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- Faculty meeting April 2016-Highlights and Directions forward
- Faculty Senate Constitution

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2.B - Core Component 2.B

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

Argument

Programs and Requirements

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

Faculty and Staff

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

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

Costs to Students

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

Control

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

<u>Accreditation Relationships</u>

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

<u>Authorizations</u>

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

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- Undergraduate Advisor Handbook-FERPA

2.C - Core Component 2.C

Specific actions of the Board also indicate its commitment to enhancing key strategic initiatives. For

[constitution](#) of the Faculty Senate also indicates the breadth of responsibilities given to faculty for academic matters.

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- Shared Governance Final-Feb 2016
- Strategic Plan 2012-2017

2.E - Core Component 2.E

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

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

Argument

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

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

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

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

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

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

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2.S - Criterion 2 - Summary

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

Summary

<u>Strengths:</u>

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

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

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

3.A - Core Component 3.A

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

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

Argument

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

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

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

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

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

(See also 4.B.)

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

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

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

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- GUID   (pagepagepag"   ł -

3.B - Core Component 3.B

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

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

Argument

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

The University's general education program is appropriate to its mission, as demonstrated by the fact that all eleven ACE learning outcomes are rooted in the mission statement, Seek _

General Education Appropriate to Educational Offerings

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

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

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

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

Unified Framework of Outcomes

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

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

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

The [ACE program](#) and the [SAGES program](#) lay the foundation for developing students' critical

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

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

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

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

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

Collaborative faculty-student research is strongly promoted at Andrews University as illustratetude

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

Graduate students in the Seventh-day Adventist Theological Seminary are incentivized through [Outstanding Dissertation Awards](#). Further, those students whose research focuses on archaeological excavations are eligible for [scholarships](#)

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- 3B3.Andrews Goal by Association-Culture,Service
- 3B3.Andrews Goal by Association-Culture,Service (page number 1)
- 3B3.Andrews Goal by Association-Culture,Service (page number 46)
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[contracts](#). This change would allow the faculty to have the summer months for research and professional development.

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

Andrews' staff members providing support services are appropriately qualified and trained. For example, the financial advisors and the assistant director hold national and state credentials, and the senior financial advisor, a member of the board for MSFAA, which is the state association, is actively involved in planning events that support financial aid in the state of Michigan and is a trainer for FA101 seminars. The [staff](#) at the Office of Student Financial Services attend state and national [conferences](#) each year as part of their ongoing training and professional development, including the FSA conference, which is organized and facilitated by the Department of Education regarding updates on any new federal regulations. Financial aid staff receive daily updates on IFAP and are informed of new regulations and updates 4   n   AM   =

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3.D - Core Component 3.D

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

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

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

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

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

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

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- Writing Center __ Andrews University
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students have been the recipients of a number of [awards](#) and have been granted [internships and research opportunities](#) around the world. [Students present their research at conferences](#) such as the Michigan Academy of Science, Arts & Letters and the Midwestern Psychological Association.

[J. N. Andrews Honors Program](#)

2) Leadership
Among undergraduates, 69% 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.

3) Community Engagement and Service Learning
Service to humanity is a social responsibility and is a key learning outcome at Andrews University. Andrews provides students with opportunities for community engagement and service learning. On the 2015–2016 [Senior Survey](#)

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3.S - Criterion 3 - Summary

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

Summary

Strengths:

- High Impact Practices: Undergraduate Research, Study Tours
- Introduction of the M.I.R.R.O.R program to deepen engagement with diversity
- Depth and stability of faculty
- Increase of focused faculty development through the Faculty Institute; and the Effective Teaching and Learning Council
- Increased infrastructure to support online and off-campus learning, including Digital Commons and the establishment of the School of Distance Education & International Partnerships
- Strong con #   M   -   c   ]M

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

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

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

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

- CHEM Program Review 8-15-16 Final
- Math Program Review 9 August 2016
- VACD Program Review Final 8-2016
- Ed_Psych_Program Review 2016

The Office of Institutional Effectiveness helps the PDRC to support and monitor the self-study process. It maintains the program review schedule

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

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

Andrews University publishes its transfer policy in the bulletin under both the Undergraduate

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

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

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

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

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

Lastly, the University monitors the rigor of courses, expectations for student learning, and access to

- Architecture; and review of focused evaluation

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

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

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

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- Writing Center __ Andrews University

4.B - Core Component 4.B

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

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

Argument

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

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

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

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

In addition, assessment is an important]   R   0"   M

support the assessment of student [learning](#)," and that "staffing to support assessment had increased [substantially](#)." The team found that the Assessment Committee was "a moving force on campus" and channeled assessment data to appropriate entities on

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

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

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

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

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

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

At the 2015 assessment retreat of the College of Arts & Sciences, department chairs were asked what changes or improvements they were going to make in the coming year to improve student learning, based on their assessment data. Agriculture realized the need to further refine their assessment techniques. History & Political Science

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- JP Faith Development Assessment and Action Steps
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4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3

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

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

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

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

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

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

undeclared students and was eager to take on the task. By October 2014, he had drafted a six-year strategic plan for an [Explore initiative](#) for undeclared students, which specifically focused on

on the senior exit survey was that the registration process was challenging, and that better

- Explore Andrews Year 1 7-18-16 and update
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4.S - Criterion 4 - Summary

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

Summary

Strengths

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

Future Considerations

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

Sources

There are no sources.

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

[2013 Financial Statements](#)
[2014 Financial Statements](#)
[2015 Financial Statements](#)

Despite these adjustments to available capital, the University capital budget continues to be

campus. Technology remains an area of continued expansion and need. In 2014, the Chief

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

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

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

Capital Budget 2015
Capital Budget 2016
Capital Budget 2017

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

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

[Study Tours 2015]()
[Study Tours 2016]()
[Study Tours 2017]()

The University's hiring and evaluation processes frame the University's commitment to ensuring staff in all areas are appropriately qualified and trained. Since 2014, the process for posting for a new hire has been [online](), with a job description, required qualifications, and expectations of the position required in the [posting](). A completed application is routed for signatures by the supervisor and

- 1309 20130311 Focused Visit - Team Report (page number 23)
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- 3.B.3.7 Undergraduate Student Publications
- 3.B.3.8 Undergraduate Student Presentations
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- 5A4.1 job posting request form
- 5A4.1 Recommendation for Appointment Form (RAF)
- 5A4.2 sample hire letter
- 5A4.4 Annual performance form
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role in reviewing institutional research data and reports that underlie summary reports shared with the Board of Trustees. This group also considers proposals for eliminating or adding programs and for making significant adjustments to faculty policies and makes recommendations to the Board in full session.

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

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

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

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

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

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

[engagement](#) of internal groups in governance decisions. Faculty governance is further clarified by the [faculty committee structure](#) and the terms of reference of each faculty committee that identify

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

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

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

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

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5.C - Core Component 5.C

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

Starting in K the in

- Strategic Planning Feedback form
- Strategic Planning Feedback form (page number 2)
- Strategic Priorities 2013-14
- Strategic Priorities 2014-15WithActionPlan
- Strategy Faculty Meeting May 2015
- Terms of Reference for Strategic Planning
- UHealthWellness Strategic Plan 06.19.16
- Undergraduate Brochure Four Core
- Undergraduate Nursing Scholarship __ Andrews University
-

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

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

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

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

Sources

- 2014 Annual Report
- 2014 Annual Report (page number 2)
- 2014 Annual Report (page number 23)
- 2015 Annual Report
- 2016WinterFocus
- 5C3.1 Strategic Plan 2012-2017
- 5C3.1 Strategic Plan 2012-2017 (page number 14)
- 5D2.1 Terms of Reference--Institutional Operations Council
- 5D2.8 Academic Operations Council Terms of Reference
- 5D2.9 Academic Operations council minutes April 2016

5.S - Criterion 5 - Summary

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

Summary

<u>Strengths:</u>

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

<u>Future Considerations:</u>

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

Sources

There are no sources.