

# **Assurance Argument**

## Andrews University - MI

Review date: 4/12/2021



Any future changes to the mission statement may be initiated by faculty, administration or the board,



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



2. **PEELIA SIAQ: ILO-MAGNOCULLE SUGGOLICGOTU**  
In early 2018, the University also developed and introduced the [branding message](#) of “World Changers Made Here” as a succinct and strategic way to describe the purpose and desired outcomes of an Andrews University education.

That new branding message has become an integral part of University positioning and has a dedicated [website](#) to specifically explore the aspiration and implications of this new “World Changers” phrase.

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

In the context of the current situation and text of a text from an Andrews Univer

- Adventist Review C



- Think Healthy with Myanmar Refugees\_1A(2)
- TRHT Vision Goal\_1A
- Undergraduate Recruiting Brochure\_1A
- University Mission Bulletin 2021\_1A
- University Wordmark Mission Tag\_1A
- US News Ethnic Diversity\_1A
- US News International Students\_1A
- waterbottle\_20180918\_mock
- WCCW 2020 Enrollment T-shirt\_1A
- WCMH collateral examples
- World Changers Change Day Participants\_1A
- World Changers Changing World Art\_1A
- World Changers Convocation\_1A
- World Changers Grad Website\_1A
- World Changers Made Here Website Banner\_1A
- World Changers Undergrad Website\_1A

## 1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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A new [International Center for Trauma Education & Care](#) within the School of Social Work offers students and faculty the chance to reach out to meet domestic and global needs, ranging from Navajo communities in the U.S. as well as projects in Ethiopia, Cambodia and 7d u

Andrews University, according to its [bylaws](#), is operated as a non-profit higher education institution by the Seventh-day Adventist Church and works to serve as part of the “educational ministry” of that church. Resources are allocated in line with the institutional strategic plan, and no revenue is disbursed to any superordinate entity. The institution’s operating budget partly depends on subsidies from international, national and regional divisions of that church organization, and its budget assumptions are built towards investing and reinvesting any bottom line in funding essential academic programs and maintaining ongoing operations of the University. On the whole, the University aims to allocate 62.2 percent of income for direct educational expenses, including faculty salaries, and the remaining 37.8 percent for institutional and academic support.

In alignment with one of the themes of its [stated mission](#), “Change the World,” and the new branding statement, “[World Changers Made Here](#),” the University intentionally and consistently seeks to engage with those beyond its campus.

As an internationally diverse campus, the University’s commitment and service to external constituencies is a consistent part of its operations.

Some of that engagement focuses on the local community, representing the traditional Adventist higher education commitment to Christian service through [volunteer work](#), coordinated by the University’s Center for Faith Engagement. Each year, approximately 20 students spend an entire school year involved in Christian service volunteer work. Another 175 or so are involved in weekly Christian service volunteer work, and as many as 1,000 are involved in annual Change Day/Weekend service events.

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

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

Andrews University also joins together with its community at times of mourning. In November 2018, following the Tree of Life Synagogue shootings, the Interfaith Committee of the Andrews University Community Engagement Council reached out to the Temple B’nai Shalom of Benton Harbor, [Southwest Michigan Interfaith Peace & Justice Forum](#) and [Interfaith Peace & Justice Forum](#) in west Michigan.

research with faculty and community service).

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

## Sources

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- 2018-1-FOCUS HELP Nativity\_1B
- 2018-1-FOCUS WCMH Brand Statement\_1B
- 2018-1-FOCUS-Assisting BS Flood Victims\_1B
- 2018-4-FOCUS Interfaith Prayer Service\_1B
- 2019-3-FOCUS ACFRP Conference\_1B
- 2019-4 FOCUS Third Change Day\_1B
- 2019-4-FOCUS Community Engagement\_1B
- 2020 INSTABA SAID project\_1B
- 2020-3-FOCUS Intl Trauma Training\_1B
- Andrews Mission and Vision\_1B
- Andrews University Awarded 2.25 Million Dollar Grant\_1B
- Andrews University Bylaws\_1B
- Case Statement Adventist Higher Education\_1B
- Change Day Website\_1B
- Current Demographics NAD 2018\_1B
- International UG Partnership Listing\_1B



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

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

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

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

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

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

Another initiative has been the creation of a Truth, Racial Healing & Transformation (TRHT) Campus Center, making Andrews University the first Christian university to join a network of nearly 40 U.S. universities with TRHT Campus Centers. The Centers were inspired and [council](#) s

[The Institute for](#)

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

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

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

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

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

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

Additionally, University professors and students also sought to help the University, and more broadly, the Seventh-day Adventist Church, better understand and respond to its LGBTQ+ community by conducting pioneering [peer-reviewed research](#), “The Impact of Family Rej s





- Anti Racism Bias Working Statement\_1C
- Co Curricular Calendar Fall 2020\_1C
- COISS Established 2020\_1C
- Dare to Dream Scholarship\_1C
- Diversity Report Oct 2020\_1C
- DIVINO Blog\_1C
- Four Hallmarks Brochure
- Free Speech Civil Discourse Comm 2018\_1C
- George Floyd Scholar Program\_1C
- Haven Care for our LGBT Students\_Andrews\_1C
- IDIAC Sub Groups Action Plans\_1C
- It Is Time Focus Magazine\_1C
- It Is Time\_Andrews University\_1C

## 1.S - Criterion 1 - Summary

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

### Summary

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





code of ethics based on the profession of accounting, and members sign conflict of interest statements. The financial statements are reviewed in great detail line by line every month, and all of the accountant's work, including journal vouchers and reconciliations, are reviewed by a second person. The University's resources are allocated in alignment of its mission and strategic priorities through a well-developed process. The University's financial operations are audited annually by an external CPA firm. For each of the last several years, the University has received an [unqualified opinion](#) with no audit adjustments or negative comments. The University receives no income from superordinate entities. See 5.A.2 for more on institutional principles for establishing budget assumptions, 5.B.3 for the process of budgeting and monitoring and 5.C.1 for examples of how the University's strategic plan has guided its budget planning.

In compliance with the Higher Education Opportunity Act (HEOA), the Office of Student Financial Services adheres to the University's [Code of Conduct](#), which consists of 12 specific policies to ensure transparency involving lenders and policies on conflict of interest of the Student Financial Services employees.

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

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

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

has a detailed section on [ethical conduct](#) in research.

As stated in the [Working Policy](#) and the [Employee Handbook](#) concerning its employment practices, Andrews Univg

Policies and procedures are in place to ensure adherence to applicable laws and regulations. For example, Dining Services, operated by Bon Appétit Management Company, is recognized for its environmentally sound [sourcing policies](#) and is committed to providing food of a [superior quality](#) by upholding “a high standard of safety and sanitation and avoiding the waste of food, supplies, and manpower.” It follows the [FDA food code](#) to safeguard public health and strives to provide its employees with a safe and healthful work environment as pres rko

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- GCAS Report to Governance 2020
- LibraryResourcesDevelopmentPolicy
- Minutes 369 06-04-2018
- Minutes 369 06-04-2018 (page number 5)
- Ne

- University Boards Committee Councils
- WAUS Announcer HANDBOOK 2015 (abbreviated)
- WAUS Announcer HANDBOOK 2015 (abbreviated) (page number 4)



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](#).

All accreditations and professional memberships are listed in the [bulletin](#). Additionally, the webpage  
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yes, a gap exists and [Diversity and Global Engagement](#) is a [short course on service](#) Short Courses, for which students receive one co-curricular credit for each weekly session attended.

- “[Changes](#),” as its name suggests, offers students opportunities to reflect on their involvement in leadership, ministry, and community service opportunities as they prepare to become educated global citizens equipped to “change the world.” Co-curricular credit is given to students who reflect on their volunteer involvement in campus, community or church contexts. One credit is given for every two hours of involvement, for a maximum of 20 hours per semester.

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

### 1) Cultural Competency

In addition to Study Abroad and Study Tours mentioned in 3.B.4, Andrews provides an enriched environment for students to gain cultural competency so they can thrive in diverse environments. Students are exposed to diverse perspectives in and out of the classroom and are provided with educational opportunities to work with and serve diverse populations. In the 2019–2020 Senior Survey, [72% of seniors](#) reported that their experience at Andrews had prepared them to “apply understanding of cultural differences in diverse environments” or [more](#). Each year, the Honors Program presents “[Honors Church](#),” which focuses on culturally relevant themes from a spiritual perspective. For instance, a recent program was a commemoration on the 30th anniversary of the fall of communism. To further enhance cultural understanding, the [Diversity Council](#) embarked on [cultural competency training](#) for all students and employees through a [series of workshops](#). These workshops are now geared toward [new graduate students](#) and new faculty during their orientation. In March 2019, the School of Education’s annual Teaching and Learning Conference, which involves a number of graduate students, specifically focused on [Connecting, Engaging, and Belonging](#). Cultural competency became a core component of the Faculty Institute in [2016](#), to better prepare faculty to lead their students towards cultural competency. Community and Global Engagement has been a major strand for successive Faculty Institute programs, with recent presentations on [Diversity and Civil Discourse in the Classroom](#) and [Building a Campus-wide Culture of Community Engagement](#). In 2012, a student-led steering [committee](#) s

Andrews University intentionally provides students with multiple opportunities for community engagement and service. The university's commitment to develop its students' ability to apply concepts and learn to use skills to address the needs of diverse communities, in a manner consistent with Christian values, is reflected in its [Institutional Outcomes](#), #5 and #6. On the [2019–2020 Senior Survey](#), 89% of seniors reported having been involved in service while attending Andrews; 68% of students provided service to the local community, 52% served fellow students, k h







- SEM Directory of Faculty webpage 2020.pdf
- Senior\_Survey REPORT 2019-2020.pdf
- Senior\_Survey REPORT 2019-2020.pdf (page number 3)
- Senior\_Survey REPORT 2019-2020.pdf (page number 5)
- Senior\_Survey REPORT 2019-2020.pdf (page number 6)
- Senior\_Survey REPORT 2019-2020.pdf (page number 7)
- Senior\_Survey REPORT 2019-2020.pdf (page number 11)
- Senior\_Survey REPORT 2019-2020.pdf (page number 30)
- Social Consciousness Summit.pdf
- Sports Recreation webpage
- Student Activities- Andrews Agenda \_\_ Andrews University
- Student Financial Services - General Information 2020.pdf
- Student Handbook 2020 - Introductory
- Student research Awards webpage.pdf
- Student service activities KPI 2016
- Student\_Clubs\_and\_Organizations\_2020-21.pdf
- SummerCommunicationCampSPLAD
- The Student Missionary Experience and its Impact on Young Adults
- Tuition Calculator webpage.pdf
- Undergraduate Advisor Handbook-FERPA
- Undergraduate Leadership
- Undergraduate Leadership Program \_\_ Andrews University
- undergraduate STEM Internships, Research Opportunitie
- UnderstandingOurMuslimNeighbors 2016
- University Student Intervention Team web 2021
- Welcome to the Graduate Experience -Orientation\_\_ Andrews University
- Welcome to the Graduate Experience -Orientation\_\_ Andrews University (page number 4)







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

The 2016 [provost search](#) illustrates this enhanced clarity, providing further evidence that day-to-day management of the University is handled through shared faculty governance. Chaired by the provost/president-elect, Andrea Luxton, an internal Provost S

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- Policy 2A Theological Freedom 2020
- Policy 2B Academic Freedom 2020
- Science-Theology Dialogue Program (Nov 2019).pdf
- Student Movement 2020-10-27



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

Andrews University guides students in the ethical use of information in classes such as [College Writing](#) and [research methods](#) classes. All students participating in research undergo [responsible conduct of research](#) training, either independently or through their research methods class. Academic integrity is addressed at the [Writing Workshop](#) offered by the English faculty during the New Graduate Student Orientation in August each year. [TurnItIn](#), a plagiarism detection program, is utilized University-wide for written assignments in order to enforce ethical use of sources. The [Writing Center](#) assists students in need of guidance with proper citation. Additionally, the James White Library provides [LibGuides](#) and [library instruction](#) classes that include information on copyright and plagiarism. Copyright warnings are posted on public photocopiers and on interlibrary loan materials. The School of Distance Education & International Partnerships includes [instruction](#) and [assessment](#) on plagiarism within LearningHub.

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

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

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

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





## 2.S - Criterion 2 - Summary

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

### Summary

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#### Strengths:

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

#### Future Considerations:

- Continuing to provide resources for the development of the Agriculture Education Center as it refocuses after the closure of the Dairy.
- Furthering the use of the Faith Development Survey results to enhance faith engagement practices.
- Embedding integrity policy with more student ownership into academic operations.

### Sources

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

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

### 3.A - Core Component 3.A

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

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

### Argument

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

The currency and rigor of academic programs is maintained in three ways: by the quality of the faculty, a rigorous system of approvals for new programs and program change, and through program review. First, the faculty in each discipline are well qualified (see 3.C), and are expected to stay current in their fields through professional development and [scholarship](#). Annual scholarship is scored through a [rubric](#), and average scores are [reported to the Board](#) each fall. Program development and program review are under the purview of the [Program Development and Review Committee \(PDRC\)](#)--a joint standing committee of the [Graduate Council](#) and [Undergraduate Council](#), which are [faculty councils](#). The Office of Institutional Effectiveness maintains a [website](#) to guide faculty through program change and the development of new programs. A two-page [handout](#) shows the steps and timeline for starting a new program. Andrews uses Curriculog to standardize and automate the approval process, ensuring that the proposal goes through [all the right steps](#). The proposal template collects complete information on the [specifics](#) of the program, including its [mission and market analysis](#), [outcomes](#), [curriculum](#), [degree requirements](#), [faculty](#) and [budget](#). The University's [academic program review](#) process has the [primary purpose](#) of ensuring academic quality and innovation (see 4.A.1.). After a thorough self-study, the review is conducted by a [peer review panel](#) consisting of three to four faculty, including an external content expert. The process involves [evaluating](#) the mission, history, impact and demand. The quality of program is assessed through inputs, outputs and outcomes. Panel recommendations are first submitted [to the PDRC](#) and then to the appropriate council. Final recommendations are discussed between the dean of the school and the Provost to [determine action steps](#). Degree programs which are not externally accredited



follow a [seven-year cycle of review](#). A streamlined review process has been developed for [externally accredited programs](#), addressing the Program Review questions that were not addressed in the accreditation process.

The admission requirements and expected levels of student performance are progressively more rigorous within each degree and among the different degree levels. For example, admission GPA requirements for [graduate students](#) are higher than those for [undergraduate students](#). For a [bachelor's degree](#) the performance expectations are 2.25 GPA in major credits and explicit assessments, whereas for a [master's degree](#) [comprehensive examination](#) and/or a [project or thesis](#) are additionally required. For a doctorate, a [dissertation](#) is required in addition to [comprehensive examination](#). The culminating activities and degree expectations for graduate degrees are clearly articulated in the [bulletin](#).

Courses are kept current, with expectations for appropriate levels of student performance. Currency is ensured through several processes. Faculty review and revise their course requirements and syllabi each time they teach. When adjunct faculty are employed to teach a course, they are provided with ~~previous by Debra the assistant in all the course preparation. With Department faculty, under the direction of their chair, establish course scope, sequencing, pedagogical design and assessment of student learning (policy 2:415).~~ Information obtained through this process is used in [curriculum mapping](#). If department faculty wish to [recommend changes](#) to existing courses, create new ones or deactivate existing courses, a [proposal](#) is entered into the University's online system and must be evaluated [by the school committee](#) on courses and curricula before they are voted by the full school faculty.

Online courses and online degrees must be approved by the [Associate Dean for Online Higher Education](#) before delivery. This approval process triggers the support of the Center for Digital Learning & Instructional Technology (DLiT) in online course development. An instructional designer assists faculty with the development of online courses, and new online courses must meet the [Standards for Teaching Online](#), [Requirements for Online Courses](#) and the [Substantive Interaction Policy](#). Course assignments and anticipated student preparation time for all courses must meet Andrews' [credit hour definition](#) and expectations. Whether a course is taught on-campus, off-campus or online, the academic program or department approves the faculty and curriculum, ensuring that ~~University's the same standards.~~

to higher education and the level of the degree awarded. For more information about specialized accreditation, see Core Component 4A.

All academic programs the University offers are held to the

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general education program provides academic skills foundational to the undergraduate

## 3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

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Andrews University's general education program, [Andrews Core Experience](#) (ACE) is designed to provide a well-rounded liberal arts education that supports our mission as a Seventh-day Adventist, Christian institution. ACE provides a foundational framework for the University's undergraduate

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

Students seeking to enhance their educational experience can choose the [J.N.Andrews Honors Program](#). The Honors program offers Scholars' Alternative General Education Studies (SAGES), a text-based alternative to the general education requirements. SAGES includes a [curriculum](#) based on the study of original texts, independent [research](#) providing a series of interdisciplinary courses that replace general education requirements for undergraduate degrees. The [goals of the program](#) include providing a high quality alternative to general education, developing academic and cultural literacy, nurturing interdisciplinary competency, fostering community of learning and integrating faith and learning. Students in the Honors program can find their [SAGES requirements](#) in the Bulletin and on the [Honors Website](#).

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

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

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



To help ensure that our faculty make meaningful contribution to scholarship and creative work,  
Andrews provides remuneration thTo

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- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 32)
- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 33)
- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 34)
- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 35)
- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 42)
- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 47)
- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 57)
- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 67)
- 2020-21 Academic Bulletin PDF-highlighted011221.pdf (page number 71)
- 2020-21 ACE table for AT degree
- 2021 Campus Ethnic Diversity at National Universities \_ US News Rankings.pdf
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## 3.C - Core Component 3.C

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

1. ~~The institution strives~~ The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
  2. The institution has sufficient numbers and continuity of faculty members to carr
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in their disciplines and with whom the University wants to establish a long-term relationship. Finally, graduate teaching assistantships allow for graduate students to be mentored into the teaching profession by highly e á ðn u



each college to monitor the success of at-risk stce

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and onsite services, resources and collections that support student learning and effective teaching. The library publishes a [brochure](#) that lists a variety of services available to faculty and their students. During fiscal year 2019-2020, Andrews University invested [\\$1 million](#)



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## 3.S - Criterion 3 - Summary

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

### Summary

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Strengths:

- Faculty-led institutional processes for development of outcomes.
  - Intentional alignment between general education and institutional outcomes.
  - High impact practices: undergradu
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## 4 - Teaching and Learning: Evaluation and Improvement

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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

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Argument

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Program review at Andrews University is under the oversight of the [Program Development & Review Committee](#) (PDRC), a subcommittee of the Graduate and Undergraduate Councils. Revisions to the program review process are made as needed. In spring 2018, for example, the members of the PDRC met to review questions and [improve alignment](#) between the Program Review document and the Annual Assessment Report and to ensure that information requested in the Provost's [program improvement and prioritization](#) process, which was initiated in 2017, was being routinely collected. This review resulted in revisions to the [assessment process](#) ; nP nP nPro cty i hual hu

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

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

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

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

The program review process has affirmed good practices, spurred program changes, improved the quality of the self-study, and led to a number of actions. The review of the Andrews Core Experience (ACE), for example, [recommended one general education package](#) with a reduced number of credits, which resulted in a reduction from as high as 59 credits in the [2019-2020 school year](#) for a bachelor of arts program to 43 credits for all bachelor degrees starting [fall 2020](#). In addition, the change then led to the development and [approval](#) of formal definitions for a bachelor of arts versus a bachelor of minors.



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

Employment [expectations](#) for full-time faculty include that faculty "actively participate in accreditations, program reviews, curriculum revisions and assessment activities thus helping to ensure that the university and its programs are delivering high quality education wherever and however they are offered" (2:143:2C). Faculty are expected to "[develop and improve their instructional and scholarly competence by remaining current in their fields](#)," so that they can modify or develop new courses that "[respond to the newest contributions to their field and to relevant interdisciplinary connections](#)." Determination or modification of course offerings, prerequisites, course requirements, student learning outcomes, assessment and needed resources are accomplished by the faculty in [departmental meetings](#) (2:235:2). Faculty on the [Andrews Core Experience Committee](#) are [responsible for](#) determining the course offerings of the general education curriculum. [Recommendations](#) for new programs or substantive changes are first made in the academic department and approved by the [school curriculum committee](#), then evaluated by the [Program Development & Review Committee](#), a [subcommittee](#) of the Graduate and Undergraduate Councils, and finally by the [appropriate Council](#). Instructions for developing new academic programs or making substantive cha

at [off-campus](#) locations. These include databases, e-books, digital manuscripts, online [library tutorials](#), demonstrations and help via Skype, interlibrary loans, reference services and Ask a Librarian, among others. The Library also mails requested print copies to anywhere within the United States. The University maintains a physical and online bookstore, operated by Barnes and Noble, as well as Information Technology Services with a physical and virtual student help desk. Andrews University's [Institutional Review Board](#) provides [guidelines](#) and [trainings](#) and other services for student and faculty research. The University provides orientation information and events for new [undergraduate](#) and [graduate](#) students; and information specific to [online students](#), including online [tutorials](#) to help ensure students' success in the online environment. Individualized help is also available to distance students as needed through the School of Distance Education. In addition, there are a variety of developmental and remedial offerings to support student learning, such as the [Center for Intensive English Programs](#), preparatory math and reading strategies courses, a [Mathematics Tutoring Center](#), a [Writing Center](#), a Center for [Reading, Learning & Assessment](#) and the [Counseling & Testing Center](#). The [Student Success Center](#) provides success advising, individual tutoring, instruction in time management and services to students with disabilities. For more on student support, see 3.D.

Lastly, the University monitors the rigor of courses, expectations for student learning and access to learning resources through both assessment of student learning and student feedback. For the last several years, the University has been working on a Unified Framework of Outcomes for students at the associate, bachelor and graduate levels. This effort has culminated in new [institutional outcomes](#). While the full implementation of the outcomes will be in fall 2021, the new [Andrews Core Experience](#) was built on the skills within the framework and is already using the [skills rubric](#) EnTendel

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

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

Andrews University evaluates the success of its graduates in several ways. A number of Andrews University programs have licensure exams, which are indicators of success for those [programs](#). This information is shared with the Board each fall as key performance indicators of the University's [strategic plan](#). Andrews monitors job placement and continued education through two survey instruments. The [First Destination survey](#) collects data at the time of graduation, and an [alumni survey](#) is administered every other year to those who have graduated from the University five and six years previously. Data from both surveys are [summarized](#) on the Office of Institutional Effectiveness website. According to the 2020 alumni survey, 81% of respondents were employed, and 13% were enrolled in further studies [one year after graduation](#). Of those employed, 88% were in a [job related](#) to their Andrews University degree. Approximately half of the employed alumni are currently [working for a Seventh-day Adventist organization](#) (churches, schools, or hospitals). In addition, data from the 2019 First Destination Survey shows that [Andrews is the school of choice](#) for graduate studies at the time of graduation. The annual [senior survey](#) and the alumni survey provide other indicators of the success of graduates related to Andrews' mission. For example, 92% of responding alumni agreed that they "[can work with others to promote positive change](#)"; 90% said they were "[committed to following God's will for \[their\] life](#)"; and 75% said that they were "[regularly involved in service activities](#)." In addition, [departments](#) or [colleges](#) may post information about the success of their graduates.

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In July 2020, oversight of assessment of student learning

Department of [Medical Laboratory Sciences](#). The results of [licensure exams](#) are also provided to the Andrews Board each fall as part of the key performance indicators. The School of Architecture & Interior Design has an extensive [curriculum map](#) of its accreditation criteria which guides the assessment process.







[attention to oral feedback](#). In English, departmental curriculum mapping and student comments led to [changes in curriculum](#). The department also [recognizes the need](#) to develop a more systematic assessment plan and to improve student internship opportunities. In Mathematics, a systematic review of all student majors will ensure that all students have [an opportunity for research](#). In Se

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## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

### Argument

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As a Seventh-day Adventist institution, the goals of Andrews University reflect its [commitment](#) to serve Seventh-day Adventist and other young people from across the United States and from abroad, representing a wide variety of cultures and ethnicities. Entering freshmen may come from Adventist high schools, other private high schools, public schools or home schools. Andrews also admits a sizable number of [transfer students](#), who constitute 20-35% of new undergraduates. As listed in the bulletin, prospective students must have a minimum high school grade point average of 2.5 and ACT/SAT composite scores at or above the [50th percentile](#). Some freshmen, however, who do not meet these requirements but show the potential for success, may be accepted with special advising and assistance by the [Student Success Center](#), as outlined in the Undergraduate Admissions Committee [acceptance guidelines](#). Typically, average ACT/SAT scores of Andrews' [students](#) are upwards of the 70th percentile.

To better evaluate our retention and graduation rates, Andrews University chose a list of private, not-for-profit, faith-based universities as peer institutions, based on size, number of undergraduate students and number of doctoral programs and graduates. This [list](#) was reviewed and approved by the [academic administration council](#) and is used for comparisons in the [IPEDS Data Feedback Report](#), including measures of retention and completion. A second set of peer institutions consists of nine other [Seventh-day Adventist colleges and universities](#).

Andrews' undergraduate [retention rate](#) is typically above 80%, compared to 78% for our [IPEDS peer institutions](#).

ambitious to push us to higher rates of student success.

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

Information on student retention, persistence and completion of programs is collected and calculated according to standard IPEDS procedures. The Office of Institutional Effectiveness shares data on retention and completion, including information by [subgroups](#) with the President and Provost and makes the data available on its [website](#). All IPEDS reports are available to the deans, vice presidents, and directors on a secure website.

Student retention data is analyzed by the President and Provost, and shared with academic deans and the Board, as part of the [key performance indicators](#). The [Student Success Center](#) monitors the progress of undergraduate students who do not meet regular admission standards but whose high school performance or test scores indicate a possibility of success. According to the director, retention rates have ranged from 74% to 78% for these students since our last visit. Student Life monitors persistence of students in student housing and collects data on reasons students leave Andrews. They report that the major reasons students leave before the semester is over are personal reasons and health. The [Student Transitions Committee](#), chaired by the registrar, may also analyze the data [in its role](#) “to lead and oversee the creation, implementation and assessment of services intended to facilitate graduate and undergraduate students’ successful journey through key transitions in their student experience, with focused attention on entry, registration and persistence through graduation.”

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

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

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

A number of examples illustrate how Andrews uses information on student retention, persistence and completion of programs to make improvements. The first example is an update on the acade





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## 4.S - Criterion 4 - Summary

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The institution demonstrates resp

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## **5 - Institutional Effectiveness, Resources and Planning**

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

### **5.A - Core Component 5.A**

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

1. Shared governance at the institution engages its internal constituencies—including its governing bo o
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avoiding duplication of agenda items

The shared responsibilities of governance between administration, staff and faculty are outlined in a [policy document](#) on shared governance approved by Faculty Senate and Cabinet during the 2015–2016 academic year. The existence of the document itself, which was created over an 18-month period between [Senate](#) (and a sub-committee), Deans' Council and senior administration, [demonstrates the engagement](#) of internal groups in governance decisions. Faculty governance is further clarified by the [faculty committee structure](#) and the terms of reference of each faculty committee that identify limits of responsibility and reporting lines. This clarification of the role of the faculty in University governance has been one area of significant improvement, such as the movement from a University Senate to a Faculty Senate. That change was initiated after a faculty-led group, in consultation with the ProvoTtat do

speed internet services to the graduate-student apartments. Each executive officer is assigned to participate in a key University committee that impacts graduate academic or student life. The executive team plans and coordinates monthly social and/or spiritual events, the highlight being the annual AUGSA Gala each spring. It also participates in the planning of periodic academic forums, such as the annual [Social Consciousness Summit](#), focusing on topics such as sex trafficking and racial justice. AUGSA has also collaborated with AUSA to improve campus facilities. Their recent collaboration, for instance, has led to the renovation of the Campus Center lobby. In addition, the University has 89 registered [student clubs](#) and organizations that enrich the campus culture, provide leadership for students and encourage engagement in service. Students are also involved in governance in other ways throughout the institution. For instance, during the 2015–2016 academic year, the President Search Committee included one student as a voting member, and the Provost Search Committee included two. A [Blue Ribbon Commission](#), focused on creating a [sustainable](#)

UCIC 2020  
International Services. The Computer Science program was separated from the Department of Engineering and Computer Science, and a new Department of Computer Science was created to give Computer Science more visibility. As part of the reorganization process, the faculty asked that administration take a look at the number of academic leaders in administration. Subsequently, the number of academic deans were reduced from eight to five and the number of [academic units reduced](#) from eight to six. The School of Architecture and Interior Design joined the College of Health and Human Services, and the School of Education joined the school of Distance Education to form the College of Education and International Services. Two academic units, the College of Arts and Sciences and the Seventh-day Adventist Theological Seminary, remained essentially intact. The fifth academic unit is the College of Professions, which comprises of the School of Business Administration, the Department of Computer Science and the Department of Aviation.

During the second half of the Spring 2020 semester, the University classroom instruction switched to [remote learning](#) with employees [working from home](#), in response to the COVID-19 pandemic. Data from academic departments informed decisions on continuing face-to-face learning experience for certain classes, such as aviation and science labs. Also, based on the [reduced workload](#) of those working from home, some employees were [partially and fully furloughed](#). All of these decisions were made in wa n ere

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UCIC 2020  
International Services  
The Computer Science program was separated from the Department of Engineering and Computer Science, and a new Department of Computer Science was created to give Computer Science more visibility. As part of the reorganization process, the faculty asked that administration take a look at the number of academic leaders in administration. Subsequently, the number of academic deans were reduced from eight to five and the number of academic units reduced from eight to six. The School of Architecture and Interior Design joined the College of Health and Human Services, and the School of Education joined the school of Distance Education to form the College of Education and International Services. Two academic units, the College of Arts and Sciences and the Seventh-day Adventist Theological Seminary, remained essentially intact. The fifth academic unit is the College of Professions, which comprises of the School of Business Administration, the Department of Computer Science and the Department of Aviation.

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

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

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

Student engagement is also consistent at both the school and department level where the committees and councils focus on initiatives, requirements, policies and procedures that impact specific programs and the student experience within the discipline or school. For example, in the Seminary a student representative is appointed to all major academic committees, such as Dean's Council, [Seminary Faculty Meeting](#), [Seminary Assessment Committee](#), PhD Committee, DMin Committee and Strategic Pastoral Education Committee. The Dean's Dialogue held in the Seminary also includes students, whose questions and suggestions have led to actions implemented through the Dean's Council or the Seminary Faculty Meeting. Re-establishing an Ad Hoc Racism and Social Justice Committee as well as identifying relevant and current topics dealing with racial and diversity issues are recent outcomes of this dialogue. Other schools and colleges of the University follow similar patterns by appointing students to department, school and program committees. The University administration has established clearly defined policies, procedures and processes to ensure that faculty, staff and students are involved in setting academic requirements, policy and practice through collaborative means.

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

Another area supported by capital funds is that of [technology](#). While some funds are accessed directly for technology costs through operating, large projects are supported through capital. Over the last five years approximately \$1.6 million has been spent on improving campus infrastructure, particularly in areas such as servers, data storage, network infrastructure, wireless, classroom equipment, upgraded internet access in graduate student housing, and software. Other decisions to support the depth of technology have recently resulted in the centralized purchase of computers and the more integrated management of copiers and printers. Software acquisitions to improve services to employees and students include the purchase and implementation of data warehouse, the data analytics software to improve data analysis and dashboard display, and the full implementation of [@Degreeworks](#), a degree planning and advising software. These technology enhancements both position and

Since the last institutional visit by the Higher Learning Commission, the University's mission statement has not changed: “Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.” The mission statement is popularized by the tagline: Seek! Affirm! Change! Its [goal statements](#) are directly related to this mission, and these have undergone some minor adjustments. In addition, during 2014–2015, four [Core Strengths](#) were identified that connect the mission statement with focus points in the University 2012–2017 Strategic Plan. These Core Strengths—Live Wholly, Explore Intentionally, Learn Deeply, and Engage Globally—are articulated more fully on the University [website](#). In order to assess how well the University is achieving its mission, the University, in 2020, finalized its [Institutional Outcomes](#) which were approved through the internal governance process and ultimately voted by the Board of Trustees during its October meeting. Consequently, not only does the mission statement underpin decisions made regarding the University’s operations and strategic direct

Canada, Azerbaijan, Columbia, Nigeria, Japan, Kenya, Ethiopia, Brazil, Lesotho, Madagascar, Puerto Rico and Korea. As

members received th



and Physical Therapy programs were allocated more space in order to enhance the clinical experience of students. Currently, the 2021- 2022 budget is being created. Plans are afoot to provide the needed capital expenditure to expand the infrastructure to support the services provided by the CTC and the academic needs of the SPLAD program. These are examples of reallocation of resources for an agreed educational purpose.

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

Capital Budget 2015

Capital Budget 2016

Capital Budget 2017

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

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

The University does manage the accounts of several entities that have varied relationships with it. The University K-12 schools do operate within the University budget but receive minimal direct financial support from the University (\$188,000 in the current year). They also directly support the University teacher education program, and many students in the University schools are the children of University employees. Academic centers, including the Andrews University Press, are integrally connected to the University academic operations, and therefore, small allocations are made to support their operations. Currently, the AU Press is operating close to break even. Because the AU Press exists primarily to support the scholarship of employees and students, operating at budget or with a modest surplus is the financial expectation of the Press. On the other hand, the University schools, including Andrews Academy, Griggs International Academy, and Ruth Murdoch Elementary School, have earned an operational gain of \$62,000 in that same time period. As can be seen, none of these operations are negatively impacting the University financial operations, although they do tangentially support the institutional mission.

Finally, a number of businesses operate on campus, each in support of campus academic operations.







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n BBS\_ran\_Enrollment\_Data\_Summary\_7119.pdf (page number 7)

- Wellness Center Northeast Exterior
- Wellness Model\_Made To Thrive 2020

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success of these programs.

The University also allocates resources for professional, scholarly, and intellectual development. Creative scholarship, innovation and intellectual rights are priorities that are mission centric. Plans are afoot for the creation of a Center for Innovation and Entrepreneurship. The associate provost for campus collaborations is leading a [Steering Committee](#) to develop the philosophy and strategy to inform the implementation of the Center, with an intended outcome of the hands-on application of knowledge through inventions and prototypes, business incubation, etc. The Center will help create a culture where failure is not fatal - but instead they are opportunities for learning lessons in a real-world contexts. The Office of Research and Creative Scholarship supportTw p supportTw rt diveditions and

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

Assessment of learning through [accredited programs](#) gives another window into linking learning with operations, then to planning and budgeting. For example, in assessing their program for ABET accreditation, the now School of Engineering self-identified a challenge with the scope and completion of some of the senior projects and also the limitations of innovative creative space. These conclusions on student learning have necessitated financial support for equipment for the program, as well as space. During summer 2016, the Engineering Department was moved to an area of campus to provide more creative space. And to enhance the hands-on application of knowledge and expand the availability of innovative creative space, the emerging Center for Innovation and Entrepreneurship is being designed with practical sciences, such as Engineering, in mind. The University continues to support equipment expansion and other [capital projects](#), in the academic areas, according to need.

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

The University engages in an inclusive process of planning that seeks input from a wide range of internal and external constituent groups. This inclusive process is true of all major decision making processes such as the creation of full strategic plans, the review and updating of those plans between major reviews, the development of the University budget and the approval of the University Outcomes.

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



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

Additionally, the strategic planning cycles have, to a large degree, considered the [factors impacting enrollment and discounts](#). Taking the current environments into account, the five-year enrollment projection has been revised to new enrollment targets of 1,600 undergraduate students at the home campus; 1,000 online undergraduate students; and 1,750 graduate students, combined home campus and online. The calculations for these figures take into account trends, new potential markets, and likely retention rates. For example, the undergraduate goal of 1,600 students assumes increasing the freshman (FTIAC) class to 350 with transfer numbers of 175–200. This number assumes [likely growth in some key campus programs](#), such as speech language pathology, physical therapy, nursing, biology, engineering, and considers realistic capacity for growth elsewhere. In its planning, the University has, for example, approved a new [AS Architecture](#) degree and reconfigured the [AS Business degree](#); along with a new degree on [Occupational Therapy \(DScOT\)](#). These degrees will be highlighted in the marketing campaign.

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

Emerging factors in higher education inform planning at Andrews University at a number of levels. [Demographic changes](#) are embedded in the conversations shared by the Enrollment Management team with administrators, board and faculty. In particular, over the last few years, those demographics have revealed that the Midwest and Northeast have downturns in university-level populations. This has encouraged planning conversations regarding [new markets](#), improved processes for communication and realignment of expected revenues going forward. These changes have further coincided with an [increase in interest](#) in the university experience from adults returning to complete degrees, and, at the other end of the spectrum, high-schoolers taking dual credit. These anticipated demographic shifts are recognized in the [goals set](#) for the 2017–22 Strategic Plan. It has been seen in the growth and development of prior learning policies and in the [expansion](#) of student service support for off-campus students and high school students. [Structural and organizational changes](#) were made to support services to students; such as the merging of the School of Education and the School of Distance Education into the College of Education and International Services. [Within that College](#), a Center of International Education was created and the Office of International Students Services was brought into that Center as a means to harness and maximize the support services provided to on-campus international students. Also, [academic units were realigned](#) into one of the five newly created colleges. For example, a visit five



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

When it comes to globalization, Andrews University has a head start. The University has for many years been engaged in [partnerships and affiliations](#) with other universities internationally that are part of the Seventh-day Adventist Church. In addition to Andrews University's own international connections, the change of control process when Griggs University merged with Andrews University added additional layers to the global footprint of the University. Those realities, along with the trends towards globalization, have informed a number of [strategic decisions](#) of the University and will continue to do so. In practice this means that the University, in alignment with its historic and current mission, continues to partner with institutions in Vietnam, England, Hong Kong and Trinidad to offer degrees. It also offers degrees through distance or face-to-face modalities in Romania, Poland, Ukraine, Russia, Trinidad, England, Brazil and Rwanda. The University also has partnership agreements with a range of institutions internationally, which allow student exchanges or fast-track transfers of eligible students. In this case, the emerging facts related to globalization in North America resonates with the mission and history of the institution. The selection of opportunities and nature of engagement reflect the strategic decisions of the University on its footprint and priorities. Samples of the contracts and [partnerships](#) with relevant [universities](#) or [church organizations](#) show the range of ways in which the University seeks to meet its mission goals and its commitment to best practice.

In addition to the University's global engagement, its strategies also reflect the realities of globalization and [diversity](#) within the campus itself. With 20% of its student body international and being named as the second most diverse campus in North America, Andrews must model a campus that understands both globalization and diversity. Amid the heightened racial tensions in the United States, the President and Provost continue to communicate to the all campus constituencies their [commitment](#), particularly in the area of diversity. Since the last HLC visit, the University hired a [VP for diversity and inclusion](#). Under his leadership, the University has participated in American Association of Colleges and Universities (AAC&U) diversity initiatives. Most recently, the University was accepted by AAC&U to be a [Truth Racial Healing and Transformation \(THRT\) campus](#). Andrews University will use that opportunity to retell its history by highlighting the contributions from non-dominant and minority voices; as well as dismantle the philosophy that purports a hierarchy of human values and cultures.

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

The University develops and documents evidence of its performance in its operations in a range of ways. The University [2017–2022 Strategic Plan](#) identifies a series of [key performance indicators](#) (KPIs). In response to the request of the Board of Trustees, the University has an annual report of these [key indicators](#). These are shared with the Board of Trustees in [annual reports](#), and Board sub-committees consider more det

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

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

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

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