

Benchmarks for Excellence



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INTRODUCTION

The Accreditation Commission and staff of Transnational Association of Colleges and Schools believe that the Benchmarks system, developed as an outcome of the Reliability-Validity study, provides a valuable tool in the overall accreditation process and in institutional development.

The Benchmarks contain relevant behavioral examples or indexes of varying levels of performance on each of the Standards. Benchmarks are written for each of the scale values: 5 = Far Exceeds the Standard, 4 = Exceeds the Standard, 3 - Meets the Standard, 2 = Falls Below the Standard, 1 - Fails to Meet the Standard. The behavioral examples are developed to reflect the various performance levels for each of the Benchmark indicators.

The Benchmarks serve several purposes. They are important to ensure the consistent application of the Accreditation Standards, in providing the members of the on-site evaluation team a common behavioral “frame of reference” for the evaluation of the institution’s compliance level with each of the Standards, and for gauging the educational performance of a particular institution. The institution will also find the Benchmarks important in the self-evaluation process and for indicating quality characteristics in critical areas of institutional improvement

The ultimate outgrowth of Benchmarks would be to lead the institution in assessing the accomplishment of its mission.

INSTITUTIONAL ACHIEVEMENT BENCHMARK DEFINITIONS

- **5 FAR EXCEEDS THE STANDARD:** Results and attained goals **FAREXCEED** what is normally expected of an institution. Substantially contribute to the advancement of Christian education by reaching beyond what is normally expected in terms of spiritual development, creative faculty and student innovations, professional publications and institutional improvements introduced.

- **4 EXCEEDS THE STANDARD:** Results and attained goals **CONSISTENTLY EXCEED** what is normally expected of an institution. Substantially contribute to the advancement of Christian education by reaching beyond what is normally expected in terms of spiritual development, creative faculty and student innovations and institutional improvements introduced.

- **3 MEETS THE STANDARD:** Results and attained goals **CONSISTENTLY MEET** what is normally expected on an institution of this size. Consistently meets the TRACS standards in Financial Integrity, Faculty Organization, Policies and Procedures, etc.

- **2 FALLS BELOW THE STANDARD:** Results and attained goals **CONSISTENTLY FALL BELOW** the TRACS standard in one or more key areas such as Financial Integrity, Faculty Organization, Policies and Procedures, Governing Board, etc.

- **1 FAILS TO MEET THE STANDARD:** Results **DO NOT MEET** expectations in numerous key areas. Fails to meet describes inadequate, incomplete, incorrect, or untimely work results that hamper adversely affect the institution's effectiveness.

FOUNDATIONAL STANDARDS

A. BIBLICAL FOUNDATIONS. Biblical foundations and tenets shall be included in the institution's official publications. This will allow prospective students, faculty, board members, and others to be informed regarding the theological and religious position of the institution.

5. FAR EXCEEDS THE STANDARD:

The statement on Biblical Foundations is exceptionally well written and very comprehensive; all faculty, administrators, board members, and students have indicated agreement with the statement; the statement is available in writing in all printed publications such as the catalog, handbooks, etc. It is in full agreement with TRACS Biblical Foundations and is approved by the governing board. Students, faculty, board members, and administrators clearly indicate that they have read, understand, and respect the Biblical Foundations Statement.

4. EXCEEDS THE STANDARD:

The statement on Biblical Foundations is well written and comprehensive; administrators, faculty, board members, and students have indicated agreement with the statement; the statement is available in writing in most printed publications such as the catalog and handbook. It is in full agreement with TRACS Biblical Foundations and it is approved by the board of trustees. Students, faculty, board members and administrators clearly indicate that they have read, understand, and respect the Biblical Foundations.

3. MEETS THE STANDARD:

The written statement on Biblical Foundations is satisfactory. The statement is printed in some primary publications such as the catalog and other critical documents. It is in agreement with TRACS Biblical Foundations; is approved by the board of trustees. Most students, faculty, board members, and administrators indicate that the majority of these individuals have read, understand, and respect the Biblical Foundations.

2. FALLS BELOW THE STANDARD:

The statement on Biblical Foundations is poorly written; administrators, faculty, board members, and students have not indicated agreement with the statement; the statement is not available in printed publications such as the catalog, handbooks, and other critical documents. It is not wholly in agreement with TRACS Biblical Foundations and not approved by the board of trustees.

1. FAILS TO MEET THE STANDARD:

No written or published statement of Biblical Foundations is available; administrators and faculty are not able to articulate the Biblical Foundations or tenants of the institution; the focus of education is not biblical and heretical. The Board shows no interest in developing such a statement.

B. PURPOSE AND OBJECTIVES. *The institution must state clearly and concisely its specific purpose, which is appropriate for Christian higher education within the general scope of postsecondary education and consistent with the accrediting agency' statement on purpose defined herein. The statement of purpose defines the distinctive character and nature of the institution and provides the basis on which students are received. The purpose statement must be used as the basic guide in planning, development, evaluation, policy-making and all other institutional functions. Educational goals are to be formulated which are (a) consistent with the institution's purpose and philosophical stance; (b) consistent with the academic level and nature of postsecondary education and (c) consistent with the Word of God.*

5. FAR EXCEEDS THE STANDARD:

The purpose statement is exceptionally well written and very comprehensive and appropriate to Christian postsecondary education; all faculty, administrators, board members and students have read and endorsed the statement; the statement is available in writing and all appropriate printed publications such as the catalog, faculty and student handbooks, etc. The statement includes objectives that are measurable and achievable within the scope of the institution and consistent with Christian objectives and TRACS standards. The statement has been approved by the governing board as reflected in the minutes. There is a regular review of the purpose and objectives and systematic evaluation in terms of actual outcomes as reflected in the board minutes. The name, with reference to the programs offered, is consistent with national norms in naming an educational institution. The institution has been utilizing assessment data for institutional change and development through an assessment office or person(s).

4. EXCEEDS THE STANDARD:

The purpose statement is well written and appropriate to Christian postsecondary education; all faculty, administrators, board members and students have read and endorsed the statement; the statement is available in writing and appropriate printed publications such as the catalog, faculty and student handbooks, etc. The statement includes objectives that are measurable and achievable within the scope of the institution and consistent with Christian objectives and TRACS standards. The statement has been approved by the governing board as reflected in the minutes. There is a regular review of the purpose and objectives and systematic evaluation in terms of actual outcomes as reflected in the board minutes. The name, with reference to the program offered, is consistent with national norms in naming an educational institution. The institution is now organizing assessment data for analysis and feedback.

3. MEETS THE STANDARD:

The written purpose statement is satisfactory and appropriate to Christian postsecondary education; the majority of the faculty, administrators, board members and students have read the statement; the statement is available in a few appropriated printed publications. The statement includes some objectives that are measurable and somewhat achievable within the scope of the institution and consistent with Christian objectives and TRACS standards. The statement has been approved by the governing board as reflected in the minutes. There is a periodic review of the purpose and objectives and systematic evaluation in terms of actual outcomes as reflected in recent board minutes. The name, with reference to the programs offered, is consistent with national norms in naming an educational institution. The institution is receiving data for feedback and input and the assessment office or person(s) is preparing to classify and organize the data.

2. FALLS BELOW THE STANDARD:

The purpose statement is available but it is not well written or clearly appropriate to Christian postsecondary education; the faculty, administrators, board members have not read the statement; the statement is not available in appropriate printed publications. The statement does not include objectives that are measurable and achievable within the scope of the institution and consistent with Christian objectives and TRACS standards. The statement has been approved by the governing board as reflected in the minutes. There is a cursory review of the purpose and objectives and systematic evaluation in terms of actual outcomes as reflected in recent board minutes. The name, with reference to the programs offered, is not consistent with national norms in naming an educational institution. The institution has implemented its assessment plan, but no data is as yet being produced. An assessment office or person(s) is being planned.

1. FAILS TO MEET THE STANDARD:

The incomplete and piece-meal written purpose statement is available but it is not appropriate to Christian postsecondary education; the faculty, administrators, board members and students have not read the statement; the statement is not available in appropriate printed publications. The statement does not include objectives that are measurable and achievable within the scope of the institution and consistent with Christian objectives and TRACS standards. The statement has not been approved by the governing board. There is no review of the purpose and objectives and systematic evaluation in terms of actual outcomes. The name, with reference to the programs offered, is inappropriate and not consistent with national norms in naming an educational institution. The institution has not initiated an assessment plan and has not delegated assessment responsibilities.

C. PHILOSOPHY STATEMENT. *Basically, a philosophy is defined as a set of beliefs which one holds about education which is followed in both course development and in the teaching-learning process. A Christian philosophy holds that the foundation of all knowledge is God's truth and must be Christ-centered. This Bible-based thread should be pervasive throughout the educational program.*

5. FAR EXCEEDS THE STANDARD:

The statement on philosophy is exceptionally well written and very comprehensive; the statement is available in writing, printed publications such as catalog, handbooks, etc.; in agreement with TRACS standards; approved by governing board; faculty and students are aware and express their agreement.

4. EXCEEDS THE STANDARD:

The statement of philosophy is well written and comprehensive; the statement is available in most printed publications such as catalog, handbooks, etc.; in agreement with TRACS standards; approved by governing board; faculty and students are aware and express their agreement.

3. MEETS THE STANDARD:

The statement on philosophy is satisfactory and available in written form; the statement is in agreement with TRACS standards on Christian education; the statement was approved by a majority of the governing board. The majority of the faculty, administrators and students expressed satisfaction with the statement. The statement is published in all critical documents such as the catalog and handbooks.

2. FALLS BELOW THE STANDARD:

The statement on philosophy is poorly written and not approved by the board; the statement is not in agreement with TRACS standards; faculty and students are not aware of the statement because it is not included in the catalog and handbooks; some of the faculty and students have expressed serious concern over the lack of clear statement of philosophy.

1. FAILS TO MEET THE STANDARD:

No written statement of philosophy is available so administrators and faculty are not able to articulate a Christian philosophy of education; the focus of education is not guided by a biblical philosophy.

D. ETHICAL AND MORAL VALUES. Standards of behavior must be established and maintained by the institution which are consistent with moral and spiritual standards of biblical Christianity as set forth in the Scriptures. The institution's standards of conduct should enhance biblical moral values and personal discipline resulting in a lifestyle which respects the rights of others, provides caring service and outreach to the disadvantaged and exemplifies a life of integrity and Christian values.

5. FAR EXCEEDS THE STANDARD:

The institution has an exemplary and clearly-written comprehensive biblical code of conduct. The governing board periodically reviews and approves any changes to the code of conduct and is actively involved in providing input. The code of conduct appears in all official publications and documents; faculty and students have indicated their intent to adhere to the code of conduct; and, the statement is consistent with the biblically-based Christian standards for morality and ethics with appropriate Scripture verses.

4. EXCEEDS THE STANDARD:

The institution has a clearly written and comprehensive biblical code of conduct. The statement has been approved by the governing board. The code of conduct appears in all official publications and documents; faculty and students have indicated their intent to adhere to the code of conduct; and, the statement is consistent with the biblically-based Christian Standards for morality and ethics with appropriate Scripture verses.

3. MEETS THE STANDARD:

The institution has a satisfactory biblical code of conduct that is available in written form. The statement has been approved by the governing board. The code of conduct appears in all official publications and documents; faculty and students have indicated their intent to adhere to the code of conduct; and, the statement is consistent with the biblically-based Christian Standards for morality and ethics.

2. FALLS BELOW THE STANDARD:

The institution has a poorly written code of conduct. The statement has not been approved by the governing board. The code of conduct does not appear in any official publications and documents; faculty and students are not aware of the code of conduct; and, the statement does not include any Scriptural verses to support its biblical bases.

1. FAILS TO MEET THE STANDARD:

The institution does not have a written code of conduct. No attempt has been made to develop a biblically-based code of conduct. The governing board has not been informed about the importance of such a statement and does not appear to be interested in providing input.

ORGANIZATIONAL STANDARDS

A1. THE GOVERNING BOARD. *The governing board must be a well defined, legally constituted body responsible for establishing broad policy, appointing and evaluating the chief executive officer, establishing and maintaining financial stability and oversight of the effective pursuit of the stated purposes and objectives of the institution.*

5. FAR EXCEEDS THE STANDARD:

There is an excellent proactive and effective governing board with wide representation, legally established and effectively functioning. The institution has legal authorization to operate from the state government, and has a filed copy of that authorization with TRACS. The board is consistently involved in formulating and maintaining a long range plan and goals of the institution; approving the institutional purpose, objectives, and philosophy and reviewing these regularly to ensure that they are being pursued faithfully; approving all substantive changes in the institution's purposes, policies, and programs -- prior to implementation; functioning within the parameters established in a constitution, bylaws, and governing board manual; approving the annual budget and all capital expenditures; establishing policies, meeting regularly and maintaining accurate and consistent minutes of all board meetings. The institution has a board handbook and functions within its parameters at all times.

4. EXCEEDS THE STANDARD:

There is a good and effective representative governing board legally established and effectively functioning. The institution has legal authorization to operate from the state government and has filed a copy of that authorization with TRACS. The board is consistently involved in formulating and maintaining a long range plan and goals of the institution; approving the institutional purpose, objectives, and philosophy and reviewing these regularly to ensure that they are being pursued faithfully, approving all substantive changes in the institution's purposes, policies, and programs -- prior to implementation; functioning within the parameters established in a constitution and bylaws; approving the annual budget and all capital expenditures; establishing policies; meeting regularly and maintaining accurate and consistent minutes of all board meetings. The institution has a board handbook and functions within its parameters much of the time.

3. MEETS THE STANDARD:

There is a representative governing board legally established and satisfactorily functioning. The institution has legal authorization to operate from the state government and has filed a copy of that authorization with TRACS. The board is usually involved in formulating and maintaining a long range plan and goals of the institution; approving institutional purpose, objectives, and philosophy and usually reviews these to ensure that they are being faithfully pursued; approving most substantive changes in the institution's purposes, policies, and programs -- usually prior to implementation; functioning within the parameters established in a written manual or handbook; approving the annual budget and capital expenditures; establishing policies; meeting and maintaining accurate and consistent minutes of all board meetings. The board has put in writing its duties and responsibilities.

2. FALLS BELOW THE STANDARD:

There is a governing board legally established. The board is seldom involved in formulating and maintaining a long range plan and goals of the institution; approving the institutional purpose, objectives, and philosophy; reviewing these to ensure that they are being pursued faithfully; approving most substantive changes in the institution's purposes, policies, and programs -- usually prior to implementation. The board does not have a formal written constitution and by-laws or manual or handbook that clearly outlines the functions, responsibilities and duties of the board. The board has not been involved in approving the annual budget and all capital expenditures and establishing policies. The board does not meet regularly and has failed to maintain accurate and consistent minutes of all board meetings. The board has no handbook.

1. FAILS TO MEET THE STANDARD:

There is a governing board legally established and functioning, but the board is not assuming its responsibilities. The institution does not have a well-written constitution and by-laws to govern the affairs of the institution. The institution does not have a long-range plan and goals to help guide its financial and academic affairs. The board does not maintain minutes, policies, and procedures of its sporadic meetings. The institution did not meet any of the other elements of the standard.

A2. THE ADMINISTRATION. There must be in place an administration/leadership team adequate in number, appropriate by title and function and appropriately degreed and competent to administer the institution effectively and efficiently. Indeed, administrators must possess credentials, experience, and demonstrated competence appropriate to their areas of responsibilities. The administrative organization must reflect the purpose and philosophy of the institution, and establish a process by which the administrative team convenes regularly for the purpose of planning, deliberation, and communication.

5. FAR EXCEEDS THE STANDARD:

The institution exhibits an exceptional leadership team headed by a full-time president. There is a cooperative working relationship and the levels of authority are well defined. Interviews with representative members from within the institution verify that the written policies and procedures are consistently followed and respected. The written records, including the CEO's reports to the board, accurately reflect what the CEO has achieved. The constitution and bylaws are well written and give the CEO the necessary authority to manage the institution. The job descriptions are periodically reviewed and updated and are in use for the annual evaluation of each staff member. Staff members have received a copy of the job description. Faculty and staff are very pleased with the administrative structure and evaluations indicate that the officers are functioning in a competent and effective manner. All of the administrators and staff have appropriate experience and academic degrees and are exceptionally competent in their areas.

4. EXCEEDS THE STANDARD:

The institution exhibits a strong leadership team headed by a full-time president. Lines of authority are well defined. Interviews with representative members from within the institution verify that the written policies and procedures are consistently followed and respected. The written records, including the CEO's reports to the board, accurately reflect what the CEO has achieved. The constitution and bylaws are well written and give the CEO the necessary authority to manage the institution. The job descriptions are periodically reviewed and updated and are in use for the annual evaluation of each staff member. Staff members have received a copy of the job description. Faculty and staff are very pleased with the administrative structure and evaluations indicate that the officers are functioning in a competent and effective manner. All of the administrators and staff have appropriate experience and academic degrees and are very competent in their areas.

3. MEETS THE STANDARD:

The institution exhibits an able leadership team headed by a full-time president. Lines of authority are well defined. Interviews with representative members from within the institution verify that the written policies and procedures are followed in some satisfactory manner. The written records, including the CEO's reports to the board, reflect what the CEO has achieved. The constitution and bylaws exist and give the CEO the necessary authority to manage the institution. The job descriptions are available and are currently being used for the annual evaluation of each staff member. Most staff members have received a copy of the job description. Faculty and staff are generally pleased with the administrative structure and evaluations indicate that the officers are functioning in a satisfactory manner. Most of the administrators and staff have satisfactory experience and appropriate academic degrees and appear to be somewhat competent in their areas.

2. FALLS BELOW THE STANDARD:

The institution exhibits a weak leadership team not well defined headed by a president. Lines of authority are not well defined. Interviews with representative members from within the institution verify that the written policies and procedures are sometimes followed. The CEO's reports to the board partially reflect what the CEO has achieved or attempted during the year. The constitution and bylaws exist but do not clearly give the CEO the necessary authority to manage the institution. A few job descriptions are available for the key administrative positions. The staff members are not fully aware of their job responsibilities and duties. Faculty and staff are not pleased with the administrative structure and evaluations indicate that the officers are not functioning in efficient manner. Some of the administrators and staff have appropriate academic degrees but lack experience in their particular area of expertise.

1. FAILS TO MEET THE STANDARD:

The institution exhibits an adequate leadership team. The president does not command respect. Interviews with representative members from within the institution verify that the written policies and procedures are seldom followed. The CEO's reports to the board do not reflect what the CEO has achieved. No constitution and bylaws exist. No job descriptions are available for any of the administrative and staff positions. The staff members are not aware of their job responsibilities and duties. Faculty and staff are very displeased with the administrative structure and evaluations indicate that the officers are not functioning in effective and competent manner. The administrators and staff do not have appropriate academic degrees and lack experience in their assigned areas.

A3. SUPPORT STAFF. The support staff members are an integral part of the institution. They provide important service functions for both the administrative and academic entities of the institution. Policies and procedures are to be developed, codified, and disseminated which will provide the needed guidelines for the support staff, including job descriptions for each position.

5. FAR EXCEEDS THE STANDARD:

There is an exceptional support staff sufficient in number and competence to effectively and efficiently support the administrative and academic functions of the institution. The support staff is effectively providing over and above the basic services usually provided to students, faculty, and administrators. Interviews with members of the institution indicate that an exceptionally respected and qualified support staff is in place, functioning effectively and efficiently.

4. EXCEEDS THE STANDARD:

There is strong support staff sufficient in number and competence to effectively and efficiently support the administrative and academic functions of the institution. The support staff is effectively providing the basic services usually provided to students, faculty, and administrators. Interviews with members of the institution indicate that an highly respected and qualified support staff is in place, functioning effectively and efficiently.

3. MEETS THE STANDARD:

There is an adequate support staff sufficient in number and competence to support the administrative and academic functions of the institution. The support staff is providing satisfactory services usually provided to students, faculty, and administrators. Interviews with members of the institution indicate that a qualified support staff is in place and functioning satisfactorily.

2. FALLS BELOW THE STANDARD:

The support staff in place is inadequate to support the administration and academic functions of the institutions. The support staff is providing some of the basic services usually provided to students, faculty, and administrators. Interviews with members of the institution indicate that the support staff in place is not functioning effectively most of the time. Some are not qualified for their positions.

1. FAILS TO MEET THE STANDARD:

The support staff in place is poor and insufficient in number and competence to support adequately the administrative and academic functions of the institution. The support staff is not providing the basic services usually provided to students, faculty, and administrators. Interviews with members of the institution indicate that a support staff in place is not functioning effectively and efficiently. All are not qualified for their positions.

B1. PUBLICATIONS. Institutions must develop publications such as handbooks for faculty, students, board members, and others as necessary. Additional publications include a policies manual, catalog, library guide, and recruiting material. All official publications must represent the institution honestly, be factually accurate, and internally approved.

5. FAR EXCEEDS THE STANDARD:

All publications of the institution are excellent and represent the institution accurately and honestly. All are very professionally done and organized in an exceptionally readable fashion so that they are very easily understood. Publications such as the catalog, student handbook, etc., are regularly updated and current.

4. EXCEEDS THE STANDARD:

All publications of the institution are very good and represent the institution accurately and honestly. All are professionally done and are organized in a highly readable fashion so that they are easily understood. Publications such as the catalog, student handbook, etc., are regularly updated and current.

3. MEETS THE STANDARD:

All publications of the institution are good and represent the institution accurately and honestly. Most are professional in appearance and are organized in a readable fashion so that they are understood. Publications are current. The catalog and student handbook are revised.

2. FALLS BELOW THE STANDARD:

Many publications of the institution are fair and represent the institution for the most part honestly and accurately. Most are professional in appearance and somewhat organized.

1. FAILS TO MEET THE STANDARD:

Publications of the institution are poor for the most part. They tend not to represent the institution honestly and accurately. All are poorly organized and difficult to read and understand. Publications such as the catalog either are not in evidence or not current.

B2. POLICIES AND PROCEDURES. Policies and procedures are to be developed, codified and disseminated for administrative operations, financial practices, academic procedures, and student development that are consistent with the institution's purpose and biblical perspectives. The specific procedures for the development of institution policies and procedures should be generally placed in appropriate handbooks such as: personnel manual, faculty handbook, student handbook, catalog, governing board handbook, and other publications. The date of approval by the appropriate body, normally the governing board, must be recorded for each policy and procedure in the minutes of the approving body(is).

5: FAR EXCEEDS THE STANDARD:

The institution has a clearly written highly-organized policies and procedures manual that is very comprehensive in scope and available in written form. Each policy can be evaluated and achieved within the institution's structure and resources. The governing board consistently reviews and approves each policy and maintains complete and accurate minutes of the meetings. Each policy and procedure is clearly in agreement with the institutional purpose, philosophy, and programs.

4. EXCEEDS THE STANDARD:

The institution has a well-written organized policies and procedures manual that is comprehensive in scope and available in written form. Each policy can be evaluated and achieved within the institution's structure and resources. The governing board consistently reviews and approves each policy and maintains complete and accurate minutes of the meetings. Each policy and procedure is clearly in agreement with the institutional purpose, philosophy, and programs.

3. MEETS THE STANDARD:

The institution has an organized policies and procedures manual that is satisfactory in scope and available in written form. Most of the policies can be evaluated and achieved within the institution's structures and resources. The governing board periodically reviews and approves each policy and maintains satisfactory minutes of the meetings. Each policy and procedure is in agreement with the institutional purpose, philosophy, and programs.

2. FALLS BELOW THE STANDARD:

The institution has an unorganized draft version of a policies and procedures manual that is incomplete. Some of the policies can be evaluated and achieved within the institution's structures and resources. The governing board has not reviewed nor approved each policy. Some of the policies and procedures are in agreement with the institutional purpose, philosophy, and programs.

1. FAILS TO MEET THE STANDARD:

The institution does not have a policies and procedures manual. Some of the policies exist in unwritten form. The existing policies cannot be evaluated and achieved within the institution's structures and resources. The governing board has not reviewed any of the unwritten policies. The existing policies and procedures are not in agreement with the institutional purpose, philosophy, and programs.

C1. UNDERGRADUATE EDUCATION. The educational environment of the institution is important and must be conducive to and supportive of academic study. Educational support must be in evidence including adequate facilities, learning materials, and supportive services, and academic counseling. A qualified faculty on campus is a must. The institution should be able to support the educational programs offered by adequate student enrollment and financial educational resources. A curriculum process must be evidenced.

5. FAR EXCEEDS THE STANDARD:

The curriculum is supported exceptionally by the institution. The educational environment consists of excellent facility, learning materials, faculty, and support services. Instructional quality is deemed excellent. The institution has a comprehensive and written document which describes the relationship of the institutional purpose and the academic program. Well written and comprehensive policies and procedures have been established to develop, evaluate, and modify the academic program. Complete and accurate minutes clearly indicate that the faculty is actively involved in curriculum matters. All course objectives are clearly written in reference to measurable outcomes. Excellent outcomes assessment studies conducted demonstrate high student achievement and competency. Evidence exists that the academic program is comparable with similar institutions. All courses are designed by competent professionals. Course and program objectives lead to higher levels of learning and competency by students. The curriculum is systematically and regularly evaluated using an established process. All degrees, majors, and minors are clearly described in the catalog and other manuals. Scope and sequence are in evidence. All academic records are regularly maintained and retained by the appropriate academic office. The admission requirements are clearly specified for all curricula and far exceed all of the TRACS criteria in this section. The ability-to-benefit criteria and the granting of prior credit for experience far exceeds the standards required by TRACS.

4. EXCEEDS THE STANDARD:

The curriculum is more than adequately supported by the institution. The educational environment consists of very good facilities, learning materials, faculty, and support services. Educational quality is very good. The institution has a written document that describes the relationship of the institutional purpose and the academic program. Well written policies and procedures have been established to develop, evaluate, and modify the academic program. Complete and accurate minutes clearly indicate that the faculty is actively involved in curriculum matters. All course objectives are clearly written in reference to measurable outcomes. Good outcomes assessment studies conducted demonstrate high student achievement and competency, very strong evidence exists that the academic program is comparable with similar institutions; all courses are designed by competent and qualified professionals. Course and program objectives lead to higher levels of learning and competency by students. The curriculum is systematically evaluated using the established process, and meets all of the TRACS criteria. All degrees, majors, and minors are clearly described in the catalog and other manuals. Scope and sequences are in evidence. All academic records are regularly maintained and retained by the appropriate academic office. The admissions requirements are clearly maintained and retained by the appropriate academic office. The admissions requirements are clearly specified for all curricula and far exceed all of the TRACS criteria in this section. The ability-to-benefit criteria and the granting of prior credit for experience far exceeds the standards required by TRACS.

3. MEETS THE STANDARD:

The curriculum is adequately supported by the institution. The educational environment is conducive to learning and consists of average facilities, learning materials, a minimally qualified faculty, and support services. Educational quality is deemed average. The institution has an adequate document that describes the relationship of the institutional purpose and the academic program. Satisfactory policies and procedures have been established to develop, evaluate, and modify the academic program. Minutes of the meetings indicate that the faculty is somewhat involved in curriculum matters. Most course objectives are written in reference to satisfactory measurable outcomes. Outcomes assessment studies are in process to demonstrate satisfactory student achievement and competency. Adequate evidence exists that the academic program is comparable to other similar institutions. Course and program objectives lead to a satisfactory level of learning and competency by students. The curriculum is periodically evaluated using the established process and meets most of the TRACS criteria in some satisfactory manner. All degrees, majors, and minors are satisfactorily described in the catalog. All academic records are adequately maintained and retained by the appropriate academic office. The admissions requirements are adequately specified for all curricula and satisfactorily meet the TRACS criteria in this section. The ability-to-benefit criteria and the granting of prior credit for experience meet the standards required by TRACS in some satisfactory manner.

2. FALLS BELOW THE STANDARD:

The curriculum is not adequately supported in most critical areas by the institution. The educational environment is below average and consists of poor facilities, learning materials, poorly-qualified faculty, resources, and support services. Educational quality is below average. The institution does not have a well written document describing the relationship of the institutional purpose and the academic program. No policies and procedures have been established to develop, evaluate, and modify the academic program. Minutes of meetings indicate that the faculty is sometimes involved in curriculum matters. The course objectives are not written in reference to measurable outcomes. No outcomes assessment studies are planned to demonstrate high student achievement and competency. Little evidence exists that the academic program is comparable with similar institutions. Little outcomes assessment data is evident. Some scope and sequence is in evidence. The curriculum is seldom evaluated using an established process and fall below the TRACS criteria. Some degrees, majors, and minors are satisfactorily described in the catalog. Academic records are not fully maintained by the appropriate academic office and past records are non-existent. The admissions requirements are satisfactorily specified for the main curricula program, but fails to meet all of TRACS criteria in this section. The ability-to-benefit criteria and the statement on the granting of prior credit for experience falls below the standard required by TRACS.

1. FAILS TO MEET THE STANDARD:

The curriculum is not supported in any critical areas by the institution. Facilities are non-existent as are learning materials, qualified faculty, and support services. The educational environment is not conducive of a quality education. The institution does not have a document that describes the relationship of the institutional purpose and the academic program. No policies and procedures have been established to develop, evaluate, and modify the academic program. No minutes exist to show faculty involvement in curricula matters. The course objectives are not written in reference to measurable outcomes. No outcomes assessment studies is available to demonstrate high student achievement and competency. No evidence exists that the academic program is comparable with similar institutions. No studies have been conducted to show that course and program objectives lead to some level of learning and satisfactory competency by the students -- administrators fail to understand the importance of such a study. The curriculum has never been evaluated using an established process and fails to meet the TRACS criteria. The degrees, majors, and minors are not satisfactorily described in the catalog. Scope and sequence is not in evidence. No academic records are maintained by the academic office. No admissions requirements are specified for the curricula. No ability-to-benefit criteria or statement on the granting of credit for prior experience exists.

C2. GRADUATE EDUCATION. Graduate programs must have curriculum and resources substantially beyond those provided for an undergraduate program. Graduate study must provide for advanced levels of scholarship and competence in an area of specialization. It is important that the institution demonstrate that it maintains a substantial difference in appropriate library, faculty, and other resources between undergraduate and graduate instruction.

5. FAR EXCEEDS THE STANDARD:

The graduate curriculum is exceptionally supported in all critical areas and has a comprehensive and well-written document that clearly relates to the purpose and objectives of the institution; course content and learning experiences are congruent with institutional purpose, objectives, and philosophy and far exceed accepted institutional, national, and state norms. Well written and comprehensive policies and procedures have been established to develop, evaluate, and modify the academic program. Complete and accurate minutes clearly indicate that the faculty is actively involved in curriculum matters. All graduate course objectives are clearly written in reference to measurable outcomes and include a common core of introductory courses. All of the graduate programs are at a very high level which reflect and extend the intellectual maturity of the students. Outcomes assessment studies conducted demonstrate very high student achievement and competency; evidence exists that the graduate academic program is comparable with similar institutions and include the appropriate foundation and research courses; all courses are designed by competent professional and include specific skills in given critical areas such as technology, methodology, etc. Studies show that course and program objectives lead to higher levels of learning and competency by graduate students and include integrative experiences to translate theory into practice. All degrees, majors, and minors are clearly described in the catalog and include summative experience to measure student achievement, competency or cognitive growth. All academic records are regularly maintained and retained by the appropriate academic office. The graduate admissions and degree requirements are clearly specified for all curricula and far exceed all of the TRACS criteria in this section. The ability-to-benefit criteria and the granting of prior credit for experience far exceeds the standards required by TRACS.

4. EXCEEDS THE STANDARD:

The graduate curriculum is more than adequately supported in the majority of critical areas and has a comprehensive, well-written document that clearly relates to the purpose and objectives of the institution; course content and learning experiences are congruent with institutional purpose, objectives, and philosophy and far exceed accepted institutional, national, and state norms. Well written and comprehensive policies and procedures have been established to develop, evaluate, and modify the academic program. Accurate minutes clearly indicate that the faculty is actively involved in curriculum matters. Most graduate course objectives are clearly written in reference to measurable outcomes and include a common core of introductory courses. All of the graduate programs are at a very high level which reflect and extend the intellectual maturity of the students. Outcomes assessment studies conducted demonstrate high student achievement and competency; evidence exists that the graduate academic program is comparable with similar institutions and include the appropriate foundation and research courses; all courses are designed by competent professional and include specific skills in given critical areas such as technology, methodology, etc. Studies show that course and program objectives lead to higher levels of learning and competency by graduate students and include integrative experiences to translate theory into practice. All degrees, majors, and minors are clearly described in the catalog and include summative experience to measure student achievement, competency or cognitive growth. . All academic records are regularly maintained and retained by the appropriate academic office. The graduate admissions and degree requirements are clearly specified for all curricula and far exceed all of the TRACS criteria regarding graduate programs. The ability-to-benefit criteria and the granting of prior credit for experience far exceeds the standards required by TRACS.

3. MEETS THE STANDARD:

The graduate curriculum is adequately supported in most critical aspects and has a comprehensive and well-written document that clearly relates to the purpose and objectives of the institution; course content and learning experiences are congruent with institutional purpose, objectives, and philosophy and far exceed accepted institutional, national, and state norms. Satisfactory policies and procedures have been established to develop, evaluate, and modify the academic program. Minutes clearly indicate that the faculty is actively involved in curriculum matters. Most graduate course objectives are clearly written in reference to measurable outcomes and include a common core of introductory courses. The graduate programs are at a satisfactory level which reflect and extend the intellectual maturity of the students. Outcomes assessment studies conducted demonstrate satisfactory student achievement and competency; evidence exists that the graduate academic program is comparable with similar institutions and include the appropriate foundation courses; Courses are designed by professional and include specific skills in given critical areas such as technology, methodology, etc. Studies show that course and program objectives lead to a satisfactory level of learning and competency by graduate students and include integrative experiences to translate theory into practice. Degrees, majors, and minors are described in the catalog and include summative experience to measure student achievement, competency or cognitive growth in some satisfactory manner. The graduate curriculum is supported by the institution in the areas of finances, physical facilities, materials, and faculty in some satisfactory manner. The graduate admissions and degree requirements are specified for all curricula and the critical elements of the TRACS criteria regarding graduate programs. The ability-to-benefit criteria and the granting of prior credit for experience meet the critical elements of the standards required by TRACS.

2. FALLS BELOW THE STANDARD:

The graduate curriculum is not adequately supported in most critical areas and has only a partially complete document that relates to the purpose and objectives of the institution; course content and learning experiences do not appear to be congruent with institutional purpose, objectives, and philosophy, and do not meet accepted institutional, national, and state norms. Satisfactory and incomplete policies and procedures have been established to develop, evaluate, and modify the academic program. Incomplete minutes indicate that the faculty is actively involved in graduate curriculum matters. The graduate course objectives are not written in reference to measurable outcomes and fail to include a common core of introductory courses. The graduate programs do not reflect and extend the intellectual maturity of the students. Degrees, majors, and minors are described in the catalog and include summative experience to measure student achievement, competency, or cognitive growth. The graduate curriculum is not adequately supported by the institution in the areas of finances, physical facilities, materials, and faculty. The graduate admissions and degree requirements are not specified for all curricula and fall below the TRACS standard for graduate programs.

1. FAILS TO MEET THE STANDARD:

The graduate curriculum is not supported at all. No graduate curriculum document exists that relates to the purpose and objectives of the institution; course content and learning experiences do not appear to be congruent with institutional purpose, objectives, philosophy, and do not meet accepted institutional, national, and State norms. No policies and procedures have been established to develop, evaluate, and modify the academic program. Incomplete and inaccurate minutes indicate that faculty are not actively involved in graduate curriculum matters. The graduate course objectives are not written in reference to measurable outcomes and fail to include a common core of introductory courses. The graduate programs do not reflect and extend the intellectual maturity of the students. Degrees, majors, and minors are not completely described in the catalog, and do not include summative experience to measure student achievement, competency, or cognitive growth. The graduate curriculum is not adequately supported by the institution in the areas of finances, physical facilities, materials, and faculty. The graduate admissions and degree requirements are not specified for all curricula and fall below the TRACS standard for graduate programs.

C3. NON-TRADITIONAL EDUCATION (DISTANCE LEARNING). Institutions that make extensive use of non-traditional modes of education must present evidence that these are

appropriate to quality higher education and emanate from campus-based programs, consistent with institutional objectives. The institution must demonstrate that students completing these programs have the opportunity to acquire the same levels of knowledge and competencies as those students completing its regular program. Therefore, it is essential that there be regular, systematic evaluation of all non-traditional education to assess the appropriateness to the purpose of the institution. It is expected that these programs maintain the academic integrity and quality of the institution. The institution must assign responsibility of distance learning to a person(s) or office.

5. FAR EXCEEDS THE STANDARD:

The institution has a comprehensive and clearly-written document that describes the relationship of the program to institutional purpose and the on-campus program. Well written and comprehensive policies and procedures have been established to develop, evaluate, and modify the program. Complete and accurate minutes clearly indicate that the campus faculty is actively involved in curriculum matters. All course objectives are clearly and well written in reference to measurable outcomes. Outcomes assessment studies conducted demonstrate high student achievement, knowledge, and competency; evidence exists that the academic program is comparable with similar institutions; all courses are designed by competent professionals. Course and program objectives lead to higher levels of learning and competency by students. The curriculum is systematically and regularly evaluated using the established process and meets all of the TRACS criteria in this section. The ability-to-benefit criteria and the granting of prior credit for experience far exceeds the standards required by TRACS. An office is assigned to oversee programs.

4. EXCEEDS THE STANDARD:

The institution has a well-written document that describes the relationship of the program to the institutional purpose and the on-campus academic program. Well-written policies and procedures have been established to evaluate, and modify the academic program. Complete and accurate minutes clearly indicate that the campus faculty is involved in curriculum matters. All course objectives are well written in reference to measurable outcomes. Outcomes assessment studies conducted demonstrate high student achievement, knowledge, and competency; very strong evidence exists that the academic program is comparable with similar institutions; all courses are designed by competent professionals. Course and program objectives lead to higher levels of learning and competency by students. The curriculum is systematically evaluated using the established process and meets all of the TRACS criteria. All degrees, majors, and minors are clearly described in the catalog and other manuals. The curriculum is more than adequately supported by the institution. All academic records are regularly maintained and retained by the appropriate academic office. The admissions requirements are clearly specified for all curricula and far exceed all of the TRACS criteria in this section. The ability-to-benefit criteria and the granting of prior credit for experience exceeds the standards required by TRACS. An office is assigned to oversee programs.

3. MEETS THE STANDARD:

The institution has an adequate written document that describes the relationship of the program to the institutional purpose and the on-campus program. Satisfactory policies and procedures have been established to develop, evaluate, and modify the academic program. Minutes of the meetings indicate that the campus faculty is adequately involved in curriculum matters. Most course objectives are written in reference to satisfactory measurable outcomes. Outcomes assessment studies are in process to demonstrate satisfactory student achievement, knowledge, and competency; some evidence exists that the academic program is comparable with similar institutions. Course and program objectives lead to a satisfactory level of learning and competency by students. The curriculum is periodically evaluated using the established process and meets the TRACS criteria in some satisfactory manner. All degrees, majors, and minors are satisfactorily described in the catalog. The curriculum is supported by the institution in a satisfactory manner. All academic records are adequately maintained and retained by the appropriate academic office. The admissions requirements are adequately specified for all curricula and satisfactorily meet the TRACS criteria in this section. The ability-to-benefit criteria and the granting of prior credit for experience meet the standards required by TRACS in some satisfactory manner. A person is responsible to oversee programs.

2. FALLS BELOW THE STANDARD:

The institution does not have a well-written document that describes the relationship of the program to the institutional purpose and the on-campus program. No policies and procedures have been established to develop, evaluate, and modify the academic program. Minutes of meetings indicate that the faculty is sometimes involved in curriculum matters. The course objectives are not written in reference to measurable outcomes. No outcomes assessment studies are planned to demonstrate high student achievement and competency. No evidence exists that the academic program is comparable with similar institutions. No studies have been conducted to show that course and program objectives lead to some level of learning and average competency by students--administrators fail to understand the importance of such a study. The curriculum is seldom evaluated using an established process and fall below the TRACS' criteria. Some degrees, majors, and minors are satisfactorily described in the catalog. The curriculum is not adequately supported by the institution. Academic records are not fully maintained by the appropriate academic office and past records are nonexistent. The admission requirements are satisfactorily specified for the main curricula program but fails to meet all of the TRACS' criteria in this section. The ability-to-benefit criteria and the statement on the granting of prior credit for experience falls below the standards required by TRACS. No person(s) is/are clearly assigned to oversee programs.

1. FAILS TO MEET THE STANDARD:

The institution does not have a document that describes the relationship of the program to the institutional purpose and the on-campus program. No policies and procedures have been established to develop, evaluate, and modify the academic program. No minutes exist to show faculty involvement in curricula matters. The course objectives are not written in reference to measurable outcomes. No outcomes assessment studies are planned to demonstrate high student achievement and competency. No evidence exists that the academic program is comparable with similar institutions. No studies have been conducted to show that course and program objectives lead to some level of learning and satisfactory competency by students -- administrators fail to understand the importance of such a study. The curriculum has never been evaluated using an established process and fails to meet the TRACS' criteria. The degrees, majors and minors are not satisfactorily described in the catalog. The curriculum is not satisfactorily supported by the institution. No academic records are maintained by the appropriate academic office. No admissions requirements are specified for the curricula. No ability-to-benefit criteria or a statement on the granting of prior credit for experience exists. No one oversees the programs.

C4. BRANCH CAMPUS

Those institutions that operate branch campuses are expected to maintain the same quality as the on-campus program. The branch campus is an additional location that is a “mirror image” of the home campus. The institution must establish clear, written policies regarding the purpose of the branch campus program which have been approved through the academic officer, faculty, and administration. Students must be fully aware of all policies.

5. FAR EXCEEDS THE STANDARD:

All written policies and procedures, including a business and assessment plan, academic and admission requirements, tie in with the home campus, are codified in excellent fashion, exceptionally organized, and presented in appropriate publications. Policies indicate that quality will be equal to the on-campus programs, as evidenced by a functioning assessment mechanism that is well organized.

4. EXCEEDS THE STANDARD:

All written policies and procedures, including a business plan, academic and admission requirements, tie in with the home campus, are codified in very good fashion, very well organized, and presented in appropriate publications. Policies indicate that quality will be equal to the on-campus programs, as evidenced by an organized assessment mechanism.

3. MEETS THE STANDARD:

All written policies and procedures, including a business and assessment plan, academic and admission requirements, tie in with the home campus, are codified, organized, and presented in all appropriate publications. Policies indicate that quality will be equal to the on-campus programs. Policies indicate that quality will be equal to the on-campus programs, as evidenced by an adequate assessment mechanism.

2. FALLS BELOW THE STANDARD:

Some written policies and procedures, such as a business plan and admission requirements, tie in with the home campus, are sporadically codified, fairly organized, and presented in many appropriate publications. Policies do not indicate clearly that quality will be equal to the on-campus program, since an assessment plan is not fully functional.

1. FAILS TO MEET THE STANDARD:

No written policies and procedures regarding the branch campus are organized, codified, and published. Policies fail to indicate that quality will be equal to the on-campus program and an assessment plan has not been implemented.

D1. FACULTY (UNDERGRADUATE). *There must be under contract an adequate number of full-time faculty for programs offered (of one for each program/major), who not only possess high academic qualifications and spiritual qualities, but who are spiritually mature providing a Christian role model. The faculty is integral to the educational quality of the institution, providing effective instruction, advising, and curriculum oversight. A qualified full-time faculty supported by adequate part-time faculty is a must for the institution to accomplish its educational mission.*

5. FAR EXCEEDS THE STANDARD:

The institution exhibits a more than sufficient number of excellent, highly-qualified full-time faculty, as well as part-time faculty. All are extremely well qualified academically and spiritually at all levels to instruct, modify, and revise curriculum, to research, advise, and very ably carry out the academic mission of the institution. All faculty are involved professionally in self-improvement and academic endeavors. All are in agreement with the purposes and philosophy of the institution and cognizant of their role in total institutional success in the accomplishment of the educational mission.

4. EXCEEDS THE STANDARD:

The institution exhibits a sufficient number of good full-time, well-qualified faculty, as well as part-time faculty. All are well qualified academically and spiritually at all levels to instruct, modify, and revise curriculum, to research, advise, and ably carry out the academic mission of the institution. All faculty are involved professionally in self-improvement and academic endeavors. All are in agreement with the purposes and philosophy of the institution and cognizant of their role in total institutional success in the accomplishment of the educational mission.

3. MEETS THE STANDARD:

The institution exhibits the minimum number of qualified full-time faculty and qualified part-time faculty. They are generally qualified academically and spiritually to oversee the curriculum, teach, and generally to contribute to the accomplishment of the educational mission of the institution. They are in agreement with institutional goals, philosophy, and the mission.

2. FALLS BELOW THE STANDARD:

The full-time and part-time faculty of the institution is not adequate in numbers or qualifications to accomplish the educational mission of the college. The few faculty are generally not involved in curricular oversight and student advising due to their heavy teaching loads. The educational mission of the institution is severely hampered. There is evidence that some do not understand the institutional goals, philosophy, and mission.

1. FAILS TO MEET THE STANDARD:

The institution exhibits no full-time faculty and those who carry the teaching load are part time. Some faculty are qualified academically for their teaching assignments. There is no faculty curricular oversight and evidence exists that there is little student advising. The institution cannot achieve its educational mission. There is evidence that institutional goals, philosophy, and mission are not reported to the faculty.

D2. FACULTY (GRADUATE). *There must be under contract an adequate number of full-time faculty for programs offered (a minimum of one for each program/major), who not only possess high academic qualifications and spiritual qualities, but who are spiritually mature providing a Christian role model. The faculty is integral to the educational quality of the institution, providing effective instruction, advising, and curriculum oversight. A qualified full-time faculty supported by adequate part-time faculty is a must for the institution to accomplish its educational mission.*

5. FAR EXCEEDS THE STANDARD:

The institution exhibits a more than sufficient number of excellent, highly-qualified full-time faculty, as well as part-time faculty. All are extremely well qualified academically and spiritually at all levels to instruct, modify, and revise curriculum, to research, advise, and very ably carry out the academic mission of the institution. All faculty are involved professionally in self-improvement and academic endeavors. All are in agreement with the purposes and philosophy of the institution and cognizant of their role in total institutional success in the accomplishment of the educational mission.

4. EXCEEDS THE STANDARD:

The institution exhibits a sufficient number of good, well-qualified full-time faculty, as well as part-time faculty, are well qualified academically and spiritually at most levels to instruct, modify, and revise curriculum, to research, advise, and ably carry out the academic mission of the institution. All faculty are involved professionally in self-improvement and academic endeavors. All are in agreement with the purposes and philosophy of the institution, and cognizant of their role in total institutional success in the accomplishment of the educational mission.

3. MEETS THE STANDARD:

The institution exhibits the minimum number of qualified full-time faculty and qualified part-time faculty who are qualified academically and spiritually at most levels to oversee the curriculum, teach, and generally to contribute to the accomplishment of the educational mission of the institution. They are in agreement with institutional goals, philosophy, and the mission.

2. FALLS BELOW THE STANDARD:

The full-time and part-time faculty of the institution is not adequate in numbers or qualifications to accomplish the educational mission of the college. The few faculty are generally not involved in curricular oversight and student advising due to their heavy teaching loads. The educational mission of the institution is severely hampered. There is evidence that some do not understand the institutional goal, philosophy, and mission.

1. FAILS TO MEET THE STANDARD:

The institution exhibits no full-time faculty and those who carry the teaching load are part time. Some faculty are qualified academically for their teaching assignments. There is no faculty curricular oversight and evidence exists that there is little student advising. The institution cannot achieve its educational mission. There is evidence that institutional goals, philosophy, and mission are not reported to the faculty.

D3. FACULTY ORGANIZATION. The faculty should be organized into a functioning, effective body--with latitude within the institution to make meaningful contribution to the total academic function of the institution. Specifically, the faculty organization shall be responsible for recommendation of the academic policies and programs of the college. It shall aid the administration and the governing board in the total program of the institution in such areas as curriculum, admission, academic standing, academic advising, faculty growth and welfare, and the plenary experience of students--the academic, social, and spiritual life of the students.

5. FAR EXCEEDS THE STANDARD:

There is an excellent, well-written document that fully and accurately describes the faculty organization. There are regularly scheduled meetings of the faculty and minutes of the faculty meetings are recorded and distributed to all faculty members. There are functioning faculty committees with a specific objective which is relevant to the overall mission of the institution. There are accurate and detailed minutes of the faculty committees. The academic dean or dean of faculty is actively involved with the faculty and is highly respected by the faculty. Interviews with faculty indicate that there is an effective and functioning faculty organization which provides excellent input constantly in the academic, social, and spiritual life of students as well as curricular matters.

4. EXCEEDS THE STANDARD:

There is a well-written document that accurately describes the faculty organization. There are regularly scheduled meetings of the faculty and minutes of the faculty meetings are recorded and distributed to all faculty members. There are functioning faculty committees with a specific objective which is relevant to the overall mission of the institution. There are detailed minutes of the faculty committees. The academic dean or dean of faculty is actively involved with the faculty and is highly respected by the faculty. Interviews with faculty indicate that there is an effective and functioning faculty organization which provides input regularly in the academic social, and spiritual life of students as well as curricular matters.

3. MEETS THE STANDARD:

There is a satisfactory written document that adequately describes the faculty organization. There are regular meetings of the faculty and minutes of the faculty meetings are recorded and distributed to the faculty members. There are functioning faculty committees and minutes of the faculty committee meetings are recorded. The academic dean or dean of the faculty is involved with the faculty and is basically competent to perform the duties of the position. Interviews with some of the faculty indicate average satisfaction with the faculty organization which gives input in the academic, social, and spiritual life of the students, as well as in curricular matters.

2. FALLS BELOW THE STANDARD:

There is a written document that inadequately describes the faculty organization. There are occasional meetings of the faculty and minutes of the faculty meetings are sometimes recorded. There are no functioning faculty committees with a specific objective which is relevant to the overall mission of the institution. The academic dean or dean of faculty is involved with the faculty but lacks the experience and education to function effectively in the position. Interviews with faculty indicate that there is some displeasure with how the faculty organization is functioning, which gives sporadic input in the academic, social, and spiritual life of students and little input into curricular matters.

1. FAILS TO MEET THE STANDARD:

There is no written document that fully and accurately describes the faculty organization. There are no regularly scheduled meetings and minutes of faculty meetings. There are no functioning faculty committees with a specific objective which is relevant to the overall mission of the institution. There are no accurate and detailed minutes of the faculty committees. The academic dean or dean of faculty is not actively involved with the faculty and is almost impossible to reach. Interviews with faculty indicate that there is an ineffective and inefficient faculty organization. Interviews with faculty indicate a strong displeasure concerning the faculty organization, which has no input in the academic, social, and spiritual life of students, as well as curricular matters.

E. STUDENT DEVELOPMENT. *The institution must provide a variety of appropriate student services which will effectively support the educational purpose -- services which enhance the educational, social, spiritual, moral and physical development of the student. In order to achieve this program of development of the whole person, the institution must have a working plan for this purpose. This plan must be based on the studied needs of its student body -- based on a plenary profile of entering and current students. Some of the student services which may be present are: security and health, housing, food, bookstore, mailroom, computers, intramural and intercollegiate athletics, student government, orientation, financial aid services, academic and other records, code of conduct, counseling, and opportunity for spiritual ministry and community services.*

Institutions that engage in intercollegiate athletics must have guidelines, an annual budget and appropriate arrangements for the health and academic welfare of the student athlete.

The institution must describe its affiliation with the National Association of Intercollegiate Athletics (NAIA), the National Christian College Athletic Association (NCCAA), the National Collegiate Athletic Association (NCAA) or other athletic association, if applicable.

In addition, a list and description of all the sports sponsored and the availability of scholarships for each sponsored sport shall be provided in the Self-Study Report.

5. FAR EXCEEDS THE STANDARD:

There is a very well organized and highly effective functioning program of student development services exists. All of the programs are highly beneficial and are well received by the student body as indicated through interviews and institutional reports. All the students are aware of the services and highly approve of the scope and effectiveness of the services available. There is substantial evidence available of the efficacy of the program. There is a clearly worded agreement, signed and dated, disclosing any obligation for repayment, including the date that payments will begin; all state and federal guidelines are clearly followed and enforced. There is a clearly worded code of conduct that is signed by all students; a clear system of due process for appealing academic status. The orientation program covers all of the major issues and information which need to be provided to students. There is a highly effective and functioning program providing students with opportunities for spiritual development, ministry and community service. There is a highly experienced and competent staff to provide academic, career, personal, and spiritual counseling to students. The governing board minutes indicate approval of the services provided to students. All services are administered in accordance with the stated plan. An organized and functioning student government is actively involved in student issues and programs. There is a highly successful placement service available to all students which far exceed the TRACS standards in this area. All of the student support services personnel have professional training and experience necessary to be highly effective. Facilities, computer learning, and equipment are more than adequate for each student service support function. The Intercollegiate sports program has an excellent plan, is exceptionally well funded and documented (if offered).

4. EXCEEDS THE STANDARD:

There is an organized and highly effective functioning program of student development services. All of the programs are highly beneficial and are well received by the student body as reported through student interviews. The majority of the students are aware of the services and highly approve of the scope and effectiveness of the services available. There is substantial evidence available of the efficacy of the program. There is a clearly worded agreement, signed and dated, disclosing any obligation for repayment, including the date that payments will begin; all state and federal guidelines are clearly followed and enforced.

There is a clearly worded code of conduct that is signed by all students; a clear system of due process for appealing academic status. The orientation program covers all of the major issues and information which need to be provided to students. There is a highly effective and functioning program providing students

with opportunities for spiritual development, ministry and community service. There is a highly experienced and competent staff to provide academic, career, personal, and spiritual counseling to students. The governing board minutes indicate approval of the services provided to students. All services are administered in accordance with the stated plan. A functioning student government is actively involved in student issues and programs. There is a highly successful placement service available to all students which far exceed the TRACS standards in this area. All of the student support services personnel have professional training and experience necessary to be highly effective. Facilities, computer learning, and equipment are more than adequate for each student service support function. The intercollegiate sports program has a good plan, is well funded and documented (if offered).

3. MEETS THE STANDARD:

There is a satisfactory program of student development services that is included in the institutional assessment process. Most of the programs are beneficial and are accepted by the student body as reported by the students. The majority of the students are aware of the services and approve of the scope and effectiveness of the services available. There is satisfactory evidence available of the efficacy of the program. There is a clearly worded agreement, signed and dated, disclosing any obligation for repayment, including the date that payments will begin; all state and federal guidelines are clearly followed. There is a code of conduct that is signed by the majority of the students as indicated. A satisfactory system of due process for appealing academic status is available. The orientation program covers some of the major issues and information which need to be provided to students. There is a satisfactory program providing students with opportunities for part-time spiritual development, some ministry and community service. There is a part-time semi-professional staff to provide academic, career, personal and spiritual counseling to students. The governing board minutes indicate approval of the services provided to students. The majority of the services are administered in accordance with the stated plan and a satisfactory student government is actively involved in student issues and programs. There is a placement service available to students that is supported in a satisfactory manner. The student support services personnel have satisfactory training and experience necessary to administer these programs. Facilities, computer learning, and equipment are satisfactory for each student services support function. The intercollegiate sports program has a satisfactory plan, adequate functions and documentation (if offered).

2. FALLS BELOW THE STANDARD:

There is a partially developed program of student development services. Some of the programs are beneficial and are satisfactorily accepted by the student body as reported by the students. The majority of the students are unaware of the services and marginally approve of the scope and effectiveness of the services available. There is no evidence available of the efficacy of the program. There is an agreement disclosing any obligation for repayment, but fails to include the date that payments will begin and the signature of the appropriate parties. The state and federal guidelines appear to be followed. The code of conduct is not signed by the student as indicated by the records; no system of due process for appealing academic status is available, no orientation or placement program exist. There is a functioning program providing students with opportunities for some spiritual development, but no ministry and community service. There is no professional staff to provide academic, career, personal and spiritual counseling to the students. The governing board minutes do not indicate approval of the services provided to students. The student support services personnel do not have the training and experience necessary to administer these programs effectively. Facilities, computer learning, and equipment are not available for each student services support function. The intercollegiate sports program is not well planned, budgeted and documented (if offered).

1. FAILS TO MEET THE STANDARD:

There is no established program or plan of student development services. The majority of the students are interested in an effective student services program. There is no evidence that such services will be provided in the near future. There is no agreement disclosing any obligation for repayment. The state and federal guidelines do not appear to be followed. The code of conduct is not signed by the student as indicated by the records; no system of due process for appealing academic status is available; no orientation or placement program exist. There is no professional staff to provide academic career, personal and spiritual counseling to students. Facilities, computer learning, and equipment are not available for future student services and support functions. The governing board minutes do not indicate approval of any future plans for the establishment of student services and support functions. There is no plan or documentation for intercollegiate sports (if offered).

F. FINANCIAL OPERATIONS. Financial stability and integrity as evidenced in operations and reporting are major factors in determining the viability of any institution of higher

education. Its financial resources must be adequate to carry out its purpose and to support its program and activities for the foreseeable future.

An institution must give evidence of financial integrity with enough monetary support to assure the continuity of the essential operations beyond the date when current students, who maintaining continuous enrollment, would complete their degree programs--and with sound business management maintain a justified reputation for honesty and efficiency in the community at large.

The adequacy of the financial resources of an institution will be measured not only on the institution's balanced budget and positive cash flow, but also on the level of fulfillment of the institutional purpose and the quality resources and services to the students.

The financial operation of the institution must take into account the organizational aspects and the essential basic areas such as auditing, accounting systems, fund accounting, fund management and investment, cashiering, purchasing and inventory, refunding and insurance, as specified in the TRACS' Standards and Criteria.

5. FAR EXCEEDS THE STANDARD:

The institution always consistently demonstrates that its financial resources are abundantly adequate to carry out its purpose and to support its current programs now and in the future. This is also evidenced historically in a consistent balanced budget and a positive cash flow. The financial operation of the institution is very highly organized and well staffed by highly-competent professionals. All basic areas of the financial operations are highly accountable as evidenced by an external audit yearly by a highly-skilled professional. Very sound business management is evidenced by community trust and highly-efficient student services. Accounts payable are current; income is in excess of expenditures for the past four years; budget allocations are sufficient for such areas as debt retirement, capital acquisition, and current operational expenses; a comprehensive contingency plan is in place in case of emergencies; a very comprehensive written plan listing five-year projection of income (including sources) and expenses is in place and approved by the governing board. Financial reports demonstrate exceptional financial integrity with no serious accounting errors. An external opinioned audit is completed each year on time.

4. EXCEEDS THE STANDARD:

The institution consistently demonstrates that its financial resources are more than adequate to carry out its purpose and support its current programs now and in the future. This is also evidenced in a balanced budget and a positive cash flow. The financial operation of the institution is highly organized and is well staffed by competent professionals. The basic areas of the financial operations are very accountable as evidenced by an external audit yearly, and the system is headed by a highly-skilled person. Sound business management is evidenced by community trust and very efficient student services. Accounts payable are current; income is equal to expenditures for the past three years; budget allocations are sufficient for current operational expenses; a satisfactory contingency plan is in place for emergencies. A basic plan listing a future projection of income and expenses is available and approved by the governing board. Financial Reports demonstrate good financial integrity with very few serious accounting errors. An external opinioned audit is completed each year on time.

3. MEETS THE STANDARD:

The institution demonstrates that its financial resources are adequate to carry out its purpose and to support its current programs now and in the future. This is also evidenced in a balanced budget and a positive cash flow. The financial operation of the institution is well organized and is staffed by competent persons. The basic areas of the financial operations are accountable as evidenced by an external yearly audit, and the system is headed by a competent person. Sound business management is evidenced by community trusts and efficient student services. Accounts payable are current and income is usually equal to expenditures for the past three years. Budget allocations are sufficient for current operational expenses; a satisfactory contingency plan is in place for emergencies; a basic plan listing future projection of income and expenses is available and approved by the governing board. Budget allocations for programs are average to adequate. Financial reports demonstrate adequate financial integrity with few serious accounting errors. An external opinioned audit is completed each year on time.

2. FALLS BELOW THE STANDARD:

The institution demonstrates much of the time that its financial resources are somewhat adequate to carry out its purpose and to support its current programs. There is evidence of a sporadically balanced budget and positive cash flow. The financial operation of the institution is somewhat organized and staffed by largely unqualified persons. The basic financial operations are largely non-accountable and the system is not headed by a qualified person. Sound business management is largely not in evidence and there is a basic question of trust by the community. Student services are not efficient. The institution frequently submits financial reports with major errors, reports are seldom on time, nonprofessional auditors are used to audit financial records, and there is no acceptable check and balance system provided for auditing financial records (no systematic audit trail). The institution refuses to fund an accounting system. An incomplete and superficial contingency plan is all that is in place for emergencies. Budget allocations do not support programs currently shown in the directory. Financial reports demonstrate some financial integrity with some serious accounting errors. An external opinioned audit is usually completed on time each year.

1. FAILS TO MEET THE STANDARD:

The institution fails to demonstrate that its financial resources are adequate to carry out its purpose and to support its programs. There is no evidence of a balanced budget or positive cash flow. The financial operation of the institution is not organized and not adequately staffed by qualified persons. The basic financial operations areas are not accountable and lack of leadership is evident. Sound business management is absent, and there is evidence of a lack of community trust and poor student services. Financial reports demonstrate no financial integrity with many serious accounting errors. An external opinioned audit when forthcoming each year is late.

G. INSTITUTIONAL ADVANCEMENT. It is important that an institution demonstrate a sound program that provides integrity, good public relations, active fund-raising initiatives and sound business practices to ensure institutional stability and advancement. Specific policies and procedures must be in place that govern financial development, marketing and public relations, alumni relations, investment management and student recruitment.

5. FAR EXCEEDS THE STANDARD:

The institution's advancement plan is excellent. The institution has clearly-written policies and procedures that embody the highest standards of biblical and moral integrity. These policies and procedures have been approved by the governing board as indicated by the minutes. All fund-raising policies are consistent with the institutional purpose and philosophy. Comprehensive reports and recommendations have been submitted to and approved by the governing board. All of the marketing material accurately reflects the institution's program, facilities and resources. All publications contain only materials which accurately reflect the program, facilities and resources of the institution. The institution maintains ongoing correspondence with the alumni and requests feedback on the value of the educational program received to meet professional goals. Survey research instruments have been developed and implemented and reports with data analysis are available. All records indicate that investment management follows established guidelines approved by the governing board. All governing board minutes indicate that thorough review, compliance and approval has been an ongoing process. All student recruitment documents such as applications and promotional materials are consistent with established institutional admission standards. All recruitment and promotional materials provide potential students with a clear and accurate description of programs.

4. EXCEEDS THE STANDARD:

The institution's advancement plan is good. The institution has clearly written policies and procedures that embody the highest standards of biblical and moral integrity. These policies and procedures have been approved by the governing board as indicated by the minutes. All fund-raising policies are consistent with the institutional purpose and philosophy. Comprehensive reports and recommendations have been submitted to and approved by the governing board. All of the marketing material accurately reflects the institution's program, facilities and resources. All publications contain only materials which accurately reflect the program, facilities and resources of the institution. The institution maintains ongoing correspondence with the alumni and requests feedback on the value of the educational program received to meet professional goals. Survey research instruments have been developed and implemented and reports are available. All records indicate that investment management follows established guidelines approved by the governing board. Governing board minutes indicate that thorough review, compliance and approval has been an ongoing process. All student recruitment documents such as applications and promotional material are consistent with established institutional admission standards. Recruitment and promotional materials provide potential students with a clear and accurate description of programs.

3. MEETS THE STANDARD:

The institution's advancement plan is average. The institution has satisfactory policies and procedures that embody the highest standards of biblical and moral integrity. These policies and procedures have been approved by the governing board as indicated by the minutes. Satisfactory fund-raising policies are consistent with the institutional purpose and philosophy. Recommendations have been submitted to the governing board for approval. The marketing material reflects the institution's program, facilities and resources in a satisfactory manner. Publications contain information that reflect the program, facilities and resources of the institution in a satisfactory manner. The institution maintains some correspondence with the alumni and preliminary data is available on the value of the educational program received to meet professional goals. Satisfactory survey research instruments have been developed and are in the process of being implemented. Preliminary reports indicate that investment management follows established guidelines approved by the governing board. Governing board minutes indicate that a satisfactory review, compliance and approval has taken place. Student recruitment documents such as applications and promotional material are consistent with established institutional admission standards. Recruitment and promotional materials provide potential students with a description of programs in some satisfactory manner.

2. FALLS BELOW THE STANDARD:

The institution's advancement plan is poor. The institution has incomplete policies that embody the standards of biblical and moral integrity. These policies and procedures have not been approved by the governing board. Fund-raising policies are not consistent with the institutional purpose and philosophy. Incomplete reports and recommendations have been submitted to the governing board for approval. The marketing material does not accurately reflect the institution's program, facilities and resources. Some of the publications contain information that does not accurately reflect the program, facilities and resources of the institution. The institution does not maintain correspondence with the alumni and no feedback is available on the value of the educational program received to meet professional goals. Survey research instruments have not been developed. The institution has no guidelines on investment management. Governing board minutes indicate that sporadic review, compliance and approval has taken place in a few instances. Student recruitment documents such as applications and promotional material are not consistent with established institutional admission standards. Recruitment and promotional materials provide potential students with an unclear description of programs.

1. FAILS TO MEET THE STANDARD:

The institution has incomplete and poorly-worded policies that embody the standards of biblical and moral integrity. These policies and procedures have not been approved by the governing board. No fund-raising policies exist. The marketing material does not accurately reflect the institution's program, facilities and resources. All of the publications reviewed contain information that does not accurately reflect the program, facilities and resources of the institution. The institution does not maintain correspondence with the alumni and no feedback is available on the value of the educational program received to meet professional goals. Survey research instruments have not been developed. The institution has no guidelines on investment management. Governing board minutes indicate that review, compliance and approval has not taken place in accordance with the TRACS standard. Student recruitment documents such as applications and promotional material are not consistent with established institutional admission standards. Recruitment and promotional materials provide potential students with an inaccurate and incomplete description of programs.

H. INSTITUTIONAL EFFECTIVENESS. It is important to identify a planning process and assign planning responsibilities. Planning needs to be all-inclusive in nature; programs, enrollment, staffing projections (administrators, faculty, support, staff), finances (including budget summaries and estimated income and expenditures for each year in the long-range plan), facilities, equipment, policies, and procedures for operation and evaluation. Sources of revenue should be included, along with enrollment projections. Future projections should be developed on a sound historical base and any changes must be adequately justified by appropriate data. The underlying basis of a process for demonstrating institutional effectiveness is to provide hard data to demonstrate that the institution is accomplishing its mission.

The institutional assessment process should include continuous evaluation procedures of the entire institution--resources, finances, student development, faculty, and especially procedures which are outcome based to evaluate educational quality in such critical areas as curriculum, student learning and achievement, and instruction.

5. FAR EXCEEDS THE STANDARD:

The institution has an exceptionally well-written and comprehensive long-range, board-approved plan in effect which includes timetables, personnel processes, and assessment procedures for demonstrating how well the institution is accomplishing its mission. The long-range institutional assessment plan has been approved by the governing board. The plan is fully operational and highly effective and accurate. The institution lists short-range goals in priority order for each critical area. All of the goals are measurable and achievable by the institution within the time period indicated. The planning assessment process takes into account a comprehensive list of internal and external factors and assumptions that may affect the plan. The latest long-range plan has been widely distributed to all appropriate parties and fully describes how the plan will be used in decision making. The planning document has been developed on sound research data by faculty, staff and administration. The plan includes an effectiveness assessment process which is very highly organized, operational, and is outcomes based, and it is working in exceptional fashion, yielding concrete data in the critical areas such as student development and learning, instruction, curriculum, and resources. Data is used in determining institutional effectiveness in mission accomplishment.

4. EXCEEDS THE STANDARD:

The institution has a well-written, long-range plan in effect which includes timetables, personnel process, and procedures for demonstrating how well the institution is accomplishing its mission. The long-range institutional assessment plan has been approved by the governing board. The plan is fully operational and highly effective and accurate. The institution lists short-range and long-range goals in priority order for each critical area. All of the goals are measurable and achievable by the institution within the time period indicated. The planning assessment process takes into account a comprehensive list of internal and external factors and assumptions that may affect the plan. The latest long-range plan has been widely distributed to all appropriate parties, and fully describes how the plan will be used in decision making. The planning document has been developed on sound research data by faculty, staff and administration. The plan includes an effectiveness assessment process, is highly organized, operational, and is outcomes based, and is working well in yielding concrete data in the critical areas such as student development and learning, instruction, curriculum, and resources. Data is used in determining institutional effectiveness in mission accomplishment.

3. MEETS THE STANDARD:

The institution has an adequate written long-range plan in effect which includes reasonable timetables, processes, personnel and assessment procedures for demonstrating how well the institution is accomplishing its mission. Some members of the board were involved in the formulation of the plan. The plan is partially operational in some satisfactory manner. The institution lists short-range and long-range goals in priority order for each area of the categories. The goals are largely measurable and achievable by the institution within the time period indicated in a satisfactory manner. The planning process takes into account most of the internal and external factors that may affect the plan. The latest long-range plan has been distributed to most of the appropriate individuals, and describes how the plan will be used in decision-making in a satisfactory manner. The planning document has been developed based on preliminary research data by faculty, staff and administration. The plan includes an effectiveness assessment process which is adequately organized, operational, and outcomes based. It yields data in most critical areas such as student development and learning, instruction, curriculum, and resources. The data is generally being used in determining institutional effectiveness in mission accomplishment.

2. FALLS BELOW THE STANDARD:

The institution has a poorly-written long-range plan which does not include the elements and procedures for demonstrating how well the institution is accomplishing its mission. The long-range institutional assessment plan has not been approved by the governing board. The plan is not operational. The goals are not measurable and achievable by the institution within the time period indicated. The planning process does not take into account the internal and external factors that may affect the plan. The latest long-range plan has not been distributed to the appropriate parties, and fails to describe how the plan will be used in decision making. The planning document has not been developed by the faculty, administrators and board and fails to include historical breakdowns, an analysis of the data, and minutes of departmental and committee meetings. The plan includes an effectiveness assessment process which is not well organized, semi-operational, and not totally implemented. Outcomes procedures are being studied. Some data has been generated in some critical areas. Data is being studied for use in determining institutional effectiveness.

1. FAILS TO MEET THE STANDARD:

The institution does not have a long-range institutional assessment plan in effect. No plans for completing a long-range plan has been distributed to the appropriate parties within the institution. No planning strategies have been developed by the faculty, administrators and board. No effectiveness assessment process is in evidence. No data is being generated by the institution.

I-1. INSTRUCTIONAL SUPPORT (Library). Libraries are central to the educational process in institutions of higher learning. Convenience to users is a primary concern in its physical location. Materials and services should be such as to encourage faculty members and students to develop spiritually, intellectually, and culturally. It is the responsibility of the institution to see that adequate library resources are accessible to undergird the academic programs. It is recognized that TRACS member schools will vary in the number of student in the number of students, programs, and degree levels--which will have a direct effect on library needs. It is also recognized that the latest technology will have a major effect on the need to store many of the volumes in one place; however, there are eight basic guidelines by which all libraries will be evaluated. In addition to assistance provided concerning the use of on-site library and research resources, all students must be instructed to use current innovative research tools and give evidence of required usage of these resources.

5. FAR EXCEEDS THE STANDARD:

The library has a complete and comprehensive well-written manual that specifically outlines its purposes, policies, and staff responsibilities. The excellent library holdings are exceptional for the services required and support of the curriculum and number of students served. All library materials are systematically organized for easy and speedy access through a standardized system. All library staff are professionally qualified with the head librarian showing a doctorate in his/her area of library services. A well-written and comprehensive assessment plan provides a systematic evaluation of library purposes, goals and objectives in terms of actual outcomes. Results are utilized in institutional planning, program changes, and curriculum revision. The library budget far exceeds the percentage of educational and general expenditures required. The library is computerized with library links to resources which are excellent.

4. EXCEEDS THE STANDARD:

The library has a complete written manual that specifically outlines its purposes, policies, and staff responsibilities. The library holdings are more than adequate for required services and support the curriculum and students served. All library materials are systematically organized for easy and speedy access through a standard system. The library staff are professionally qualified with the head librarian presenting a master's degree plus additional work in library science. A well-written assessment plan provides a systematic evaluation of library purposes, goals, and objectives in terms of actual outcomes. Results are utilized for institutional planning, program changes, and curriculum revision. The library budget exceeds the percentage of educational and general expenditures required. The library is computerized with links to resources which are good.

3. MEETS THE STANDARD:

The library has a written manual that outlines its purpose, policies, and staff responsibilities. Library holdings and acquisitions are adequate for required services and support the curriculum and students served. Library materials are systematically organized through a standard system for speedy access. Library staff are professionally qualified with the head librarian presenting a master's in library services. A satisfactory assessment plan provides a systematic evaluation of library purposes, goals, and objectives in terms of actual outcomes. Results are utilized for institutional planning, program change, and curriculum revision in some satisfactory manner. The library budget meets the percentage of educational and general expenditures required. The library is computerized with resource links.

2. FALLS BELOW THE STANDARD:

The library has a written manual that denotes its purpose, policies, and staff responsibilities. Library holdings are adequate for some required services and modestly support the curriculum and student served. Library material are organized of student access, but a systematic and standard system is not in evidence. Some library staff are qualified professionally. The head librarian does not have the master's degree. An assessment plan is being considered. The library budget falls below the percentage of educational and general expenditures required. Computerization of the library is planned.

1. FAILS TO MEET THE STANDARD:

The library has no manual outlining its purposes, policies, and staff responsibilities. Library holdings are inadequate for required services and responsibilities. Library materials are not organized for student access in a systematic and standard system. Library staff are not professionally qualified. The head librarian does not have the master's degree. No assessment plan is in existence or is being considered. The library budget falls below the percentage of educational and general expenditures required. The library is not computerized and the institution has no plans for computerization.

I-2. INSTRUCTIONAL SUPPORT (Laboratories). An institution must provide appropriate lab facilities required by course content and objectives. The labs must be designed and maintained to ensure a safe and efficient learning facility. Safety rules are to be displayed and followed. Proper handling of hazardous materials or dangerous equipment must be required. Lab equipment must be current technology. If lab fees are charged, the institution must demonstrate that all materials and services covered by the lab fees are provided.

5. FAR EXCEEDS THE STANDARD:

The laboratory facilities are excellent for the programs offered. They are very well designed and maintained. Equipment is abundant and current. Safety is well ensured.

4. EXCEEDS THE STANDARD:

The laboratory facilities are good for programs offered. They are well designed and maintained. Equipment is abundant. Safety is ensured.

3. MEETS THE STANDARD:

The laboratory facilities are adequate for programs offered. They are maintained and equipment is adequate. Safety is ensured.

2. FALLS BELOW THE STANDARD:

The laboratory facilities are not adequate for programs offered. They are not designed to serve the purpose. Equipment is lacking and safety is not ensured.

1. FAILS TO MEET THE STANDARD:

The laboratory facilities are poor and in fact may be deemed totally inadequate to support programs offered.

I-3,4,5. INSTRUCTIONAL SUPPORT (Materials and Equipment). In today's environment, it is increasingly important that educational institutions provide students and faculty access to current materials and equipment. Especially in those programs that require students to be skilled in the use of specific equipment, the institution must provide the equipment or make provision for the students to have access. Budgeting for equipment must be considered for acquisition, upkeep and replacement.

Of particular importance to the accomplishment of instructional objectives is the availability of adequate materials which support and enhance learning experiences. These materials may be books, professional journals, audio and/or video tapes and other forms of information. In addition, basic supplies are needed (such as pens, pencils, paper clips, rubber bands). Budgeting for materials must be considered for acquisition, upkeep and replacement.

5. FAR EXCEEDS THE STANDARD:

The institution excels in providing students and faculty an abundance of current materials and equipment which support and enhance all learning experiences. This is reflected in current budgets.

4. EXCEEDS THE STANDARD:

The institution regularly provides students and faculty all needed current materials and equipment which support and enhance learning experiences. This is reflected in current budgets.

3. MEETS THE STANDARD:

The institution adequately provides students and faculty current materials and equipment which support and enhance learning experiences. This is reflected for the most part in current budgets.

2. FALLS BELOW THE STANDARD:

The institution sporadically provides students and faculty materials and equipment to support and enhance learning experiences. The budget sometimes reflects this.

1. FAILS TO MEET THE STANDARD:

The institution does not provide students and faculty with adequate materials and equipment to support and enhance learning experience. The budget does not include this.

J. PHYSICAL PLANT. Physical facilities must be adequate to serve the institutional purpose and programs and must meet all state and local requirements. Physical facilities should provide an atmosphere for safe and effective learning. The institution must have control over its facilities and use them according to its own schedule and needs. The institution's master plan should include projections related to the development, maintenance, and care of the physical campus. A comprehensive record should be logged in all maintenance work. The physical plan and academic plan should be coordinated with the long-range master plan and should be consistent with the stated institutional purpose and financial capabilities.

5. FAR EXCEEDS THE STANDARD:

The physical plant facilities are excellent and well designed for effective educational purposes. Correspondence indicates that they are approved by and meet state and local requirements. The facilities are controlled and scheduled by the institution effectively and efficiently, are very well maintained, and are in use 50% to 80% of the normal schedule. Students have more than adequate space for learning activity. All buildings and grounds are clean and in excellent repair. A well-written and comprehensive facilities plan is coordinated with the academic and master plan. It includes a well-written plan for handicap access and use.

4. EXCEEDS THE STANDARD:

The physical plant and facilities are good and well designed for effective educational purposes. Correspondence indicates that they are approved by and meet the state and local requirements. Facilities are controlled and scheduled by the institution effectively and efficiently, are well maintained, and are in use 50% to 80% of the normal schedule. Students have more than adequate space for learning activity. All buildings and grounds are clean and in good repair. A written and comprehensive facilities plan is coordinated with academic and master plan. It includes a well-written plan for handicap access and use.

3. MEETS THE STANDARD:

The physical plant and facilities are designed for effective educational purposes. Correspondence indicates that they are approved by and meet the state and local requirements. Facilities are controlled and scheduled by the institution effectively and efficiently, are satisfactorily maintained and are in use 50% to 80% of the normal schedule. Students have adequate space for learning activity. Building and grounds are reasonably clean and in an adequate state of repair. A satisfactory written facilities plan is coordinated with the academic and master plan. It includes a satisfactory written plan for handicap access and use.

2. FALLS BELOW THE STANDARD:

The physical plant and facilities are inadequately designed for effective educational purposes. Correspondence in part indicates that they are approved by and meet state and local requirements. Facilities are controlled and schedules by the institution ineffectively, are unsatisfactorily maintained, and are not in use 50% to 80% of the normal schedule. Students have modest space for learning activity. Building and grounds are fairly clean and are in need of some repairs. A written facility plan exists, but little coordination with academic and master plan is evident. Some statements concerning meeting handicapped student needs are found in the plan.

1. FAILS TO MEET THE STANDARD:

The physical plant and facilities are not designed for educational purposes. There is no written evidence that facilities are approved by and meet state and local requirements. Facilities are ineffectively controlled by and scheduled by the institution, are not maintained adequately and do not meet recognized percentages for normal scheduled use. Students have inadequate space for learning. Building and grounds are not clean and in a state of ill-repair. No written facility plan exists. No evidence exists concerning meeting handicapped student needs.

K. HEALTH AND SECURITY. *The institution must provide a system of campus security which affords a safe environment for students, faculty, staff, and others on campus. This includes security personnel/services and a system of safe and controlled entrances, a system of safe and controlled entrances, a system to monitor buildings, open spaces such as parking lots, adequate lighting, and related safety measures as appropriate to the institutional setting. All crimes should be reported to local authorities. In addition, a campus clinic or health monitoring and referral system must be in place to ensure that students receive adequate healthcare. A provision should be made for responding to emergency situations which may arise on the campus.*

5. FAR EXCEEDS THE STANDARD:

The institution exhibits a very effective campus security system which is staffed by a sufficient number of appropriate, highly-trained and competent personnel. Security is evidenced for all residence halls and campus facilities and activities. Excellent and adequate security, such as lighting and related monitoring are in evidence over the total campus. Well-written security and emergency plans are followed. Medical needs of students are met through an appropriate and efficient service.

4. EXCEEDS THE STANDARD:

The institution exhibits an effective campus security system staffed by a sufficient number of appropriately-trained and competent personnel. Security is in evidence for residence halls and campus facilities and activities. Adequate security such as lighting and related monitoring are in evidence over the campus. Well-written security and emergency plans are followed. Medical needs of students are met through an appropriate service.

3. MEETS THE STANDARD:

The institution exhibits a satisfactory campus security system staffed by a sufficient number of competent personnel. Security is in evidence for residence halls and campus facilities and activities. Adequate security such as lighting and related monitoring are in evidence over the campus. Satisfactory written security and emergency plans are followed. Medical needs of students are met through a satisfactory and appropriate service.

2. FALLS BELOW THE STANDARD:

The campus security system exhibited lack the sufficient number of staff who are trained and competent. Security is in evidence for some residence ;halls and campus facilities and activities. Lighting and related monitoring are not in evidence overall on the campus. A written security plan is evidenced. Medical needs of students are often not met according to student interview.

1. FAILS TO MEET THE STANDARD:

The campus security system exhibited is not organized and trained and lacks the sufficient number. Security is not in evidence for residence halls and campus facilities and activities. Campus lighting is inadequate. As security plan is not in evidence and the medical needs of students are not met according to student interviews.

L. INTERCOLLEGIATE ATHLETICS. The institution should have guidelines for intercollegiate athletics, and annual budget to support all sports, and appropriate arrangements for the health and welfare of the student athlete. The institution is affiliated with the National Association of Intercollegiate Athletics (NAIA), The National Christian College Athletic Association (NCCAA), The National Collegiate Athletic Association. The institution should have a list and description of all sponsored sports and scholarships.

5. FAR EXCEEDS THE STANDARD:

There is an excellent well-written plan that fully and accurately describes the athletic program, specifically addressing the purpose of the program, the rationale for the program in relation to the purpose, objectives, and philosophy of the institution. The plan has been approved by the governing board.

4. EXCEEDS THE STANDARD:

There is a well-written plan that accurately describes the athletic program, specifically addressing the purpose for the program, the rationale for the program in relation to the purpose, objectives, and philosophy of the institution. The governing board has approved the plan.

3. MEETS THE STANDARD:

There is a satisfactory written plan that describes the athletic program, addressing the purpose of the program, the rationale for the program and its purpose and rationale in relation to the purpose, objectives, and philosophy of the institution. The satisfactory plan has been or will be presented to the governing board for review and approval.

2. FALLS BELOW THE STANDARD:

There is a written plan that partially describes the athletic program and its purpose and rationale in relation to the purpose, objectives, and philosophy of the institution. The plan has not been presented to the governing board.

1. FAILS TO MEET THE STANDARD:

There is no written plan that fully and accurately describes athletic program, the purpose of the program, and the rationale for the program in relation to the purpose, objectives, and philosophy of the institution. The governing board of the institution indicates that no athletic plan has been approved.

INSTITUTIONAL EVALUATION PROFILE

Standard

Foundational

A.	Biblical Foundations	1	2	3	4	5
B.	Purpose and Objectives	1	2	3	4	5
C.	Philosophy Statement	1	2	3	4	5
D.	Ethical and Moral Values	1	2	3	4	5

Operational

A1.	The Governing Board	1	2	3	4	5
A2.	The Administration	1	2	3	4	5
A3.	Support Staff	1	2	3	4	5
B1.	Publications	1	2	3	4	5
B2.	Policies and Procedures	1	2	3	4	5
C1.	Undergraduate Education	1	2	3	4	5
C2.	Graduate Education	1	2	3	4	5
C3.	Non-Traditional Education		1	2	3	4
	5					
C4.	Branch Campus	1	2	3	4	5
D1.	Faculty - Undergraduate	1	2	3	4	5
D2.	Faculty - Graduate	1	2	3	4	5
D3.	Faculty Organization	1	2	3	4	5
E.	Student Development	1	2	3	4	5
F.	Financial Operations	1	2	3	4	5
G.	Institutional Advancement	1	2	3	4	5
H.	Institutional Effectiveness	1	2	3	4	5
I1.	Library	1	2	3	4	5
I2.	Laboratories	1	2	3	4	5
I3.	Learning Materials and Equipment	1	2	3	4	5
J.	Physical Plant	1	2	3	4	5
K.	Health and Security	1	2	3	4	5
L.	Intercollegiate Athletics	1	2	3	4	5