

Section 1: Overview of Evangelical Seminary of Puerto Rico

The Evangelical Seminary of Puerto Rico (hereinafter Seminary) is a non-profit, private, ecumenical and graduate studies institution located in San Juan, Puerto Rico which offers graduate programs in theology, religion and pastoral ministry. It was established on September 11, 1919 with the purpose of providing theological education, develop pastoral leadership and promote growth in the Christian faith from a protestant perspective. Today, its purpose remains to be creating an academic environment for theological reflection, camaraderie and spiritual growth for both men and women who serve within diverse ministry contexts in Puerto Rico.

Our Institution is sponsored and supported by the following denominations and their respective partners in the United States: Baptists Churches of Puerto Rico, the American Baptist Churches in the USA, Christian Church (Disciples of Christ) of Puerto Rico, the Christian Church Disciples of Christ in USA, the United Methodist Church of Puerto Rico, the United Methodist Church in the USA, the Boriquén Presbyterian Synod of Puerto Rico, the Presbyterian Church in the USA, the United Evangelical Church of Puerto Rico, the United Church of Christ and the Caribbean Synod of the Evangelical Lutheran Church in America. It is also sponsored by other Pentecostal and Catholic denominations and independent churches that send their prospective candidates to receive formal theological education at the Seminary.

Currently, the Seminary offers three degrees: a Masters in Divinity (MDiv) that confers the opportunity of theological education to men and women whose vocational goal is to serve in the ordained ministry; a Masters in Religious Arts (MAR) for men and women interested in analyzing the religious experience from an interdisciplinary perspective and who are interested in serving in educational institutions; and a Doctor of Ministry degree, (DMIN) which challenges clergy to be more intentional and faithful in their leadership within congregations and other institutions. In addition, we offer continuing education courses designed to address the immediate needs of alumni and local lay leaders. The Seminary has contributed to the development and growth of the evangelical church on the island, working to create leaders with an elevated sense of ecclesiastical responsibility and fidelity to God. Our ministry strives for theological, pastoral, and academic excellence.

In the current academic year, the Seminary has a total of 173 students in all three degree programs. The makeup of the student body is 64% male and 36% female. This demographic reflects the predominant religious leadership landscape of the island, where most candidates for pastoral ministry are male. In fact, there are some denominations or churches that limit woman ministry. The Seminary has adopted a prophetic voice in favor of the value, respect and growth of women's ministry. All students at the Seminary are Latino. Of the 173 students, 140 are in MDiv., 21 are enrolled in MAR and 9 as special students. Also, at this moment there are 3 students on the process of writing their doctoral dissertations. Thirty (30) students graduated in June 2018. The Seminary has five full time professors, including the director of library, and thirteen part-time professors.

Mission and Vision Statements

The Seminary's mission represents the collective viewpoints regarding the purpose and role of the Institution. The standpoints are:

- To contribute to the integral formation of pastoral leaders, both men and women, to serve in the mission and ministry of God's people in Puerto Rico and the Americas.
- To guide students in their spiritual development as well as their social, academic and professional growth.
- To serve the educational needs of students who seek graduate education in the field of religious studies.

The Seminary upholds the values and purpose of its mission as the guiding principles for educational and administrative organization. For this reason, the Institution continuously works in making its mission widely known by means of both religious as well as secular media. The Seminary yearns to present a public image that is both relevant and consonant with the social and ecclesiastical realities within Puerto Rico. With a clear focus on the church's role within immediate context and in the world, the Seminary endeavors to promote academic, theological and pastoral excellence.

As we approach our centennial, it is our goal to continue with the Seminary's tradition of excellence in order to adequately provide to the current educational and formative needs of the pastoral and lay leadership of the Church while affirming the importance of a transformative theological education.

The mission and vision are clearly described and communicated through:

- Orientation to new students in which the mission of the Institution is interwoven in the Seminary's academic programs and their relevance to ministry in Puerto Rico.
- A curriculum which addresses theoretical, theological and practical aspects of Christian ministry.
- Co-curricular and extracurricular activities that support and enhance the mission efforts of the formal curriculum.
- Active participation of the Seminary's staff and faculty members in congregations as well as in denominational assemblies, conferences, symposiums, book presentations, and the like.

Recent Development at ESPR

Institutional Strategic Plan 2018-2022

A new Institutional Strategic Plan for 2018-2022 was approved on April 2018 by the Board of Directors. This plan revolves around highlighting, vitalizing and valuing (*Visibilizar, Vitalizar y Valorar*) the Seminary as the main educational institution for education in Bible Studies, Theology and Practical Theology in Puerto Rico and the rest of the Caribbean; and as one of the main theological education centers in Central America as well as for the Hispanic community in USA. All academic and administrative endeavors are focused on sharing leadership on pastoral, biblical and theological education with seminaries in Cuba, the Spanish-speaking community in USA, Mexico and the like, by means of collaboration agreements.

Technology Infrastructure Optimization

Technology is key in all endeavors to make the Seminary internationally visible. Our Institution is currently investing in its technological, informatics and connectivity infrastructure in order to support teaching and learning practices as well as research, assessment and community service.

This investment will allow:

- Streamline all Registrar's Office services. Academic and administrative efforts will be consolidated in order to update the admission process, academic program dissemination, enrollment, management of student's records, student services, alumni services, and data collection for agency reports.
- Distance learning development in various modes: blended-learning, online, and live broadcast. We have already started with faculty training sessions for online course design. Virtual education will allow us to serve students in other geographic areas, which will increase our enrollment, and will therefore strengthen our institutional finances.

Library Informatics and Connectivity System Optimization

We were recently able to amplify the scope of the wireless network so that it includes all Seminary facilities. Library connectivity was merged with that of the main building. We were also able to renovate the electronic information room in the Library, while we continue to increase access to online databases and bibliographic resources. Additionally, we acquired laptops to help students with financial difficulty comply with their academic work.

Student accommodation and office renovation

Around \$101,000 were invested in redesigning and refurbishing of the Academic Deanery and Administration. The remodeling of the physical space allows for a better and more efficient service to students and visitors. Also, in collaboration with the American Baptist Church Home Mission Societies, we started to renovate kitchens and rooms at student accommodation facilities. The total investment is estimated in \$28,000.

Faculty and student participation in international forums

One of the goals in the Strategic Plan 2018-2022 is to promote participation of our students and our faculty in international forums. Last semester, Dr. Guillermo Ramírez Muñoz, our Old Testament and Hebrew expert, together with a group of students, participated in an academic internship at the Theological Seminary of Matanzas, Cuba to discuss decolonial theology as seen by theological schools from Mexico, Cuba and Puerto Rico. Another group of students was able to attend *The Global Ecumenical Theological Institute (GETI) 2018* in Arusha, Tanzania.

Curricular revisions of academic programs

For almost 100 years, our Seminary has aimed to provide an innovative curriculum that nurtures training and professional development in academic and ministry endeavors so that all its graduates are holistically prepared to serve in God's mission in Puerto Rico, the Americas and the rest of the world. In accordance with the Seminary's mission, our three main academic programs are focused on researching, comprehending and analyzing the religious and pastoral phenomenon in Puerto Rico and the world from an interdisciplinary perspective. This has pushed the Seminary toward a curricular revision that prepares students to serve their communities according to the new social and religious realities in which they serve. This, while they are able to incorporate new knowledge in all disciplines and are served by our Institution in all needs that may arise during their time in the Seminary. We are currently working on a new curricular approach for the Master of Arts in Religion. This new approach will soon be presented to the Board of Directors and agencies accordingly. Revisions to the Doctoral Program will take place during Fall Semester 2018.

Steps taken to prepare for Self-Study

The Self Study process at the Evangelical Seminary of Puerto Rico can be divided into four phases: work group organization, research and data collection, writing and translation and reception and input from the visiting committee. We started the Self Study on Fall Semester 2016 participating in Town Hall meetings held in San Juan, PR and attending the *Self-Study Institute* in Philadelphia, PA. In February 2017, the Roadmap was completed and the Steering committee and seven other working groups were organized. We received an orientation visit by the MSCHE on May 2017. However, Hurricanes Irma and Maria caused our Self Study process to be delayed for six months. The hurricanes also forced us to come up with a new academic calendar as well as updating the membership of the Steering Committee. We resumed our duties for this matter on March 2018. We conducted three orientation meetings with the administrative and teaching staff, the Steering Committee, the subcommittee coordinators and the Board of Directors. On June 2018, we received a new orientation visit from the MSCHE representative. Starting on August 2018, each subcommittee will meet to start their research and do the necessary data collection process. This, in order to evidence their assigned standard and submit their reports to the Steering Committee.

Section 2: Intended Outcomes of the Self-Study

Purpose

Given our purpose to respond adequately to the needs of the students, the leadership of local churches, the claims of the sponsoring denominations and the challenges posed by the communities we serve, all curricular efforts, academic work and administrative procedures are geared towards fulfilling the following goals:

- To enable leaders to think and live with sound theological criteria. The Seminary promotes the development of the learner's spiritual life within a context of holistic formation.
- To facilitate the acquisition of a broad theological culture, providing the opportunity to analyze, understand, and internalize the breadth and complexity of the Christian tradition.

- To contribute to the learning community's preparation so that it can participate creatively and critically in the overall theological undertaking. Additionally, to affirm, from a Reformed tenet, that theological reflection should respond to the challenges of contemporary society presented to the church and believers.
- To equip the learner with the practical skills needed to achieve a pertinent and transformative Christian ministry in his or her pastoral work and professional functions.

Goals of Self-Study

The accreditation, planning and assessment processes are essential to the Seminary and crucial for the growth, pertinence and development of our Institution. This triad – accreditation, planning and assessment - allows us to achieve our institutional mission and to identify threats, challenges and opportunities. Our institutional goals focus on promoting academic, theological and pastoral excellence in order to adequately respond to the educational and spiritual needs of the lay and clergy leadership of our sponsor denominations. These goals emphasize the importance of competent and transformative theological education. We also aim to address the needs of seminarians, local churches, denominations and the community at large as we all face the challenges the 21st century pose to our educational and ecclesial vocations. Also, we aim to assist in the development of Latino/Hispanic clergy in collaboration with our partners in the United States.

Our Institution has been affiliated to MSCHE since 1995. On November 2014, the Commission accepted the Periodic Review Report, reaffirmed accreditation and commended the institution for the quality of the Periodic Review Report process. The Commission requested a monitoring report, documenting further progress on the implementation of:

1. Strategies to measure and assess the level, and efficient utilization, of institutional resources required to support the institution's mission and goals (Standard 3);
2. Admissions policies and practices that support and reflect the mission of the institution (Standard 8);
3. A documented, organized, and sustained assessment process to evaluate and improve student learning (Standard 14).

We have worked to comply with these recommendations during the past years. On April 1, 2016, following the Commission's recommendations, we sent the Monitoring Report. On June 23, 2016, the Commission accepted the Monitoring Report.

The self-study process allows the Seminary to look deeply and investigate carefully how the institutional mission is achieved. This process promotes the evaluation of the following: student service office's effectiveness, curricular offering, teaching quality, availability of research resources, IT infrastructure and service capabilities, and financial stability. The Self-Study has been following significant objectives aligned with the new Strategic Plan 2018-2022:

1. To assure a standard of excellence in our learning and research support services, curriculum offerings and services to students.

2. To demonstrate the institutional practices that guarantee the quality of the academic programs, the library and the learning and research support services that allow the achievement of the mission and vision.
3. To demonstrate that the Seminary meets the Requirements of Affiliation and the Standards for Accreditation of the MSCHE and ATS as part of its quotidian operations.
4. To identify all opportunity areas and the academic and administrative procedures that need more attention to achieve the mission and vision.
5. To use the results of the Self-Study to guarantee the endurance of the Seminary as the leading institution in theological education on the Island.
6. To promote assessment as a transversal vector in the Seminary academic and institutional vocation.
7. To communicate to the students, the faculty, the staff and the churches the quality of the academic programs and the effectiveness of the learning and research support services.

Section 3: Self-Study Approach

The Seminary has adopted a compressive model for the Self Study that organizes its working groups and reports according to the seven Standards of Accreditation. The gathering of the evidence of the Requirements of Affiliation are distributed in the groups. Each working group will have the responsibility to collect evidence for each standard, as appropriate, and write reports. Given that we are simultaneously generating the self-study for the Association of Theological Schools (ATS), we will also be working the standards of the Commission on Accrediting of the ATS. For this reason, an additional group has been formed to address the additional standard required by this association. The visit of the Evaluation Committee of the ATS is scheduled a few months after the visit of MSCHE.

Section 4: Organizational Structure of the Steering Committee and Working Groups

Leaders in charge of the Self Study 2016-2019 are students, faculty members, administrative personnel, alumni, members of the Board of Directors and members of the sponsor denominations. President Dr. Doris García Rivera named the Acting Dean of Academic Affairs and the Head of the Institutional Assessment Office as co-directors of the self-study committee. There are nine members in the Steering Committee and forty members in the seven other working committees.

Self-Study Steering Committee Members

1. Dr. Palmira N. Ríos González, Acting Academic Dean & S.S. Co-Chair
2. Dr. Juan R. Mejías Ortiz, Full Time Faculty & S.S. Co-Chair
3. Dra. Doris García Rivera, President; *ex-officio* member
4. Dr. Guillermo Ramírez Muñoz, Full Time Faculty
5. Rev. Gamaliel Ortiz Guardiola, Part Time Faculty
6. Mrs. Clara Santiago, M. Div. Student

7. Mrs. Gilda Orlandi, Alumni Association
8. Mrs. Keina Troncoso, Director, Registrar's Office
9. Mrs. Myrna E. Pérez Pérez, Administration Director

Roles and Responsibilities of the Steering Committee

The main purpose of the Steering Committee is to lead all matters related to the Self Study, to support members of the working groups and draft the final report that will be submitted to the Evaluating Committee of the MSCHE. It will also be responsible for guaranteeing a good communication amongst all the working committees, the Administration, Faculty, students and all other related areas in order to gather and organize the necessary evidence to show our compliance of the different standards. The Steering Committee is appointed by the President of the Seminary as well as the Board of Directors to supervise all the Self Study endeavors so as to make sure reaccreditation is obtained for eight years. It will also represent the Seminary before the MSCHE and ATS officials.

The responsibilities of the Steering Committee are:

- Supervising the key issues for the Self-Study Report process.
- Designing and organizing a comprehensive model for the Self Study Report, including the Documentation Roadmap and determining the timetable for the study.
- Appointing members to working groups, appointing coordinators and assigning the tasks and the responsibilities.
- Developing and submitting the Design to the institution's staff liaison for comment and approval.
- Ensuring that the timetable is implemented as planned.
- Fostering a sharp communication process between all components of the Institution and the working groups.
- Evaluating the drafts submitted by working groups and provide recommendations, as necessary.
- Overseeing the completion of the final Self-Study Report and any other documents relevant to the Self-Study process and team visit.
- Coordinating all arrangements to host the Evaluation Team visits.

(Adapted from the Document of MSCHE: Self-Study Creating a Useful Process and Report for Institutions with visits in 2018-2019)

Members of the Working Groups

For the Self Study Report process, we have created seven working groups according to the seven accreditation standards. A total of forty members, representing students, faculty, administration, Board of Directors, alumni and members of sponsor denominations, will be working on these groups. The composition of each group will depend on the complexity of the evidence that will have to deal with as well as the particularities of the tasks involved. Consequently, members of the working groups were carefully selected; taking into consideration their experience and the proficiency related to the standard they will work in. We were keen in ensuring the participation

of all stakeholders of the ESPR. The following is the list of members in each working group. Coordinators of the working group have been identified as such, and titles and the group each member represents have also been included. Some members will be working in more than one group.

Working Group 1

Standard I: Mission and Goals, R. A. 7

1. Dr. Palmira N. Ríos González, Co-Chair
Academic Dean
2. Mrs. Loida E. Rivera
Member of the ESPR Community
3. Mrs. Clara Santiago
M. Div. Student & President of 2019 Graduating Class: Centennial Class
4. Mr. Julio González
M.Div Student & Coordinator of Eco Theology Project
5. Bishop Dr. Héctor Ortiz
Board of Directors & Bishop of the Methodist Church of Puerto Rico
6. Rev. Felipe Lozada Montañez
Board of Directors & Former Bishop of Lutheran Church of PR

Working Group 2

Standard II: Ethics and Integrity, R.A. 6

1. Dr. Ivonne Moreno Velázquez- Co-chair
Board of Directors
2. Rev. Dr. Fernando Barbosa
ESPR Board of Directors member & Pastor of Christian Church (Disciples of Christ) of PR
3. Mr. Samuel Lizardi
Alumni and member of the ESPR Community
4. Rev. Hernando Hernández
Part Time Faculty & Pastor of United Evangelical Church of PR
5. Mrs. Maritza Gil
M.Div. Student
6. Prof. Milka T. Vigo Verestín
ESPR Library Director
7. Dr. Luis N. Rivera Pagán
Alumni & Professor Emeritus of Ecumenics at Princeton Theological Seminary

Working Group 3

Standard III: Design and Delivery of the Student Learning Experience, R.A. 9, 10, 15

1. Mrs. Keina Troncoso Fernández - Co-chair
ESPR Registrar
2. Dr. Juan Caraballo Resto
Director of MAR Program & Affiliate Professor

3. Rev. Gamaliel Ortiz Guardiola
Part Time Faculty & Pastor of Christian Church (Disciples of Christ) of Puerto Rico
4. Prof. Milka T. Vigo Verestín
ESPR Library Director
5. Rvda. Maribel Piña Camacho
Board of Directors & Member of United Evangelical Church of PR
6. Mr. Gonzalo Alers
Alumni

Working Group 4

Standard IV: Support of the Student Experience, R.A. 2, 3, 8, 10

1. Dr. Agustina Luvis Núñez, Co-Chair,
Director of Doctoral Program & Full Time Faculty
2. Dr. Julissa Ossorio Bermúdez
Part Time Faculty & Pastor of Christian Church (Disciples of Christ) of Puerto Rico
3. Rvd. Marysol Díaz Feliciano
Part Time Faculty, ESPR's Chaplain, Pastor of the Lutheran Church of Puerto Rico
4. Rvda. Wilma Quiñones
ESPR Doctoral Student
5. Mrs. Clara Santiago
M. Div. Student & President of 2019 Graduating Class: Centennial Class
6. Mrs. Yaheli Vargas
M.Div. Student & International Relations

Working Group 5

Standard V: Educational Effectiveness Assessment, R. A. 8, 9, 10

1. Prof. Gilda Orlandi Sánchez - Co-chair
Alumni Association & Pastor of Baptist Churches of Puerto Rico
2. Dr. Juan R. Mejías Ortiz
Full Time Faculty, Office of Institutional Assessment Director & Pastor of Christian Church (Disciples of Christ) of Puerto Rico
3. Mrs. Ivelisse Feliciano
Alumni and member of the ESPR Community
4. Dr. Guillermo Ramírez Muñoz
Full Time Faculty & Member of Baptist Churches of Puerto Rico
5. Rev. Eric Hernández López
Special Projects & Pastor of the Methodist Church of Puerto Rico

Working Group 6

Standard VI: Planning, Resources and Institutional Improvement, R. A. 11

1. Mrs. Myrna E. Pérez López – Co-chair
Director of Administration
2. CPA Jorge Márquez
Finances Advisor
3. CPA José Candelaria

Finances Advisor & member of the ESPR Community

4. Mrs. Carmen G. Carlo
ESPR Board of Directors member
5. Mr. Jesús Rodríguez Cortés
M.Div. Student and Technology Consultant
6. Dr. Ediberto López Rodríguez
Full Time Faculty & Pastor of the Methodist Church of Puerto Rico

Working Group 7

Standard VII: Governance, Leadership and Administration, R.A. 1, 5, 6, 12, 13, 14

1. Dr. Juan R. Mejías Ortiz – Co-chair.
Full Time Faculty, Office of Institutional Assessment Director & Pastor of Christian Church (Disciples of Christ) of Puerto Rico
2. Carlos Gómez, J.D
Former President Board of Directors & Community member
3. Dr. Ediberto López Rodríguez
Full Time Faculty & Pastor of Methodist Church of PR
4. Mrs. Iris de La Rosa
Former President of Alumni Association
5. Rvd. Edward Rivera Santiago
Board of Directors & General Pastor of United Evangelical Church of PR
6. Dr. Rev. Maritza Resto Rivera
Part Time Faculty & Pastor of Christian Church (Disciples of Christ)
7. Rev. Leonardo G. Ñanco
Alumni & Director of José David Rodríguez Lutheran Center

Additional Working Group (For ATS' Self Study only)

Other requirements of ATS' Self Study

1. Dr. Alejandro Lafontaine
Part Time Faculty and President Alumni Association
2. Dr. Juan Caraballo Resto
Director of MA Program & Affiliate Professor
3. Dra. Marviliz Ávila Rodríguez
Part Time Faculty

Working Group Responsibilities

Some of the responsibilities of the working groups are:

1. To comply with all duties as assigned by the Steering Committee.
2. To revise all objectives and goals of the assigned standard.
3. To identify evidence, conduct interviews and collect documents that can serve as evidence for the fulfillment of the assigned standard.
4. To identify areas within the standard where there is lack of information or of the necessary evidence.

5. To analyze strengths, opportunity areas and challenges of the ESPR as related to meeting the MSCHE standards.
6. To keep the Steering Committee informed of the progress of the working group, including any findings and recommendations.
7. To report the Steering Committee of any arising situation that may affect the functionality of the working group.
8. To draft the preliminary reports to be submitted to the Steering Committee following the writing style as described below and including recommendations.
9. To comply with the Self Study model and abide by the proposed timetable.
10. To revise all recommendations of the Steering Committee; make corrections as identified by the Steering Committee.
11. To draft a final report where the fulfillment of criteria of the assigned standard are demonstrated.
12. To support the Steering Committee in all reception and accommodation efforts for the Evaluating Committee.

Section 5: Charges to the Working Groups and Guidelines for Reporting

Working Group 1: Mission and Goals

The Institution's mission defines its purpose in light of the context of higher education, the students it serves, and what it intends to accomplish. The Institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission. (MSCHE Standard I)

Standards Addressed:

- MSCHE: Standard I: Standard I: Mission and Goals; R.A. 7
- ATS: Standard 1b: Purpose, Planning, and Evaluation

Research Questions Guideline:

The working group should be able to answer the following questions:

- How are learning experiences supported by the Institution's mission and vision?
- How are stakeholders included in revising the mission, the vision and the institutional goals?
- What kind of institutional processes have taken place in order to disclose the Seminary's mission, vision and goals? Which institutional processes have been done to disseminate the Seminary's vision, mission, and goals to all stakeholders?
- How effective have disclosure processes been? How can these processes be improved?
- How are the goals and objectives of the academic programs aligned to the mission, vision and institutional goals? How are they portrayed in documents and institutional practices?

- How do curricular, co-curricular and extracurricular activities serve as evidence of the operationalization of the Seminary's mission, vision and goals?

Metrics:

Board of Directors Meeting Minutes, Faculty Meeting Minutes, Catalog Revisions, Periodic Review Report 2014, Reports to MSCHE and ATS, See Roadmap 2018.

Working Group 2: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully. (MSCHE Standard II)

Standards Addressed:

- MSCHE: Standard II (Ethics and Integrity); R.A. 6
- ATS: Standard 2 (Institutional Integrity)

Research Questions Guideline:

The working group should be able to answer the following questions:

- What institutional policies and protocols are in place to ensure a healthy administration, proper interpersonal relationships, and transparent academic processes in their duty to comply with local and federal laws?
- How is the participation of stakeholders evidenced in the draft and review of these policies and protocols?
- What institutional processes have taken place to enforce and disseminate these policies?
- How effective have disclosure processes been? How can these processes be improved?
- How can the Seminary's policies and protocols's enforcement be evidenced in light of any violation complaints to the ethical standards of the Institution?
- Is there an academic freedom policy? How is academic freedom evidenced in the teaching processes?
- How does the Seminary promote, defend and guarantee respect to integrity, dignity and human rights?
- How are Seminary employees' records handled?
- How is academic freedom fostered and guaranteed?

Metrics:

Policies, proceedings and protocols, see Roadmap 2018

Working Group 3: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations. (MSCHE Standard III)

Standards Addressed:

- MSCHE: Standard III (Design and Delivery of Student Learning Experience); R.A. 9, 10, 15
- ATS: Standard 3 (The Theological Curriculum: Learning, Teaching, and Research)

Research Questions Guideline:

The working group should be able to answer the following questions:

- How can the revision of academic programs be evidenced in order to certify educational quality? Have these revisions been effective?
- How does the curricular revision of current and new academic programs, be evidenced in light of the Seminary's mission, vision and goals?
- To what degree are academic programs flexible enough in order to cater for students' needs and diverse interests?
- Does the Institution foster the creation of new academic programs?
- How frequently are class syllabi revised by the Faculty? How can this be evidenced?
- Is there a student profile? How often is updated?
- How can student participation in Student Council and/or other student groups selection be evidenced?
- What student support services are there at the Seminary?
- How do student support services support the quality of the academic programs?
- Is there an effective communication between departments in order to ensure the best service?
- Which co-curricular and extracurricular activities foster research, self-regulation of learning and creativity?
- To what degree are library services successful in promoting research, information literacy, critical analysis, and creative thinking, among others?
- Are the bibliographic and technology resources provided by the Library suitable enough?
- How effective are student learning assessment strategies and instruments? How are these aligned to the alumni profile?

Metrics:

Student Achievement (Academic Progress), Existing Catalog, Student Profile 2018, Evidence of co-curricular and extracurricular activities, Evidence of Curricular Revisions, Library Services, Faculty Support Services, see Roadmap 2018.

Working Group 4: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success. (MSCHE Standard IV)

Standards Addressed:

- MSCHE: Standard IV (Support of the Student Experience); R.A. 2, 3, 8, 10
- ATS: Standard 4 (Library and Information Resources); Standard 6 (Student Recruitment, Admission, Services, and Placement)

Research Questions Guideline:

The working group should be able to answer the following questions:

- How are fieldwork experiences integrated with practical theology areas?
- How effective are admission policies and new student orientation process regarding expenses, financial aid, grants, scholarships, loans, and/or reimbursement?
- Which services are available for students with functional diversity?
- What existing evidence is there of academic counseling to students?
- Are there policies and protocols regarding evaluation and acceptance of credit transference and granted credits for previous non-academic experiential learning, competency based assessment and other alternative learning approaches? How effective have these been?
- What policies and procedures are in place to ensure student's and students' property safety? How are complaints handled?
- How are students' records handled? Are they stored in a safe place?
- How effective are student support programs? How often are they evaluated?
- How is academic counseling done? How effective is the academic counseling process?
- How effective are orientation activities for students?
- How are co-curricular activities integrated to educational experiences in the courses?

Metrics:

Student Achievement (Academic Progress), Admission Policies, Evaluation of Support Offices Services, Policies, regulations and protocols, see Roadmap 2018

Working Group 5: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education. (MSCHE Standard V)

Standards Addressed:

- MSCHE: Standard V (Educational Effectiveness Assessment); R. A. 8, 9, 10
- ATS: Standard 1b (Purpose, Planning, and Evaluation)

Research Questions Guideline:

The working group should be able to answer the following questions:

- How supportive are government structures in institutional assessment processes?
- How effective is the Institutional Assessment Plan? How can its effectivity be assessed?
- How are results from institutional assessments included in the strategic plan?
- Which documents evince student learning assessment as part of the plan for institutional assessment?
- Which quantitative and qualitative measures are used to assess the Seminary's quality of services and support programs?
- How is the usage of collected data from students' learning evaluations be evidenced regarding the betterment of the teaching and learning processes, retention, and graduation rate, among others?

Metrics:

Student Achievement (Post-Institutional), Assessment Plan, Retention Plan, Student Assessment Statistics, see Roadmap 2018

Working Group 6: Planning, Resources and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges. (MSCHE Standard VI)

Standards Addressed:

- MSCHE: Standard VI (Planning, Resources and Institutional Improvement); R.A. 11
- ATS: Standard 8: (Institutional Resources)

Research Questions Guideline:

The working group should be able to answer the following questions:

- How is the institutional planning evidenced in all its elements?
- How effective have been the institutional planning instruments such as strategic plans, development plans and the like?
- How have stakeholders participated in the institutional planning? How effective have those initiatives been?
- How can the alignment of the strategic plan to the budget be evidenced?

- How is the proper distribution of economic resources be evidenced in order to reach objectives and goals in the strategic plan?
- How has the Institution managed the recent economic hardships?

Metrics:

Student Achievement (Post-Institutional), Financial Sustainability (Financial Health Indicators), Strategic Plan 2018-2020, Institutional Development Plan 2016-2018, Budgets and Audits, see Roadmap 2018.

Working Group 7: Governance, Leadership and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy. (MSCHE Standard VII)

Standards Addressed:

- MSCHE: Standard VII (Governance, Leadership and Administration); R.A. 1, 5, 6, 12, 13, 14
- ATS: Standard 7 (Authority and Governance)

Research Questions Guideline:

The working group should be able to answer the following questions:

- How can dissemination of the roles and responsibilities of the Seminary's governing bodies (i.e. Board of Directors, Executive Committee, Presidency, Academic Deanery, Administration, and Faculty) be evidenced?
- Which procedures are followed in order to appoint members to the Seminary's Board of Directors? ¿Are all Seminary stakeholders represented, therefore, keeping decisional fairness?
- How can dissemination of Board decisions be evidenced?
- Which procedures take place for the revision and updating of policies and regulations controlling the operationalization of the governing bodies?
- How can stakeholder participation in decision-making processes be evidenced?
- Which norms or policies are in place to deal with any conflict of interests that may arise within the governing bodies?
- Which procedures are followed to assess the performance of the Seminary's president and that of the academic dean?
- Which policies are in place to handle situations or complaints related to a trustworthy administration, healthy interpersonal relationships and academic transparency?
- How can the Board of Directors and President's Office evidence their supervision regarding the acting policies to ensure the quality of all teaching and learning processes, the approval of new programs, and degrees awarded?
- What strategies have been used by the Board of Directors and the President to find external funding sources? How effective have these strategies been?
- How can the participation of governing bodies be evidenced in guaranteeing a sound fiscal management?

- How efficient are the performance reviews of non-teaching employees? How participatory is the evaluation? How are results disseminated?
- How effective is the process of faculty evaluation? How participatory is the evaluation? How are results disseminated?
- How efficient is the faculty academic rank promotion process? How are evaluation results disseminated?
- How does the Seminary promote, supports and rewards professional development amongst Faculty members; including professional betterment, specializations, sabbatical for research and/or publication, among others, as well as amongst non-teaching employees? How are these evidenced on the Seminary's budget and development plan?

Metrics:

Board of Directors Manual, Employee Manual, Faculty Manual, Policies, Rules of Procedures and Protocols, see Roadmap 2018.

Time Table for Working Group

April 2018 to November 2018:

Working Groups review data, conduct interviews, gather documents. Identify areas lacking necessary information or evidence.

November 2018 (due date: November 16, 2018)

Chapter's first drafts written by Co-Chairs using information gathered by working groups.

December 2018 (due date: December 14, 2018)

Working Groups review the Steering Committee recommendations and continue gathering necessary documents.

January 2019 (due date: January 31, 2019)

Second Draft by Co-Chairs and submission to Steering Committee.

March 2019 (due date: March 15, 2019)

Steering Committee Chair writing and approval of final draft.

Section 6: Organization of the Final Self-Study Report

The ESPR' Self Study Report process will be organized according to the seven groups with one chapter per standard. The report will include an executive summary, an introduction and a conclusion along with links to supporting material as appendices.

Chapter 1: Executive Summary, Certification Statement and Brief description of the major findings and recommendations of the Self-Study

Chapter 2: Introduction and brief history and profile of Evangelical Seminary of Puerto Rico

Chapter 3: Documentation of the Self-Study Process including Scope and Organization of the Self-Study, Intended Outcomes and Institutional Priorities Addressed by Self-Study.

Chapter 4: Standard I – Mission and Goals (The same outline will be used for Chapters V-X)

A. Introduction

B. Overview of Working Group's Duty in relation to the Standard

C. Analytical Report

1. Evidence Inventory

2. Analysis of the evidence

3. Action Step: Relationship of Findings to Institutional Priorities

D. Conclusion

E. Suggestion and Recommendations for Institutional Improvement

Chapter 5: Standard II – Ethics and Integrity

Chapter 6: Standard III – Design and Delivery of the Student Learning Experience

Chapter 7: Standard IV – Support to the Student Experience

Chapter 8: Standard V – Educational Effectiveness Assessment

Chapter 9: Standard VI – Planning, Resources and Institutional Improvement

Chapter 10: Standard VII – Governance, Leadership and Administration

Chapter 11: Conclusion - Summary of Major Findings, Institution's Strengths and Final Recommendations

Glossary of Terms

Appendices

Section 7: Editorial Style and Format

Writing guidelines

- Write in Spanish. The final draft will then be translated to English.
- Refer to the Evangelical Seminary of Puerto Rico as the Seminary.
- Use APA format, not Turabian style for all citations.
- Use active voice.
- Write in third person.
- Be clear and concise with the information. Also, use simple vocabulary. Be reader-centered, not writer-centered.
- Make sure that specialized terms are properly defined.
- Remember using qualitative and quantitative data to support the narrative.
- Use tables and charts to resume the outcomes.

Document

- Font: Times New Roman
- Font size: 12 points
- Margins: 1 inch for top, bottom, right and 1.5 for left
- Paragraph style: Left justified, spacing of 1.25
- Line and Paragraph Spacing: Single
- Header and footer margins: 0.5
- Indent each paragraph
- Page Numbers: Centered in footer
- Major headings: Center Justified, upper and lower case, bold, 12 points
- Subheadings: Left Justified, upper and lower case, italics and bold, 12 points

Tables and Graphs

- Font size for interior of the table or title of the graph: 12 points
- Tables and graphs should be labeled and numbered in APA format

Formatting Report

- The Self-Study Final Report for MSCHE will be no longer than 100 pages.
- Each working group will write approximately 10-12 single-spaced pages; depending on each standard's requirements.
- Please use parentheses using the following format for the appendices: Standard # and letter. For example, (Appendix 1A) would be the first appendix in the report on Standard 1 and (Appendix 3D) would be the fourth on Standard 3.

Section 8: Timetable for the Self-Study 2016-2019

Period	Month/ Year	Activities
Late Summer 2016 to Fall 2016	September 2016	Goals and objectives of the 2017-2018 Self-study were shared with the Board of Directors, the faculty and the Seminary community. The new process for the accreditation of the MSCHE was also presented.
		The Steering Committee was appointed by Dr. Doris Garcia-Rivera, President of ESPR.
	September 2016	Participation in the Fall 2016 Town Hall Meeting in San Juan, PR.
Fall 2016	November 2016	Attendance to the <i>2016 Self-Study Institute</i> in Philadelphia, PA.

Winter 2017	January - February 2017	<p>The ESPR Self-Study design and timeline was sent to Dr. Tito Guerrero for approval and coordination of the visit of the MSCHE liaison.</p> <p>Meeting with Steering Committee to explain the accreditation process including the Requirements of Affiliation and the Seven Standards content, details and other important information obtained at the Self Study Institute.</p>
Spring 2017	March – April 2017	MSCHE liaison, Dr. Guerrero, visited and provided feedback on design.
	May 2017	Revision of Self-Study Design completion. (Approved by MSCHE).
Summer 2017	June 2017 to July 2017	Working Group co-chairs met with their teams to identify and gather necessary documents; including documentation for compliance report in coordination with the Chair and Co-Chair of the Steering Committee.
Late Summer 2017 to Fall 2017	September 2017 to December 2017	<p>Hurricanes Irma (September 6, 2017) and Maria (September 20, 2017) hit Puerto Rico.</p> <p>Recovery of deathly Hurricane Maria. This severe hurricane left 100% of the island without electric power and drinkable water.</p> <p>Request to MSCHE for an extension of one semester to complete the Self-Study.</p>
Fall 2017 to Winter 2018	October 2017 to March 2018	Recovery period after Hurricanes Irma and Maria.
Spring 2018 to Fall 2018	April 2018 to November 2018	Working Groups will review data, conduct interviews, gather documents. Identification of areas lacking necessary information or evidence.

Fall 2018	November 2018	Chapter's first drafts by Co-Chairs from information gathered by Working Groups. Steering Committee meeting. Presentation of Chapter's first drafts by Co-Chairs to the Steering Committee for feedback.
Fall 2018	December 2018	Working Groups will review the Steering Committee recommendations and continue gathering necessary documents. Appointment of Team Chair.
Winter, 2019	January - February 2019	Second Draft by Co-Chairs. Meeting of the Steering Committee. Co-Chairs will submit the second draft to the Steering Committee.
Spring 2019	March 2019	Steering Committee Chair will write final draft. Steering Committee will meet to approve final draft.
Spring 2019	March 2019	Self-Study Report Final Draft English translation.
Spring 2019	April - May 2019	MSCHE Visiting Team Chair receives Self-study final draft in advance to Preliminary Visit. Preliminary Visit by MSCHE Visit Team Chair; provides Self-Study final draft feedback.
Spring 2019	May – June 2019	Self-Study Report edition and revisions based on MSCHE Visit Team chair feedback. Self-Study Steering Committee Chair will draft final version of Self-Study Report.
Summer 2019	July – September 2019	Steering Committee meeting for the approval of the final version of the Self-Study Report.

		Official copy sent to MSCHE Visiting Team.
Fall 2019	November 5 - 8 2019	Visiting Team on campus.
Winter 2020	December 2019 to January 2020	Commission meets to determine accreditation action.

Section 9: Profile of the Evaluation Team

We respectfully request selecting Peer Evaluators that meet one or more of the following characteristics:

1. Experience evaluating educational institutions dedicated to religious instruction such as Seminars, Schools of Theology or Christian Universities.
2. Ability to understand documents written in Spanish as well as conversing in Spanish.
3. To be familiar with the current social, political and economic context of Puerto Rico, particularly the current economic challenges people in the island are facing, and including the Government’s Agencies bankruptcy process. (e.g. Princeton Theological Seminary, Lutheran School of Theology at Chicago, Drew Theological School, Interamerican University of Puerto Rico).
4. Experience working and/or evaluating theological seminaries or theological schools similar to our Institution (e.g. Wesley Seminary at Indiana, Palmer Theological Seminary).
5. Experience working and/or evaluating small, private and Hispanic institutions with theological schools or theological programs (e.g., Sacred Heart University of Puerto Rico, Bayamon Central University of Puerto Rico, Antillean Adventist University).

Section 10: Evangelical Seminary of Puerto Rico Documentation Roadmap

See the next pages.

Evangelical Seminary of Puerto Rico

Documentation Roadmap

**Documents, Processes, and Procedures
Evidence of Institutional Ability to Meet the Expectations
of the Requirements of Affiliation and Standards for Accreditation
of the Middle States Commission on Higher Education**

<u>Requirement of Affiliation</u>	<u>Compliance Process /Aligned with which Standard?</u>	<u>Documents, Processes, and Procedures</u>
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	Standard 7	Statement of Accreditation Status of the MSCHE Board of Education of Puerto Rico’s Reaffirmed Accreditation Report ATS’s Member Status
2. The institution is operational, with students actively pursuing its degree programs.	Standard 4	Enrollment History 2010-2015 Students Profile Admissions Policy Transfer Credit and Substitution Policy
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	Standard 4	2013 IPEDS Data Feedback Report 2014 IPEDS Data Feedback Report 2015 IPEDS Data Feedback Report
4. The institution’s representatives communicate with the Commission in English, both orally and in writing.		List documentation here

<p>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</p>	<p>Standard 7</p>	<p>MSCHE Statement of Accreditation Status Board of Education of Puerto Rico's Reaffirmed Accreditation Report ATS's Member Status</p> <p>2014 MSCHE's PRR Response to Reviewers Recommendations to PRR</p>
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.</p>	<p>Standard 2; Standard 7</p>	<p>MSCHE Statement of Accreditation Status Response to Reviewers Recommendations to PRR</p>
<p>7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.</p>	<p>Standard 1</p>	<p>Mission Statement Vision and Values Statement 2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Recruitment and Retention Plan M.Div. Purpose and Curriculum M.A.R Purpose and Curriculum D. Min. Purpose and Curriculum</p>
<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	<p>Standard 4; Standard 5</p>	<p>2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Office of the Academic Dean Strategic Plan(On revision) Institutional Assessment Plan Institutional Learning Outcomes</p>

<p>9. The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	<p>Standard 3; Standard 5</p>	<p>General Catalog Institutional Assessment Plan Institutional Learning Outcomes Office of the Academic Dean Strategic Plan (On revision) Board of Education of Puerto Rico’s Reaffirmed Accreditation Report ATS’s Member Status M.Div. Purpose and Curriculum M.A.R Purpose and Curriculum D. Min. Purpose and Curriculum</p>
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	<p>Standard 3; Standard 4; Standard 5</p>	<p>2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Office of the Academic Dean Strategic Plan (On revision) Institutional Assessment Plan Institutional Learning Outcomes Faculty Manual Academics Working Group</p>
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	<p>Standard 6</p>	<p>2012-2017 Strategic Plan 2016-2018 Institutional Development Plan 2014 MSCHE’s PRR Response to Reviewers Recommendations to PRR</p> <p>FY2015 Budget FY2016 Budget FY2017 Budget FY2014 Financial Statement with Independent Auditor’s Report</p>

		<p>FY2015 Financial Statement with Independent Auditor's Report</p> <p>Financial Committee of the Board of Directors Meeting Minutes (only on print version)</p> <p>Financial Forecast Presentation</p>
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.</p>	Standard 7	<p>Webpage</p> <p>Sponsoring denominations</p>
<p>13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	Standard 7	<p>Board of Directors Manual</p> <p>Employee Handbook</p>
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of</p>	Standard 7	<p>Board of Directors Executive Committee</p> <p>Board of Directors Manual</p> <p>Board of Directors Committees</p>

<p>the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>		<p>2012-2017 Strategic Plan</p> <p>Office of the Academic Dean Strategic Plan (On revision)</p> <p>Academic Dean Office Organization Chart</p> <p>Employee Handbook</p> <p>Faculty Manual</p> <p>Academics Working Group</p>
<p>15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.</p>	<p>Standard 3</p>	<p>Faculty</p> <p>Faculty Manual</p>

STANDARD I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Assemble the following, as appropriate.

Statements regarding institutional mission and goals

Processes and procedures relevant to mission and goals

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard I Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; b. address external as well as internal contexts and constituencies; c. are approved and supported by the governing body; d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes; e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution; f. are publicized and widely known by the institution's internal stakeholders; g. are periodically evaluated. 	<p><u>Mission Statement</u> <u>Vision and Values Statement</u> <u>2012-2017 Strategic Plan</u> <u>2016-2018 Institutional Development Plan</u> <u>Recruitment and Retention Plan</u> <u>M.Div. Purpose and Curriculum</u> <u>M.A.R Purpose and Curriculum</u> <u>D. Min. Purpose and Curriculum</u> <u>Board of Directors' Executive Committee</u> Office of the Academic Dean Strategic Plan (On revision) <u>Academics Working Group</u> <u>Institutional Learning Outcomes</u> <u>Board of Directors Manual</u> <u>General Catalog</u> <u>Faculty Manual</u> <u>Academic Policies</u> <u>Main Sponsoring denominations</u> <u>Library of the Seminary Online Catalog</u> <u>Website</u> <u>Official Social Media Websites</u> <u>Seminary's General Bulletin</u> <u>Bulletin of the Office of the President</u> <u>Bulletin of the Office of the Registrar</u> Minutes of the Board of Directors Meeting (only on print version) <u>2014 MSCHE's PRR</u> <u>Board of Education of Puerto Rico's Reaffirmed Accreditation Report</u> <u>ATS's Member Status</u></p>

<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	<p>Mission Statement Vision and Values Statement 2012-2017 Strategic Plan MSCHE Statement of Accreditation Status Board of Education of Puerto Rico’s Reaffirmed Accreditation Report ATS’s Member Status M.Div. Purpose and Curriculum M.A.R Purpose and Curriculum D. Min. Purpose and Curriculum General Catalog</p>
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.</p>	<p>Mission Statement Vision and Values Statement 2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Institutional Assessment Plan Institutional Learning Outcomes Recruitment and Retention Plan</p>
<p>4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.</p>	<p>2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Institutional Assessment Plan Institutional Learning Outcomes</p>

STANDARD II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Assemble the following, as appropriate.

☒ Recruitment and marketing materials (printed and electronic)

[Seminary's General Bulletin](#)

[Recruitment and Retention Plan](#)

☒ Public disclosure information required by the Commission and government entities (printed and electronic)

[MSCHE Statement of Accreditation Status](#)

[Board of Education of Puerto Rico's Reaffirmed Accreditation Report](#)

[ATS's Member Status](#)

☒ Institutional by-laws, guidelines, and policies.

[Academic Policies](#)

☒ Handbooks (student, faculty, employee, etc.)

[Student Manual](#)

[Faculty Manual](#)

[Employee Handbook](#)

☒ Processes and procedures relevant to ethics and integrity

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may

demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard II Criteria	<u>Documents, Processes, and Procedures</u>
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	General Catalog Faculty Manual Student Manual Intellectual Property Rights Policy
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	Mission Statement Vision and Values Statement Faculty Manual Student Manual Equal Opportunity Policy
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	General Catalog Faculty Manual Student Manual Procedure for the Investigation of Student Complaints Procedure for Providing Reasonable Accommodation Sexual Assault on Campus Domestic Violence Protocol Policy and Procedures Norms for Parking Security
4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	Faculty Manual Employee Handbook
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	Faculty Manual Employee Handbook
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	Website Admission Policy Admission Website Policy for Transfer Credit and Substitution

<p>7.As appropriate to mission, services or programs in place:</p> <ul style="list-style-type: none"> a. to promote affordability and accessibility, and; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. 	<p>Website General Catalog The Office of Students Financial Aid Tuition Cost and Fees Tables Procedure for Refund (Withdraw) Return of Title IV Federal Funds Policy Guide to Student Loan</p>
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ul style="list-style-type: none"> a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. The institution's compliance with the Commission's Requirements of Affiliation; c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. The institution's compliance with the Commission's policies. 	<p>MSCHE Statement of Accreditation Status Board of Education of Puerto Rico's Reaffirmed Accreditation Report ATS's Member Status 2013 IPEDS Data Feedback Report 2013 2014 IPEDS Data Feedback Report 2014 2015 IPEDS Data Feedback Report 2015 2014 MSCHE's PRR</p>
<p>9.Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	<p>Intellectual Property Rights Policy Institutional Learning Outcomes</p>

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Assemble the following, as appropriate:

Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.

[General Catalog](#)

[Student Manual](#)

Program development and approval procedures.

Faculty review procedures

[Faculty Manual](#)

Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard III Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	<p>General Catalog Institutional Assessment Plan Institutional Learning Outcomes Strategic Plan of the Office of the Academic Dean (On revision) Board of Education of Puerto Rico’s Reaffirmed Accreditation Report ATS’s Member Status M.Div. Purpose and Curriculum M.A.R Purpose and Curriculum D. Min. Purpose and Curriculum</p>
<p>2. Student learning experiences that are:</p> <p>a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</p> <p>b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;</p> <p>c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</p> <p>d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p>	<p>General Catalog Institutional Assessment Plan Office of the Academic Dean Strategic Plan (On revision) Faculty Manual Academics Working Group Institutional Learning Outcomes Juan de Valdés Library Webpage Library of the Seminary Online Catalog Personal Request Form Faculty Directory Curriculum & Courses Schedule Admissions Policy Academic Progress Policy Course Evaluation Form (Master’s Student) Course Evaluation Form (Doctoral Student) Course Evaluation Form (Faculty)</p>

<p>e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</p>	
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	<p>M.Div. Purpose and Curriculum M.A.R Purpose and Curriculum D. Min. Purpose and Curriculum General Catalog Website</p>
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	<p>Juan de Valdés Library Webpage Library of the Seminary Online Catalog The Juan de Valdes Library (over 75,000 books and over 600 magazines and subscriptions) Information Center Library Electronic Reserve & Resources Library Reserve Policy and Procedures Library ATLA Religion Database Policy for Remote Access to Information Resources and Virtual Services</p>

<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <ul style="list-style-type: none"> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills. 	<p>The Evangelical Seminary of Puerto Rico does not offer undergraduate programs nor general education courses. The seminary is authorized to offer Post Baccalaureate Award/Cert/Diploma, Master's, Doctor's - Professional Practice by the MSCHE.</p>
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	<p>General Catalog The Collection on the History of Protestantism in Puerto Rico MAR Project Evaluation Form M.Div. Integrative Monograph (Research paper) Evaluation Form Doctoral Program's Pastoral Research Project (Thesis) (available on Library) The Office of the Student Financial Aid Bulletin Seminary General Bulletin</p>

<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.</p>	<p>History and Theology Curriculum Review Process for Sponsor Denominations Courses Acknowledgement of the University Senate of the United Methodist Church</p>
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	<p>Institutional Assessment Plan Institutional Assessment Plan MAR/M.Div. Courses Evaluation Form D.Min. Courses Evaluation Form Faculty Courses Evaluation Form Library Services and Resources Evaluation Form</p>

STANDARD IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Assemble the following, as appropriate:

☒ Reports from student support offices

[Students Profile](#)

☒ Student handbooks

[Student Manual](#)

☒ Analysis of enrollment management plan (admission, retention, and completion).

[Admissions Policy](#)

[2010-2015 Enrollment History](#)

☒ Processes and procedures relevant to support of the student experience.

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard IV Criteria</u>	<u>Documents, Processes, and Procedures</u>
1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable	Mission Statement Vision and Values Statement 2012-2017 Strategic Plan

<p>expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. 	<p>2016-2018 Institutional Development Plan</p> <p>General Catalog</p> <p>Recruitment and Retention Plan</p> <p>M.Div. Purpose and Curriculum</p> <p>M.A.R Purpose and Curriculum</p> <p>D. Min. Purpose and Curriculum</p> <p>Admissions Policy</p> <p>Academic Progress Policy</p> <p>Admission Website</p> <p>Student Manual</p> <p>Policy for Transfer Credit and Substitution</p> <p>The Office of Students Financial Aid</p> <p>Tuition Cost and Fees Tables</p> <p>Procedure for Refund (Withdraw)</p> <p>Return of Title IV Federal Funds Policy</p> <p>Guide to Student Loan</p> <p>The Office of Student Financial Aid Webpage</p> <p>Financial Aid Student Loan Application</p> <p>Scholarship Announcement ABWM</p> <p>Scholarship Announcement ECS</p>
<p>2.Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	<p>General Catalog</p> <p>Admission Policy</p> <p>Policy for Transfer Credit and Substitution</p> <p>Policy for the Admission of the Foreign Students</p>
<p>3.Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	<p>Policy for the safe maintenance of student information and records</p>
<p>4.If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	<p>Office of the Academic Dean Strategic Plan (On revision)</p> <p>Office of the Chaplain</p> <p>Students Chorus</p> <p>Student Council</p> <p>Monthly Chapel Activities</p>

<p>5.If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	<p>History and Theology Curriculum Review Process for Sponsor Denominations Courses Acknowledgement of the University Senate of the United Methodist Church</p>
<p>6.Periodic assessment of the effectiveness of programs supporting the student experience.</p>	<p>Institutional Assessment Plan Library Resources and Services Evaluation Form Services of the Office of the Registrar Evaluation Form Student Support Services Offices Evaluation Form Student Support Services Offices Stats Evaluation</p>

STANDARD V: Educational Effectiveness Assessment

Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Assemble the following, as appropriate:

Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results

[Institutional Assessment Plan](#)

Processes and procedures relevant to educational effectiveness assessment

[Institutional Learning Outcomes](#)

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

Standard V Criteria	<u>Documents, Processes, and Procedures</u>
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.</p>	<p>Mission Statement Vision and Values Statement 2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Office of the Academic Dean Strategic Plan (On revision) Institutional Assessment Plan Institutional Learning Outcomes Curriculum Review Process (on print version)</p>
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ol style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and, c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. 	<p>General Catalog Institutional Assessment Plan Institutional Learning Outcomes M.Div. Purpose and Curriculum M.A.R Purpose and Curriculum D. Min. Purpose and Curriculum 2014 MSCHE's PRR Board of Education of Puerto Rico's Reaffirmed Accreditation Report 2013-2015 MAR Research Project Results 2014 M.Div. Integrative Monograph (Research paper) Results</p>
<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:</p> <ol style="list-style-type: none"> a. assisting students in improving 	<p>Institutional Assessment Plan Institutional Learning Outcomes 2016-2018 Institutional Development Plan Recruitment and Retention Plan Library Resources and Services Evaluation Form</p>

<p>their learning;</p> <ul style="list-style-type: none"> b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services; d. planning, conducting, and supporting a range of professional development activities; e. planning and budgeting for the provision of academic programs and services; f. informing appropriate constituents about the institution and its programs; g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and, h. implementing other processes and procedures designed to improve educational programs and services. 	<p>M. Div. Satisfaction Evaluation Form MAR Satisfaction Evaluation Form 2012 MAR Satisfaction Result Faculty Meetings Minutes (only on print version)</p>
<p>4.If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.</p>	<p>Sponsor Denominations' Pastoral Competencies Questionnaire</p>
<p>5.Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.</p>	<p>Institutional Assessment Plan Institutional Learning Outcomes</p>

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Assemble the following, as appropriate:

The institution's two most recent externally-audited financial statements, including management letters

FY2014 Financial Statement with Independent Auditor's Report

FY2015 Financial Statement with Independent Auditor's Report

Financial projections for the next two years.

Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.

[Institutional Assessment Plan](#)

Institutional strategic planning documents.

[2012-2017 Strategic Plan](#)

Processes and procures relevant to planning, resources and institutional improvement

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard VI Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</p>	<p><u>Mission Statement</u> <u>Vision and Values Statement</u> <u>2012-2017 Strategic Plan</u> <u>2016-2018 Institutional Development Plan</u> <u>Recruitment and Retention Plan</u> <u>Institutional Assessment Plan</u> <u>Juan de Valdés Library Webpage</u> <u>Library of the Seminary Online Catalog</u> <u>The Juan de Valdes Library</u></p>
<p>2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.</p>	<p><u>2012-2017 Strategic Plan</u> <u>2016-2018 Institutional Development Plan</u> Office of the Academic Dean Strategic Plan (On revision) <u>Board of Directors Manual</u> <u>Employee Handbook</u> <u>General Catalog</u> Board of Directors Meeting Minutes (only on print version) Faculty Meetings Minutes (only on print version) <u>Office of the President Bulletin</u> <u>Office of the Registrar Bulletin</u> <u>Seminary General Bulletin</u> <u>Bulletin of the Office of the President</u> <u>Bulletin of the Office of the Registrar</u> <u>2013 IPEDS Data Feedback Report</u> <u>2014 IPEDS Data Feedback Report</u> <u>2015 IPEDS Data Feedback Report</u> <u>2014 MSCHE's PRR</u></p>

<p>3.A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives.</p>	<p>Mission Statement Vision and Values Statement 2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Recruitment and Retention Plan 2014 MSCHE’s PRR Response to Reviewers’ Recommendations to PRR FY2014 Budget FY2015 Budget FY2016 Budget FY2017 Budget FY2014 Financial Statement with Independent Auditor’s Report FY2015 Financial Statement with Independent Auditor’s Report Financial Committee of the Board of Directors Meeting Minutes (only on print version) Financial Forecast Presentation</p> <p><i>Some documents are available on:</i></p> <p>https://www.dropbox.com/sh/3ox4kann462su45/AADv7uUk43V8oc5kV9o2dwRja?dl=0</p>
<p>4.Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.</p>	<p>2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Employee Handbook</p>
<p>5. Clear assignment of responsibility and accountability.</p>	<p>2012-2017 Strategic Plan 2016-2018 Institutional Development Plan FY2017 Budget FY2017 Library Budget</p>

<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	<p>2012-2017 Strategic Plan 2014 MSCHE's PRR Response to Reviewers' Recommendations to PRR FY2017 Budget</p> <p><i>Some documents are available on:</i></p> <p>https://www.dropbox.com/sh/3ox4kann462su45/AADv7uUk43V8oc5kV9o2dwRja?dl=0</p>
<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.</p>	<p>FY2014 Financial Statement with Independent Auditor's Report FY2015 Financial Statement with Independent Auditor's Report FY2015 Board of Education of Puerto Rico Auditor's Report</p> <p><i>All the documents are available on:</i></p> <p>https://www.dropbox.com/sh/3ox4kann462su45/AADv7uUk43V8oc5kV9o2dwRja?dl=0</p>
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	<p>Mission Statement Vision and Values Statement 2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Recruitment and Retention Plan Institutional Assessment Plan</p> <p>Board of Directors Meeting Minutes (only on print version) Financial Committee of the Board of Directors Meeting Minutes (only on print version)</p>
<p>9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.</p>	<p>2012-2017 Strategic Plan 2016-2018 Institutional Development Plan Institutional Assessment Plan</p>

STANDARD VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Assemble the following, as appropriate:

By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.

[Board of Directors Manual](#)

Conflict of interest policies and other ethics policies of the Board.

[Employee Handbook](#)

A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).

[Board of Directors](#)

Organizational chart for the institution (names and titles of the individuals in each position)

[General Catalog](#)

[Web Page](#)

Succession planning for board members and senior leadership

Processes and procedures relevant to governance, leadership, and administration

In the section below, list any other documentation demonstrating the institution's ability to meet the expectations of this standard that the institution has assembled.

Click here to enter text.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<u>Standard VII Criteria</u>	<u>Documents, Processes, and Procedures</u>
<p>1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.</p>	<p>Executive Committee of Board of Directors Board of Directors Manual Board of Directors Committees 2012-2017 Strategic Plan Strategic Plan of the Office of the Academic Dean (On revision) The Office of Academic Dean Organization Chart Employee Handbook Faculty Manual Academics Working Group</p>
<p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"> a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution; b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities; c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution; 	<p>Executive Committee of Board of Directors Board of Directors Manual Board of Directors Committees 2012-2017 Strategic Plan Office of the Academic Dean Strategic Plan (On revision) Employee Handbook Faculty Manual Academics Working Group</p>

<ul style="list-style-type: none"> d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management; e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution; f. Appoints and regularly evaluates the performance of the Chief Executive Officer; g. is informed in all its operations by principles of good practice in board governance; h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and, i. supports the Chief Executive Officer in maintaining the autonomy of the institution. 	
<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the 	<p>Board of Directors Manual President's Biography</p>

<p>mission of the organization;</p> <p>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p>	
<p>4. An administration possessing or demonstrating:</p> <p>a. an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d. skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e. regular engagement with faculty and student in advancing the institution's goals and objectives;</p> <p>f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</p>	<p>Board of Directors Manual</p> <p>Board of Directors Committees</p> <p>2012-2017 Strategic Plan</p> <p>Office of the Academic Dean Strategic Plan (On revision)</p> <p>The Office of Academic Dean Organization Chart</p> <p>Employee Handbook</p> <p>Faculty Manual</p>

<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	<p>Board of the Directors Biannual Meeting Minutes (only on print version) Board of Directors Manual</p>
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