AN INSTITUTIONAL SELF-STUDY
OF
Southeastern Baptist College
Laurel, Mississippi

THE COMPLIANCE DOCUMENT

Prepared for
The Association for Biblical Higher Education
January 30, 2018
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Exhibits (Separate Document)
Introduction

1. History of the Institution

Southeastern Baptist College is located in Laurel, MS and is owned and operated by the churches within the Baptist Missionary Association of Mississippi. Its first classes were held on September 27, 1949. The College’s first junior college program was offered in 1955, and in 1958 the College became a member of the Mississippi Association of Colleges and received provisional accreditation by the Mississippi Commission on Accreditation. In 1970, a four-year Bible program was instituted (in addition to the junior college program) which offered a Bachelor of Arts in Bible.

The liberal arts junior college was converted to a four-year Bible college in 1974, and the College was granted applicant status for accreditation with the AABC in 1979. The College was granted candidate status in 1983, accredited status in 1988, and reaffirmed in 1994, 1999, and 2009. During the last ABHE Team visit, in April 2008, the Team’s evaluation report included eight commendations, twenty-one suggestions, and eight recommendations. A Response Report addressing each of the eight recommendations presented by the Team was submitted to the ABHE Commission in November, 2008, and we received reaffirmation of our accredited status until 2019 in March, 2009.

2. Mission of the Institution

The purpose of Southeastern Baptist College is “to glorify God by providing quality post-secondary education from a biblical worldview in a Christian atmosphere. Training is provided on campus, online, and through extensions to help prepare people for professional ministry and/or business administration. Southeastern Baptist College also seeks to train people who wish to receive the foundational courses of college curriculum in a spiritual academic setting. All courses are taught in such a manner as to integrate faith and learning, thereby giving due recognition to the God of all truth. Southeastern Baptist College seeks to serve the Christian community by offering a limited number of credit and non-credit courses to those who do not choose to pursue a structured program toward a specific degree, certificate, or diploma.”

Our “General Objectives” (listed in our College Catalog) state that the student who graduates from Southeastern Baptist College shall be able to:

1. State unreservedly that the Bible is the inspired Word of God and that it is the standard of his faith, practice, and conduct.

2. Display that he has acquired a basic knowledge of the Bible necessary for intelligent Bible study.

3. Demonstrate that he has gained a degree of maturity in his Christian experience as reflected in his communication, his observable behavior, and his initiative and performance in Student Ministries assignments.

4. Give evidence of having been stimulated toward continued growth in biblical knowledge, student ministries, Christian citizenship, and scholarly competence as reflected in records which give comparative evidence of progress.

5. Apply the teaching of Scripture in the shaping of a Biblical worldview for life and ministry.
3. Developmental Process of the Compliance Document

Fall, 2015 and January, 2016:
The College’s Director of Institutional Effectiveness (referred to as Director of IE in the remainder of this introduction for the sake of brevity), who traditionally has the responsibility of compiling/editing/writing ABHE documents (substantive change requests, progress reports, etc.), began gathering necessary and helpful reference documents. The Director of IE then compiled the useful reference documents (such as ABHE’s Institutional Accreditation Standards, Self-Study Guide, annual conference workshop notes, etc.) into both an organized print binder system & an electronic folder for easy referral/access. The Director of IE then read and took detailed notes of all reference materials, which led to the creation of an outline for the Compliance Document.

February, 2016:
College full-time personnel met for a presentation by the Director of IE, which included an overview of the Self-Study process & an explanation/discussion of the Compliance Document outline. Responsibilities were assigned (dividing the standards as evenly as possible among the personnel to oversee the data-gathering activities); careful consideration was given as to which staff members would “fit” with each standard the most appropriately. Compliance meetings were scheduled monthly, the first Wednesday of each month at 9:00 a.m.; it was noted that meetings would become more frequent (weekly) as time progressed.

February - July, 2016:
Personnel wrote draft responses and gathered documents to support those responses for their assigned Standards/Essential Elements. It was understood from the beginning of the research process that personnel would need to work together in order to create the most accurate and thorough Compliance Document; each staff member understood that others would be coming to him/her for questions/answers concerning their assignments as well (just as he/she would need to ask questions and seek out answers from others too concerning his/her own assignments). Personnel were encouraged to be available, helpful, and patient with each other throughout the process. They were also instructed to come to the monthly meetings prepared (showing progress each month toward completing their responses/documentation collection).

August, 2016 – August, 2017:
The Director of IE wrote a draft document comprised of all of the Standard responses/documentation that came from the College personnel. Everyone was available to her if she had questions about any of the materials. Having one designated writer allowed the Compliance Document to be more uniform in its content, style, and organization.

September, 2017:
Proofreaders read the original draft document, sent notes/changes to the Director of IE, proofread an updated draft, and so on until a “clean proofread” was approved by all four of the proofreaders. The four proofreaders were: Dary Coats (full-time English and Literature instructor), Aaron Parker (retiring Academic Dean/full-time Bible instructor/experienced ABHE team evaluator), Arthur Broadhead (Trustee Board member/retired English instructor), and Scott Carson (President/Academic Dean).
During these months the Director of Information Technology and the Director of IE also created a section of “Self-Study” webpages on our website which would provide all the documents needed as references for the visiting Team. At this time, the Compliance Document’s materials were added; later on, the Assessment and Planning Documents’ materials were added as well.

4. Participants in the Development of the Compliance Document
Southeastern Baptist College is an extremely small institution; at the beginning of the Self-Study process, we had only nine full-time personnel (and now have only seven). There are advantages and disadvantages to having such a small workforce. An obvious disadvantage is that much work/responsibilities must be executed by a small amount of people. An advantage, however, is that a small group of personnel can be gathered more quickly, can meet more frequently, and can obtain a close sense of comradery. For this reason, all nine full-time personnel participated in the development of this Compliance Document. This group meets together weekly for prayer and staff meetings anyway, so those weekly meeting times were utilized to discuss the Compliance Document. We feel that this has led to the creation of a document that has institution-wide involvement (many voices) with a uniform format and style. Ultimately, we believe this chosen developmental process has led to a more thorough Compliance Document, and we believe it has fostered a stronger sense of unity among the participants and a better understanding of each other’s departmental responsibilities.

Full-Time College Personnel/Participants:
Danny Pitts – Previous President (passed away in December 2016), Instructor
Scott Carson – Academic Dean (along with Aaron Parker, retiring Dean); currently the President (but was not during the process of completing this Compliance Document)
Amy Hinton – Director of Institutional Effectiveness/Librarian
Ronnie Kitchens – Director of Admissions & Recruiting/Director of Financial Aid
Emma Bond – Registrar/Bookstore Manager
Hubert Dyess – Director of Information Technology
Daryl Coats – Student Ministries Director/Dean of Students, Instructor
Sandy Tidwell – Bookkeeper
Robyn Strickland – Administrative Secretary (no longer employed/laid-off)

Standard Assignments among Participants:
Danny Pitts – Standards 1 & 5
Scott Carson (along with Aaron Parker) – Standards 9 & 11a
Amy Hinton – Standards 2, 3, 10, & 11d
Ronnie Kitchens – Standard 7
Emma Bond – Standards 4 & 11c
Hubert Dyess – Standards 6c & 6d
Daryl Coats – Standards 8 & 11b
Sandy Tidwell – Standard 6b
Robyn Strickland – Standard 6a
STANDARD 1
MISSION, GOALS, AND OBJECTIVES

1. Mission, Goals, and Objectives
STANDARD I – The institution’s written mission is clear and appropriate to higher education as well as its own specific educational role. The mission statement serves as the foundation for institutional operations, programs, and activities.

A. Analysis

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. A clearly written mission statement appropriate to biblical higher education, developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board.

Our mission statement:

“The purpose of Southeastern Baptist College is to glorify God by providing quality post-secondary education from a biblical world view in a Christian atmosphere. Training is provided on campus, online, and through extensions to help prepare people for professional ministry and/or business administration. Southeastern Baptist College also seeks to train people who wish to receive the foundational courses of college curriculum in a spiritual academic setting. All courses are taught in such a manner as to integrate faith and learning, thereby giving due recognition to the God of all truth.

Southeastern Baptist College seeks to serve the Christian community by offering a limited number of credit and non-credit courses to those who do not choose to pursue a structured program toward a specific degree, certificate, or diploma.”

The main framework of this mission statement was developed, reviewed, and ratified by our staff, faculty, and Board first in 1991, then in 1993, 1998, and 2005; it was also evaluated by the ABHE reaffirmation evaluation team in 2008 (with them offering no recommendations or concerns related to it). In 2016, it was decided by administration and staff that a revision of our mission statement was needed in order to better reflect the inclusion of our new bachelor’s degree in business administration and to offer a more abbreviated/concise statement. The previous mission statement was revised by administration/staff and proofread by a faculty member and a board member (both with degrees in English). The revised statement was presented to the Board of Trustees at its October 2016 meeting\(^1\); the Board approved the revised mission statement\(^2\).

2. A mission statement that is published widely among both internal and external constituencies.

Our mission statement is published internally in all of our handbooks – Administrative\(^3\), Faculty\(^4\), and Student\(^5\). It is published in our Five Year Plan\(^6\), guiding all of our campus-wide strategic planning. It is also published in the College Catalog (which is read/used by both internal and external constituents)\(^7\). Externally, our mission statement is published on our website’s homepage\(^8\) and on our recruiting/informational brochures\(^9\).
3. A mission statement that guides faculty, staff, administration, and governing boards in making decisions related to planning, resource allocation, program development, and educational outcomes.

A mission statement that guides faculty: Along with an overall understanding and compliance with the college’s mission upon being hired, faculty members revisit the mission statement each semester through their Faculty Course Reports\. Under “Achievement of Our Mission Statement”, each faculty member reads the statement and then gives examples of how he/she strives to achieve the Southeastern mission through his/her course. As each faculty member relates his/her coursework to the mission, he/she can more thoughtfully and carefully steer the development of programs and educational outcomes to the mission of the college.

A mission statement that guides staff: Along with an overall understanding and compliance with the college’s mission upon being hired, staff members revisit the mission statement annually through their Departmental Annual Reports\. Under “Self-Evaluation Concerning Your Purpose within This Institution”, each staff member reads the mission statement and then explains how/where he/she feels his/her department fits within (meets) our mission statement.

A mission statement that guides administration and governing board: Throughout our Administrative Handbook and our Five Year Plan (both of which serve as essential guides for institutional planning and resource allocations), college policies and plans that are based on the mission statement are documented. For example, our Philosophy of Development states that “development is the overall process of improving the college to enable it to accomplish its mission” and all donors have the right “to be informed of the organization's mission, of the way the organization intends to use donated resources, and of its capacity to use donations effectively, for their intended purposes”. Another example: in our Five Year Plan, under Strategies, one official strategy is to “endeavor to maintain high quality physical facilities and equipment as needed to accomplish our mission”. In addition, our mission statement is presented as Article II – Purpose Mission Statement in the Constitution and By-Laws of Southeastern Baptist College, Inc., which is the primary document guiding the leadership actions of our governing board and Baptist Missionary Association of Mississippi owners.

4. Clearly articulated and publicized institutional goals that directly relate to the mission statement.

Southeastern’s overall institutional goals are listed in our College Catalog under General Objectives:

1. State unreservedly that the Bible is the inspired Word of God and that it is the standard of one’s faith, practice, and conduct.
2. Display a basic knowledge of the Bible necessary for intelligent Bible study.
3. Demonstrate an increase in a degree of maturity in one’s Christian experience as reflected in communication, observable behavior, and initiative and performance in Student Ministries assignments.
4. Give evidence of having been stimulated toward continued growth in biblical knowledge, student ministries, Christian citizenship, and scholarly competence as reflected in records which give comparative evidence of progress.
5. Apply the teaching of Scripture in the shaping of a Biblical worldview for life and ministry.
These goals/objectives are also listed in our Five Year Plan under Strategic Goals\textsuperscript{16}. As we strive to fulfill our mission “to glorify God by providing quality post-secondary education from a biblical worldview in a Christian atmosphere”, we have formulated these institutional goals to directly relate to our mission: our graduates glorify God through their education concerning the nature of the Bible (Objective 1); our graduates learn about and study the Bible through a Bible-centered education (Objective 2); our graduates mature as Christians through the Christian atmosphere (both social and instructional) we provide them (Objectives 3 and 4); and, our graduates can use their education, which was presented from a biblical worldview, to shape their perspectives on their lives/ministries (Objective 5). These institutional goals (General Objectives/Strategic Goals) are publicized internally and externally through our Catalog and Five Year Plan to all constituents – either through face-to-face meetings with print copies or through the college website where they are posted.

5. Clearly articulated and publicized objectives for each educational program that support institutional goals.

Each of our educational programs/degrees has a set of “Program Objectives” that guide instruction and establish criteria for successful program completion; each set of these objectives is listed in the College Catalog\textsuperscript{17,18,19} (which is publicized to all constituents through print copies given out to all who request a copy and through the college website where it is provided electronically). These educational program objectives are also articulated and used for instructional and assessment purposes by faculty members through Program Objectives Checklists\textsuperscript{20}, which are components of our semester Faculty Course Reports. Each set of these educational program objectives have been created to support our institution’s general/strategic overall goals (listed above in Essential Element #4, all of which lead back to the mission statement). They are to operate in conjunction with the General Objectives, which is stated at the beginning of each listing of the Program Objectives: “In addition to the General Objectives..., upon completion of these courses, the student should be able to...”\textsuperscript{17,18,19}.

B. Evaluative Conclusion

\textbf{Essential Element 1 -}

We believe the institution is in compliance with this Essential Element.

\textbf{Essential Element 2 –}

We believe the institution is in compliance with this Essential Element.

\textbf{Essential Element 3 –}

We believe the institution is in compliance with this Essential Element.

\textbf{Essential Element 4 –}

We believe the institution is in compliance with this Essential Element.

\textbf{Essential Element 5 –}

We believe the institution is in compliance with this Essential Element.

C. Documentation

1. October 2016 President’s Report to the Board of Trustees – Exhibit 1.1
2. October 2016 Board of Trustees Meeting Minutes – Exhibit 1.2
3. Administrative Handbook Table of Contents p.2 – Exhibit 1.3
4. Faculty Handbook Table of Contents p.2 – Exhibit 1.4
5. Student Handbook Table of Contents p.2 – Exhibit 1.5
6. Five Year Plan Table of Contents p.2 – Exhibit 1.6
7. College Catalog Table of Contents p.2 – Exhibit 1.7
8. Mission Statement – College Website Homepage – Exhibit 1.8
10. Achievement of our Mission Statement, Faculty Course Report – Exhibit 1.10
11. Staff Departmental Annual Report – Exhibit 1.11
13. Strategies, Five Year Plan p. 7 – Exhibit 1.13
15. General Objectives, College Catalog p. 6 – Exhibit 1.15
16. Strategic Goals, Five Year Plan p. 6 – Exhibit 1.16
17. Associate of Arts Program Objectives, College Catalog pp. 36-38 – Exhibit 1.17
   Overall AA Objectives (p. 36)
   Bible Emphasis (p. 37)
   Business Emphasis (p. 37-38)
   General Education Emphasis (p. 38)
18. Bachelor of Science in Church Ministries Program Objectives, College Catalog pp. 39-40 – Exhibit 1.18
19. Bachelor of Science in Business Administration Program Objectives, College Catalog p. 41 – Exhibit 1.19
20. Program Objectives Checklists (one for each degree program), Faculty Course Report – Exhibit 1.20
STANDARD 2
STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS & PLANNING

2. Student Learning, Institutional Effectiveness & Planning

STANDARD 2 – The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals and program objectives and improve performance through a regular, comprehensive, and sustainable system of assessment and planning. Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student’s knowledge, skills and competencies against institutional and programmatic goals.

A. Analysis

2a. Assessment of Student Learning and Planning

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. The identification of appropriate integrated student outcomes in the context of institutional goals, program-specific objectives and course objectives.

Institutional goals: Southeastern has across-the-curriculum General Objectives (connected to each set of degree program objectives) that each graduate is expected to meet successfully, located in the College Catalog under “General Information”. They are:

GENERAL OBJECTIVES - The student who graduates from Southeastern Baptist College shall be able to:

1. State unreservedly that the Bible is the inspired Word of God and that it is the standard of one’s faith, practice, and conduct.
2. Display a basic knowledge of the Bible necessary for intelligent Bible study.
3. Demonstrate an increase in a degree of maturity in one’s Christian experience as reflected in communication, observable behavior, and initiative and performance in Student Ministries assignments.
4. Give evidence of having been stimulated toward continued growth in biblical knowledge, student ministries, Christian citizenship, and scholarly competence as reflected in records which give comparative evidence of progress.
5. Apply the teaching of Scripture in the shaping of a Biblical worldview for life and ministry.

Program-specific objectives: All of our degree programs (including our certificate and diploma programs) have program-specific objectives that each graduate is expected to meet successfully (depending on his/her chosen degree). These program objectives are listed in the College Catalog under “Divisions of Study”.

Course objectives: All of our courses have specific course objectives that are to be met by students (evaluated through their coursework), listed on each of the course’s syllabus. Each course syllabus is given to students at the beginning of the semester, and copies of all syllabi are filed with the offices of the Academic Dean and the Director of Institutional Effectiveness.
2. A shared commitment on the part of students, faculty, staff, administration, and governing board to achieve these stated outcomes.

Students: All students are made aware of the General Objectives, the Degree Program Objectives, and their courses’ Course Objectives at the beginning of each semester through the College Catalog (available on the college website) and through their courses’ syllabi (available through our campus management system, Populi). Students are given the opportunity to provide their input concerning the mission, goals, and objectives of Southeastern through a Current Student Questionnaire \(^8,9\), where they not only rate statements concerning the objectives, but also have the opportunity to provide personal statements/discussions concerning our degree programs. Graduates offer feedback concerning both the General Objectives and the Program Objectives (being asked to rate each objective individually) through each of our Degree Program Evaluations \(^10,11,12,13,14\).

Faculty & Staff: Faculty and staff hold regular meetings throughout the year to discuss the effectiveness of their duties, to plan improvements, etc., leading to better execution of our stated outcomes. The faculty and staff are given the opportunity to give their input concerning the mission, goals, objectives, etc. through a Faculty & Staff Questionnaire \(^15,16\), where they not only rate statements concerning the effectiveness of the institution and their own personal effectiveness in their positions, but also have the opportunity to provide personal statements/discussions concerning these topics. Each faculty member provides information concerning the effectiveness of his/her course in achieving our stated objectives through a semester Faculty Course Report \(^17\); specifically, the Faculty Course Report explains that “Your course objectives must represent/accomplish the Program Learning Objectives (found in the College Catalog on pp. 46-53) of your course’s degree program.” In the Faculty Handbook, within the “Constitution and By-Laws of the Faculty Organization”, it states that faculty members are to approve graduates \(^18\), and that review process includes approving those students based on the General Objectives and our Graduation Requirements \(^19\). In addition, these General Objectives are listed in the Faculty Handbook, where faculty members can readily reference them as they prepare their courses \(^20\).

Administration: Our administration is very active in the process of achieving our stated outcomes, leading quarterly faculty meetings, weekly staff meetings, and any scheduled joint faculty/staff meetings. The Academic Dean meets with each faculty member individually in Assessment of Student Learning Conferences annually to discuss course and program objectives, reviewing evaluation results and making plans for improvements \(^21\). Our administrators and any key personnel selected by the administration attend ABHE (and other appropriate) conferences and workshops to learn new information and skills to better the institution’s achievement of our stated outcomes.

Board of Trustees: Southeastern’s Board members meet with our Administration at least twice an academic year for updates on the effectiveness of our institution, to hold discussions on ways to improve, and to make necessary approvals of college policies and strategies. Along with other official documents and reports, the Board annually approves our graduates based on the General Objectives and our Graduation Requirements \(^19\).
3. A written plan of ongoing outcomes assessment that articulates multiple means to validate expected learning outcomes and that is subjected to a periodic review process.

Included in our Self-Study Documents – in the Assessment Plan – is our Ongoing Assessment of Student Learning Plan. This plan establishes and organizes our regular assessment-of-student-learning activities: a listing of our established outcomes, our process for data collection (including what instruments are used, when they are used, how instruments are distributed, etc.), our process for data analysis (including who analyzes the data, what summary charts and reports organize the data, who the reports are given to, etc.), and how improvements are planned and implemented (including documentation procedures, progress check-ups, etc.). This Ongoing Assessment of Student Learning Plan remains in a state of “continuous play”, as we move through an academic year with scheduled evaluations into a summer of assessment/planning and then into a new academic year; the ongoing process is overseen by the Director of Institutional Effectiveness, who continuously reviews the effectiveness of our established process (making notes of any changes that are needed throughout the year to present to the Institutional Effectiveness Committee at its annual summer assessment/planning meetings). Formally, any plans based on reviews of the plan are noted through Plan 5.1 – Academic Programs in our Five Year Plan and in our Annual Assessment Charts (which flow from our Five Year Plan).

4. Criteria appropriate to the higher education credential to be awarded for evaluating success with respect to student achievement and to the level of education.

Our Academic Dean adheres to the ABHE Commission on Accreditation’s Policy on Academic Quality As Related to Institutional Mission, Policy on Biblical and Theological Studies, and Policy on General Studies (within the 2017 COA Manual). ABHE’s policies regarding curriculum development and implementation are referred to when decisions about our curriculum are made not only to ensure our compliance with our accrediting agency, but to also ensure that our academic programs are at the appropriate level of higher education (comparable with other ABHE institutions). This is discussed in much more detail under Standard 11 – Essential Element #1 on p. of this Compliance Document. Southeastern’s faculty members are guided to develop appropriate courses/coursework through our Faculty Handbook under “Faculty Responsibilities”, addressing areas such as course content, examinations, grading system, etc.; in this Handbook, under the topic of “Assignments”, it specifically states that faculty are to “seek to make assignments appropriate to the level of the subject, e.g., freshmen or senior levels. The quality of the assignment is as important as the length of time required to complete it. It is important that all work, especially written work, be of high caliber in respect to content and form.” Students, faculty members, and staff are also informed about our academic policies through our College Catalog under “Academic Information”, addressing areas such as standards of admission, grading, graduation requirements, academic load, satisfactory academic progress, academic awards, etc.; and, the College Catalog is available to all prospective students on our website that they may be aware of the level of education at our institution.

5. Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program-specific objectives and course objectives.

Through the various outcomes assessment instruments – provided and explained under
the *Ongoing Assessment of Student Learning Plan* section of our Assessment Plan – we are able to obtain data that validates our achievement of our stated outcomes, as well as expose any areas that we may be lacking in achievement. One of the major ways that we obtain data concerning the achievement of our established learning objectives is through our *Faculty Course Report*\(^{17}\); this instrument, given to each faculty member near the end of his/her semester course, provides *Program Objective Checklists*\(^{26,27,28,29,30}\) for the instructor to checkmark which objective(s) are addressed in his/her class, along with an average score of a course assignment correlating with that objective (2016-2017 results are provided on the Exhibit *Program Objective Checklists*). Once summaries of all of the *Program Objective Checklists* are made by the Director of Institutional Effectiveness, a comprehensive *Faculty Course Report Summary Report*\(^{31}\) is made; this report provides (along with other course information) evidence of coursework meeting objectives through individual program summary charts (2016-2017 results are provided on the Exhibit *Faculty Course Report Summary*).

6. **A process whereby these outcome measurements lead to the improvement of teaching and learning.**

   Once all learning evaluation reports are submitted by instructors and assessed and summarized by the Director of Institutional Effectiveness, they are compiled into “Assessment of Student Learning Packets” (according to course and instructor) and given to the Academic Dean. The Academic Dean then schedules Assessment of Student Learning Conferences with each individual instructor; using the packets of information and an *Assessment of Student Learning Conference Form*\(^{21}\) as a guide, the Academic Dean and the instructor evaluate all various assessment results together – noting constructive observations and comments and making plans for improvements in the teaching and learning process. All completed *Assessment of Student Learning Conference Forms* and all evaluation reports are kept on file in the Office of Institutional Effectiveness and can be referred to throughout the year by the Academic Dean or by any instructor.

7. **The ongoing provision of reliable information to the public regarding student achievement, including graduation and employment rates.**

   The college’s student achievement claims, including graduation and employment rates can be found on the college’s website under “Student Consumer Information”; this is further discussed under *Standard 3 – Essential Element #1* on p. ? of this Compliance Document. We also provide information regarding the achievements of our students and our institution through official annual reports to ABHE and IPEDS (Integrated Postsecondary Education Data System). In addition, we strive to provide reliable and up-to-date information to our constituents through media outlets such as our association’s state newspaper, our television commercials, and any other advertising/public relations avenues (also discussed further under *Standard 3 – Essential Element #1*).

2b. **Assessment of Institutional Effectiveness and Planning**

   **ESSENTIAL ELEMENTS:** Relative to this standard, an accredited institution is characterized by…
1. A written comprehensive assessment document that describes how the institution measures its effectiveness in an ongoing and structured way.

Included in our Self-Study Documents – in the Assessment Plan – is our Ongoing Institutional Effectiveness Assessment Plan. This plan establishes and organizes our regular institutional effectiveness and planning activities: a listing of our established outcomes (that originate/are established by our Five Year Plan), our process for data collection (including what instruments are used, when they are used, how instruments are distributed, etc.), our process for data analysis (including who analyzes the data, what summary charts and reports organize the data, who the reports are given to, etc.), and how improvements are planned and implemented (including documentation procedures, progress check-ups, etc.). This Ongoing Institutional Effectiveness Assessment Plan remains in a state of “continuous play” just as our Ongoing Assessment of Student Learning Plan does, as we move through an academic year with scheduled evaluations into a summer of assessment/planning and then into a new academic year; the ongoing process is overseen by the Director of Institutional Effectiveness, who continuously reviews the effectiveness of our established process (making notes of any changes that are needed throughout the year to present to the Institutional Effectiveness Committee at its annual summer assessment/planning meetings).

2. Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.

All of the strategies/planned outcomes from our Five Year Plan are assessed through assessment charts, broken down into the following columns: institutional goals, intended outcomes, assessment procedures, assessment results, and use of results. These charts, along with any other summative reports (which are all identified and explained in our Assessment Document), are analyzed by our Institutional Effectiveness Committee according to our Institutional Effectiveness Annual Calendar. Improvements are planned and documented, and then the Director of Institutional Effectiveness creates a “To-Do List” for the coming academic year (based on results and plans). All assessment data is presented to the Board of Trustees at its October meeting as well, where they approve the summary report(s) and approve the Five Year Plan.

3. Substantial documentation issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.

Assessment documents from the last three years – Annual Institutional Effectiveness Reports, Faculty Course Reports, survey results and summaries, etc. – are provided online on our website on the “Self-Study” webpages; assessment documents that span even further back (10+ years) will be available to the Evaluation Team while they are on campus as well. Print copies will be provided in labeled file cabinets for the Evaluation Team in their work room on campus. When pieced together, examining the flow of the assessments from one year to the next, it can be seen that the administration, faculty, and staff have continuously monitored our effectiveness in fulfilling our mission and in achieving our goals and objectives (making adjustments whenever necessary to better our effectiveness).
4. A planning process that is comprehensive, involves representatives of the various institutional constituencies, and is subject to a periodic review process.

Our Institutional Effectiveness Committee is the primary group of personnel who conduct our planning process; its members, meeting times, and responsibilities are listed in the Administrative Handbook. This committee’s main activity is to create and maintain a comprehensive planning document that spans five years into the future (our Five Year Plan); all aspects of the institution (the various departments, finances, physical plant, etc.) are included in this Plan. The Institutional Effectiveness Committee includes members of the administration, members of the faculty, and key members of the staff, allowing for widespread input. The Director of Institutional Effectiveness oversees the planning process throughout the year, making notes for the Committee to review at meetings. The Five Year Plan is reviewed and approved by the Board of Trustees (mentioned earlier in Essential Element #2).

5. A plan that reflects the institution’s mission, is based on assessment results, and is aligned with realistic resources projections.

Our Five Year Plan (submitted to the Evaluation Team as our Planning Document) is our institution’s primary “guidance” document, stating our philosophy, mission, strategic goals, strategies, financial projections, and action plans. All plans are made in order to succeed in our mission, are based on assessment results from the previous year, and are formulated based on realistic cost estimates (through our budgeting processes). Our Institutional Effectiveness Committee meets to update our Five Year Plan each summer during assessment discussions (based on assessment results and budget requests). Each strategic goal and the actions plans that come from it are created with the mission in mind, and resource projections are noted for each of the action plans in our Five Year Plan.

6. A system for monitoring institutional progress in achieving planning goals.

Much of our system for monitoring our progress in achieving our planning goals was discussed in Standard 2b – Essential Element #2. Once an updated Five Year Plan is finalized for an academic year, each Institutional Effectiveness Committee member follows his/her own “To-Do List” throughout the year, meeting periodically with the other Committee members to monitor progress (in October, in January, and any other time that is needed).

7. The ongoing provision of reliable information to the public regarding its performance.

Just as was explained in Standard 2a – Essential Element #7 concerning student achievement claims, information regarding the college’s performance/institutional effectiveness can be found on the college’s website under “Student Consumer Information”; this is further discussed under Standard 3 – Essential Element #1 on p. 17 of this Compliance Document. We also provide information regarding the performance of our institution through official annual reports to ABHE and IPEDS (Integrated Postsecondary Education Data System). In addition, we strive to provide reliable and up-to-date information to our constituents through media outlets such as our association’s state newspaper, our television commercials, and any other advertising/public relations avenues (also discussed further under Standard 3 – Essential Element #1).
B. Evaluative Conclusion

2a. Essential Element 1 –
While we believe the institution is in basic compliance with this Essential Element, we realize that there is more that we can do to “integrate” all of our student outcomes better. While all of a course’s objectives relate directly to the content of that course, and the content of that course is directly related to its degree’s Program Objectives (and each faculty member is asked on his/her Faculty Course Report to indicate which course objectives and assignments meet the Program Objectives), there are no clear notations on that course’s syllabus to indicate which course objective is based on which program objective. In addition, while it is stated in our College Catalog (at the beginning of each list of Program Objectives) that the Program Objectives are to be joined with the General Objectives when evaluating the success of graduates and approving their graduate status, there are no clear/direct notations connecting each specific Program Objective to a General Objective. Recognizing this, we will need to amend our Faculty Handbook to include instructions that each faculty member should relate each of his/her course objectives to a specific program objective; and, the Academic Dean and division chairmen should work together to correlate each specific program objective to a general objective. 

Essential Element 2 –
We believe the institution is in compliance with this Essential Element.

Essential Element 3 –
We believe the institution is in compliance with this Essential Element.

Essential Element 4 –
We believe the institution is in compliance with this Essential Element.

Essential Element 5 –
We believe the institution is in compliance with this Essential Element. However, we would like to note that there is a need for improvement when it comes to faculty participation in the validation process. As is noted on our 2016-2017 results (provided as Exhibits and also in the Assessment Document), there are always at least a couple of instructors who do not provide their course reports/feedback each semester. This limits our ability to accurately validate if ALL courses are consistently meeting our learning objectives. We are able to say informally that they are (because we have data/evidence from previous semesters), but we cannot formally and with quantifiable certainty say that a course is meeting appropriate objectives if the instructor does not submit the evaluation reports for that course. The Academic Dean will need to require more strongly (possibly through contract requirements) that ALL instructors submit evaluation reports when requested.

Essential Element 6 –
We believe the institution is in compliance with this Essential Element.

Essential Element 7 –
We believe the institution is in compliance with this Essential Element.

2b. Essential Element 1 –
We believe the institution is in compliance with this Essential Element.
Essential Element 2 – We believe the institution is in compliance with this Essential Element.

Essential Element 3 – We believe the institution is in compliance with this Essential Element.

Essential Element 4 – We believe the institution is in compliance with this Essential Element.

Essential Element 5 – We believe the institution is in compliance with this Essential Element.

Essential Element 6 – We believe the institution is in compliance with this Essential Element.

Essential Element 7 – We believe the institution is in compliance with this Essential Element.

C. Documentation
1. General Objectives – General Information, College Catalog p. 6 – Exhibit 2.1
2. Associate of Arts Program Objectives, College Catalog pp. 36-38 – Exhibit 2.2
   Overall AA Objectives (p. 36)
   Bible Emphasis (p. 37)
   Business Emphasis (p. 37-38)
   General Education Emphasis (p. 38)
3. Bachelor of Science in Church Ministries Program Objectives, College Catalog pp. 39-40
   – Exhibit 2.3
4. Bachelor of Science in Business Administration Program Objectives, College Catalog p. 41
   – Exhibit 2.4
5. Certificate and Diploma Programs, College Catalog pp. 43-44 – Exhibit 2.5
6. Sample Syllabus – OT 322 The Pentateuch – Exhibit 2.6
7. Sample Syllabus – BU 331 Personal Finance – Exhibit 2.7
8. Current Student Questionnaire – Exhibit 2.8
9. Results of the 2016-2017 Current Student Questionnaire – Exhibit 2.9
10. Program Evaluation – AA in Bible – Exhibit 2.10
13. Program Evaluation – BS in Church Ministries – Exhibit 2.13
15. Faculty & Staff Questionnaire – Exhibit 2.15
16. Results of the 2016-2017 Faculty & Staff Questionnaire – Exhibit 2.16
17. Faculty Course Report – Exhibit 2.17
18. Faculty Organization and Information, Faculty Handbook p. 8 – Exhibit 2.18
19. Faculty & Board Meetings “Graduate Approval Information Sheet” – General Objectives
    and Graduation Requirements – Exhibit 2.19
20. General Objectives, Faculty Handbook p. 4 – Exhibit 2.20
21. Assessment of Student Learning Conference Form – Exhibit 2.21
22. Action Plan #5.1, Southeastern Baptist College Five Year Plan p. 24 – Exhibit 2.22
23. Assessment Chart/Plan #5.1, Southeastern Baptist College Institutional Effectiveness Annual Report – Exhibit 2.23
24. Faculty Responsibilities, Faculty Handbook p. 19 – Exhibit 2.24
25. Academic Information, College Catalog p. 24 – Exhibit 2.25
26. Program Objective Checklist – A.A. in Bible – Exhibit 2.26
27. Program Objective Checklist – A.A. in Business – Exhibit 2.27
28. Program Objective Checklist – A.A. in General Education – Exhibit 2.28
29. Program Objective Checklist – B.S. in Church Ministries – Exhibit 2.29
30. Program Objective Checklist – B.S. in Business Administration – Exhibit 2.30
31. Faculty Course Report Summary Report – Exhibit 2.31
32. Sample Assessment Chart from the Institutional Effectiveness Annual Report – Exhibit 2.32
33. Institutional Effectiveness Annual Calendar – Exhibit 2.33
34. 2017-2018 Institutional Effectiveness To Do List – Exhibit 2.34
35. October 2017 Board of Trustee Minutes – Exhibit 2.35
37. Institutional Effectiveness Committee members – Exhibit 2.37
38. Introduction, Five Year Plan p. 3 – Exhibit 2.38
3. Institutional Integrity

STANDARD 3 - The institution demonstrates Christian integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

A. Analysis

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. Institutional publications (including the catalog, see Condition of Eligibility #6), websites and other web presence, statements, and advertising that describe accurately and fairly the institution, its academic programs, its admissions requirements, its transfer credit policies and criteria, its articulation agreements, and its effectiveness claims.

This institution strives to put forth publications that accurately and fairly portray what our institution is, how it conducts itself, and how it performs. Since the college was founded as a Bible college for training Christian workers, ethical integrity has been a required characteristic of the people - employees, board members, etc. - associated with the college, the policies developed by the college, and the programs offered by the college. Our Philosophy of Public Relations states this in detail. Employee contracts state that a responsibility of each employee is to “…perform such duties in a satisfactory manner and in accordance with policies, rules, and regulations…” which includes this Philosophy of Public Relations. All published materials, including the college catalog, brochures, website content, and advertising items (billboards, magazine ads, articles, etc.) accurately reflect the state of affairs of the area to which they pertain. Accurate and fair information about our institution, its academic programs, its admissions requirements, its transfer credit policies/criteria, and any articulation agreements can be found in our catalog (updated annually) and throughout our website. In addition, the college’s effectiveness claims (graduation/employment rates and institutional performance) can be found on the college’s website under “student consumer information”.

2. Handbooks that describe and govern various institutional relationships with students, faculty, staff, and board, including appropriate policies, processes, and grievance procedures.

The college’s policies and processes (including its grievance procedures) are documented and distributed through three major handbooks: the Student Handbook, the Faculty Handbook, and the Administrative Handbook.

The Student Handbook is available to all students on the college’s website under the heading “Southeastern Baptist College Student Handbook” – on the home page. Printed copies are also provided in the New Student Orientation course, where new students study the Handbook and complete assignments based on its contents (as seen on the course syllabus). Within the Student Handbook, academic-related policies can be found dealing with areas such as class attendance, grades, transfers, graduation requirements, etc.; general information policies such as rules of conduct, dormitories, dress/appearance can be found as well. In addition, the Student Grievance Policy is located in the Student Handbook.

A copy of the Faculty Handbook is given to each faculty member at the first faculty
meeting and/or when contracts are signed. Copies are kept in the offices of the Academic Dean and the Director of Institutional Effectiveness also, for quick reference when needed. Within the Faculty Handbook, policies dealing with faculty responsibilities, conditions of employment, duties of the faculty committees, etc. are documented. In addition, the Faculty Grievance Policy is located in the Faculty Handbook.

The Administrative Handbook is given to all staff and board members, and it documents policies/procedures related to duties of the administration, the staff, and the trustee board. These policies include the college’s philosophy of public relations, our standards for fund raising, etc.; the “Constitution and by-Laws” of the college, document rules that govern our trustee board, and detailed job descriptions present expectations of all staff positions. In addition, the Administrative Grievance Policy and the Staff Grievance Policy is located in the Administrative Handbook.

Along with the grievance policies for students, faculty, staff, administration, and college constituents being located within their appropriate Handbooks, these policies are also located on our college website under “student consumer information”.

3. An institutional culture that fosters respect for diverse backgrounds and perspectives.

Southeastern has policies in place (and published in our handbooks) that address institutional integrity in regards to respect and tolerance among staff, students, and constituents. Examples are as follows:

(a) A Notice of Nondiscriminatory Policy to Students is documented in the Administrative Handbook and also in the College Catalog. This policy states that the College “admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities” and that the College “does not discriminate on the basis of race, color, or national and ethnic origin” in any of its policies or programs.

(b) In the College Catalog, under “Rules of Conduct”, it states that “students are expected to respect the rights of others”.

(c) In the Faculty Handbook under “Conditions of Employment”, Section G – Standards of Personal Contact: Code of Ethics lists many ethical statements that the faculty must adhere to, including “Refrain from undue criticism and hasty judgment concerning fellow workers”, “Respect the right of the student to ask questions”, and “Strive for a just and unprejudiced appraisal of student work”.

(d) The Faculty Handbook documents the College’s Policy on Academic Freedom. This policy states that the “faculty and students...shall be free to examine and discuss all sides of an issue”, that “students and teachers in Bible and Bible related courses shall be free to discuss all sides of doctrinal issues”, and that the teachers of the College are free to “examine, explain, discuss, refute, or question any material or views”.

(e) The course Introduction to Missions (MI-331) fosters this, evidenced by its course description which states “…a survey of contemporary Christian missions, including diverse backgrounds and perspectives”, found under “Course Descriptions” in the College Catalog.

(f) One objective of the Chapel Program (stated in the College Catalog) is to “provide an atmosphere that promotes a respect for diverse backgrounds and perspectives”.

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4. Equitable and consistent treatment of employees and students consistent with appropriate published policies.

All of the analysis findings from Essential Element #3 (above) are also evidence that Southeastern has policies in place to promote equitable and consistent treatment among our employees and students. Policies concerning the treatment of employees and students are published in multiple locations – in more than one handbook, in the catalog, on the website, etc. – in order to provide well-published, official procedures to all of our employees and students, helping to ensure that they will be treated fairly and consistently. Each student has access to the same Student Handbook, each faculty member is given the same Faculty Handbook and the same employee contract guidelines, and each staff member is given the same Administrative Handbook; these handbooks clearly document how employees and students will be treated. And, if any employee or student does not feel that he/she is being treated in an equitable manner compared to his/her peers, there are official grievance policies published in our handbooks and on the college website.

5. Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.

Information regarding our compliance/status with accrediting, licensing, and governing bodies is published in our official applicable documents, which are available to the public through our college website and through recruiting events (where promotional materials are distributed). These documents include our College Catalog (under the heading “Recognition”), our website (under the heading “Student Consumer Information - Accreditation and Affiliations”), and on all promotional brochures/materials (under the heading “Accreditation”). Letters of correspondence concerning compliant relationships with our accrediting, licensing, and governing bodies are kept on file in the Director of Institutional Effectiveness’s office; these can be made available to appropriate personnel and constituents.

6. Fulfillment of all applicable standards, policies, and requirements of the ABHE Commission on Accreditation.

Several years ago, the college administration created a position titled “Director of Institutional Effectiveness”. One of the main responsibilities of this director is to make sure that the college is in continuous fulfillment/compliance with the ABHE Commission on Accreditation’s standards, policies, and requirements. This is stated in the job description of this director (under “Principle Accountabilities - #3 and #6”), where it is explained that the Director of Institutional Effectiveness is to “ensure that the College and institutional efforts are compliant with guidelines established by accrediting agencies” and that she “research, write, and submit documents (substantive change requests, progress reports, etc.) to ABHE”. These responsibilities are carried out on a continuous basis by this director. In addition, this director attends the ABHE annual meeting every year, attending workshops to learn the latest information concerning ABHE standards, policies, and requirements in order to then apply them to the college’s own policies and procedures. All documentation concerning ABHE compliance is filed (in print form and electronically).

7. Integrity in financial matters and in compliance with applicable legal and governmental regulations.

Each summer after the close of the budget year (June 30th), a full independent audit is
conducted by an auditing firm chosen by our trustee board. Once completed, the auditing firm presents its audit to the trustee board\textsuperscript{27}, and copies of the annual audit are given to the college administration, to all of the college’s trustee board members, and to all members of the Baptist Missionary Association of Mississippi (by way of the audit’s publication in the BMAM Yearbook). Copies are also sent to ABHE along with our Annual Report.

Personnel that have responsibilities pertaining to the college’s financial matters have clear “principal accountabilities” within their job descriptions, requiring them to maintain compliance with legal/governmental regulations. For example, in the Bookkeeper’s job description, it states that she is to “create, maintain, and submit all tax reports – including 941 quarterly and state”, “oversee/ready/file W-2, 1099, and 1096 tuition forms”, and “submit IPEDS financial reports”\textsuperscript{28}. In the job description of the Financial Aid Administrator, it states that he is to “maintain current knowledge of governmental regulations affecting financial aid programs”\textsuperscript{29}.

Concerning contributions from donors, the college has policies in place to ensure fund-raising practices are honest, that our needs are accurately presented, and that the interests of our donors are protected. In the Administrative Handbook, our Philosophy of Development states that the college is “committed to the Donor Bill of Rights developed by the American Association of Fund Raising Council, the Association of Health Care Philanthropy, the Council for Advancement and Support of Education, and the National Society of Fund Raising Executives”, and it lists the rights of our donors\textsuperscript{31}. In addition, our Standards for Fund Raising policy states that the college “fully adheres to the twelve standards for fund raising outlined by the Evangelical Council for Financial Accountability” – which are then listed in the Administrative Handbook\textsuperscript{30}.

B. Evaluative Conclusion

\textit{Essential Element 1 -}

We believe the institution is in compliance with this Essential Element. We would like to note, however, that this research has drawn our attention to specific ABHE Manual policies that we were not as familiar with before: Policy on Ethical Practices, Policy on Falsification of Data, and the Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status (COA Manual pp. 150, 111, and 79). We feel that our institution is in compliance with these policies as well, but had never referenced them in any of our publications. Therefore, we began referencing these policies (and stating where they can be found on the ABHE website) within our Philosophy on Public Relations in our 2016-2017 Catalog\textsuperscript{1}. We believe these policies add depth to our current policy, offering even more explanation of our institution’s commitment to institutional integrity.

\textit{Essential Element 2 -}

We believe the institution is in compliance with this Essential Element.

\textit{Essential Element 3 -}

We believe the institution is in compliance with this Essential Element.

\textit{Essential Element 4 -}

We believe the institution is in compliance with this Essential Element.
Essential Element 5 -
We believe the institution is in compliance with this Essential Element.
Essential Element 6 -
We believe the institution is in compliance with this Essential Element.
Essential Element 7 -
We believe the institution is in compliance with this Essential Element.

C. Documentation
2. Sample Employee Contract (kept in secure files in administrative offices) – Exhibit 3.2
3. Sample Degree Information Brochure (handed out at recruiting events) – Exhibit 3.3
4. Sample magazine advertisement – Exhibit 3.4
5. “Academic Information” (including admissions requirements, transfer credit policies, etc.), College Catalog pp. 24-31 – Exhibit 3.5
   *Note: All of this information is posted on our website as well (through the electronic version of our catalog). This includes detailed information about our academic programs.
6. Student Consumer Information (from our website) – Exhibit 3.6
7. New Student Orientation Syllabus – Exhibit 3.7
8. SBC Student Handbook Table of Contents, Student Handbook p. 2 – Exhibit 3.8
10. SBC Faculty Handbook Table of Contents, Faculty Handbook – Exhibit 3.10
11. Faculty Grievance Policy, Faculty Handbook p. 18 – Exhibit 3.11
13. Constitution and By-Laws of Southeastern – Article IV Board of Trustees, Administration Handbook p. 3-5 – Exhibit 3.13
16. Grievance Policies, College website under “student consumer information” – Exhibit 3.16
17. Notice of Nondiscriminatory Policy to Students, College Catalog p. 32 and Administrative Handbook p. 12 – Exhibit 3.17
18. Rules of Conduct, College Catalog p. 16 – Exhibit 3.18
21. Introduction to Missions (MI-331) Course Description, College Catalog p. 50 – Exhibit 3.21
22. Chapel Description/Objectives, College Catalog p. 11 – Exhibit 3.22
23. “Recognition”, College Catalog p. 7-8 – Exhibit 3.23
24. Accreditation and Affiliations, College website under “student consumer information” – Exhibit 3.24

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25. *Current Mississippi Commission on College Accreditation Approval Letter* – Exhibit 3.25
27. *Example - SBC Board of Trustees Meeting Minutes* (on file in administrative offices) – Exhibit 3.27
4. Authority and Governance

STANDARD 4 - The institution is legally constituted as a nonprofit organization authorized by its state or province to operate as an educational institution and grant all degrees and/or offer credentials. The institution has a governing board with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development, and ongoing operations.

A. Analysis

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. Enabling documents that establish the institution as a legal entity in its state or province; protect its mission/purpose, tenets of faith, and control; and provide a basis for governance and administration.

Southeastern Baptist College is a legally constituted and incorporated institution; the Constitution and By-Laws of Southeastern Baptist College, Inc. is located in the Administrative Handbook. Included in this Constitution and By-Laws are “Articles” stating and addressing the following: Purpose Mission Statement, Ownership, Board of Trustees, President of the College, Doctrinal Qualifications of Teaching Staff, and Doctrinal Statement. Additionally, the Southeastern Baptist College Foundation is a legally constituted and incorporated entity; the Constitution and By-Laws of Southeastern Baptist College Foundation, Inc. is also located in the Administrative Handbook. Included in this Foundation Constitution and By-Laws are “Articles” stating and addressing the following: Name/Domicile/Fiscal Year and Powers, Purpose, Members, Officers, Duties and Powers of Trustees, and Dissolution of Foundation.

2. Evidence that the institution is authorized to award the credentials that it offers in all of the jurisdictions in which it operates.

Our college is included on the Mississippi Commission on College Accreditation’s approved list of Academic Degree-Granting Colleges and Universities Authorized in Mississippi. We are in good standing with ABHE, holding “institutional accreditation”, and (as stated in our verification letter) “all approved degree and certificate programs offered are part of the institution’s accreditation profile”.

3. A governing board that exercises legal power for the operation of the institution.

While it states in the college’s Constitution and By-Laws – Article III – Ownership that “Southeastern Baptist College is owned and operated by the churches composing the Baptist Missionary Association of Mississippi, who shall exercise ultimate control of said institution”1, the Constitution also states in Article IV – Board of Trustees that “the messengers of the churches composing the Baptist Missionary Association of Mississippi shall elect a Board of Directors consisting of nine (9) members who shall be called Trustees”1. These Trustees, according to the Constitution in Article IV, “shall have full and complete control of this institution between sessions of the Baptist Missionary Association of Mississippi except in the election of president”
and they “shall be authorized to hold title to all properties of Southeastern Baptist College”\(^1\). Our Trustee Board is empowered by our Association to carry out legal and administrative powers concerning the college: determining policies relating to the overall operation of the college, approving all administrative and faculty personnel, approving the annual budget, meeting with auditors and lawyers, approving official institutional documents, etc.

4. **Board membership that excludes all employees except the chief executive officer.**

   It is stated in our Constitution and By-Laws – Article IV – Board of Trustees that “no student or school attached personnel shall hold the office of trustee, unless legal status would require”\(^1\). This section of the Constitution also states that “the President of the College shall serve as an ex-officio member of the Board of Trustees”\(^1\). Our President meets with the Board at each of their meetings, giving a report on the status of the college; no other college employee ever meets with the Board unless their presence is requested in order to give a report on the status of his/her department (such as the Academic Dean reporting on enrollment numbers, graduates, etc.). Membership to the Board excludes college employees and students.

5. **A governing board with officers that do not include the chief executive officer.**

   The college’s Constitution and By-Laws – Article IV – Board of Trustees – Officers of the Board of Trustees explains that “the trustees shall elect from their membership the following officers in the May meeting: (1) Chairman; (2) Vice-chairman; (3) Recording Secretary.”\(^1\). This section of the Constitution goes on to explain the specific duties of these officers, which includes duties “to work with the President...”, “to assist the President...”, and “to serve in counsel to the President and as an executive of the Board between meetings”. Board officers function alongside the President, but the President is not an officer of the Board; he is an ex-officio member who reports to the Board.

6. **A governing board that assists in generating resources needed to sustain and improve the institution.**

   While one of the duties of the Board Chairman is “to assist the President in the task of educating the Board about the personnel, programs, objectives, and resources of the institution and about their responsibilities as Board members”\(^1\), there is no specific/official duty of the Board to assist in generating resources for the college listed in the Constitution and By-Laws – Article IV – Board of Trustees. However, our Board members do help to raise funds and to gather volunteers (often including themselves) for projects. In Board meetings, the President reports on the financial status of the college and on any physical plant needs that the college has. Board members seek solutions through discussions, as can be seen in Board minutes\(^6\); then, they leave to go back to their churches (and associational churches around them) to gather financial support. One of our Board members, Dennis Rankin, has spear-headed physical plant projects all over campus – donating much of his personal time and personal finances toward these projects in addition to recruiting volunteers to work alongside him and his wife.

7. **A conflict of interest policy for board members that addresses issues such as financial interests, contracts, employment, family, or other personal interests in the institution.**

   The Board’s Conflict of Interest Policy is located in the college’s Constitution and By-Laws – Article IV – Board of Trustees. It is as follows:

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“Board members shall at all times act in a manner that is consistent with their responsibilities and shall take particular care that no damages be incurred as a result of a conflict of interest between themselves and the College. A board member perceiving such a conflict shall report such concerns in writing to the Board Chairman and refrain from further participation until such time as the conflict can be reviewed and resolved. An individual shall be considered to have a possible conflict if either:

(1) the board member, his family, or associates has, or appears to have any material, financial, or other interest which may impair his judgment in carrying out the responsibilities delegated by the College.

(2) the board member may gain a personal benefit from the knowledge of information confidential to the College.

*Family is defined as a spouse, parents, children, siblings, and, if living in the same household, other relatives. An associate includes all persons, organizations, enterprises or trusts in which the individual or members of his family is a director, officer, employee, partner, trustee, or has any material association.”

8. A governing board appropriate in size to operate efficiently and sufficiently diverse in ethnicity, gender (where theologically appropriate), and professional competencies to represent the constituency.

Our Constitution and By-Laws, in section Article IV – Board of Trustees, states that “the messengers of the churches composing the Baptist Missionary Association of Mississippi shall elect a Board of Directors consisting of nine (9) members who shall be called Trustees. In addition to the members of the Board of Trustees elected by the Baptist Missionary Association of Mississippi, the Baptist Missionary Association of Alabama shall be entitled to a trustee whom they shall elect; likewise, the Baptist Missionary Association of Florida shall be entitled to one whom they shall elect; and the Trinity Missionary Association of Louisiana shall be entitled to one whom they shall elect.” The Constitution goes on to explain that “five (5) trustees shall constitute a quorum, four of which must have been elected from the churches of the Baptist Missionary Association of Mississippi.” Of the twelve Trustees: all are Caucasian, ten are male, two are female, six are full-time ministers, two are bi-vocational ministers/businessmen, one is a full-time businessman, two are retired educators, and one is a retired accountant.

Our denomination (Missionary Baptist) as a whole believes that male leadership in the home and in church/ministry settings is theologically appropriate, which is reflected in the majority number of men on our Trustee Board. Also, the great majority of church members within our denomination are Caucasian, which is reflected in the ethnicity of the Trustee Board. In addition, our college is owned by a group of churches, which is reflected in the majority number of ministers/pastors on our Trustee Board.

9. A governing board that is sufficiently autonomous to protect the integrity of the institution.

It is stated in our Constitution and By-Laws – Article IV – Board of Trustees that “the Board of Trustees shall have full and complete control of this institution between sessions of the Baptist Missionary Association of Mississippi except in the election of president. When a vacancy occurs between sessions of the association, the president must be approved by the association in special called session after being elected by the board.” The Constitution also states that “it shall be the duty of the Board of Trustees to elect the president of the college to be
approved by the association; to approve an acceptable list of nominations submitted by the President of administrative officials, faculty, and service staff; and to approve an annual budget submitted to the Board by the President in the May meeting. All transactions of the Board are subject to the approval of the Baptist Missionary Association of Mississippi. While the Board’s actions must be officially approved (through the submission of Board minutes at the BMAM’s annual meeting) by the BMAM membership, the Association empowers the Board to self-govern independently throughout the academic year – only formally approving the Board’s minutes annually. Since the college is not-for-profit, there are no investors or stockholders involved in making decisions.

10. Evidence for the ongoing assessment of the effectiveness of the board and its members.

The college’s Board is formally assessed through a Board of Trustees Questionnaire and a Faculty and Staff Questionnaire. The Board of Trustees Questionnaire is a self-assessment completed by the Board once every two years to determine their perception of the effectiveness of the Board and its members. Each Board member evaluates: his/her own abilities, motivation, and knowledge of the college; the Board’s range of skills, autonomy, commitment, handling of meetings, execution of duties, etc.; and, the college’s administration and mission/goals. The Faculty and Staff Questionnaire is completed by college personnel once every two years. On this evaluation, personnel are asked to rate if “the Board of Trustees is a visible governing board that exercises appropriate oversight over the college’s integrity, policies, resource development, and ongoing operations”. Once these questionnaires are completed, the Director of Institutional Effectiveness summarizes the results and presents them to the Institutional Effectiveness Committee at its annual assessment/planning meeting. Plans to improve upon the identified weaknesses are made (which are recorded and filed).

11. A process for orienting new board members and developing existing board members.

In order for the Board members to effectively perform their duties, they must be well-oriented on issues relating to the functioning of the College. Each newly-elected Board member receives a New Board Member Orientation Packet (either in print format or electronically through email) from the Director of Institutional Effectiveness which includes: all College handbooks/policy manuals, the latest Five-Year Plan, the latest IE Assessment/Planning reports, and the previous year’s annual College audits. This information is distributed to all new board members at least three weeks prior to their first board meeting. Existing board members are given up-to-date reports such as monthly and/or quarterly financial reports, annual assessment/planning reports, audits, the latest Five-Year Plan, etc. The President and/or Chairman of the Board also contacts existing Board members whenever needed (in between scheduled meetings) to update them on information or to discuss issues.

12. A process for providing updates for board members on issues relative to institutional mission, finances, and programs.

As was discussed in Essential Element #11, during scheduled Board meetings, members are given official reports concerning all aspects of the college by the President, the Academic Dean, the college Auditor, and the Director of Institutional Effectiveness. Then, in between
scheduled meetings, the President or Chairman of the Board contacts Board members (via telephone or email) to discuss issues, give updates, etc. One of the responsibilities of the Board Chairman is to “assist the President in the task of educating the Board about the personnel, programs, objectives, and resources of the institution”\(^1\). Evidence of the Board receiving updates can be seen in Board minutes\(^6,7\).

13. A chief executive officer appointed by, reporting to, and evaluated on a regular basis by the board, to provide administrative leadership for the institution.

The College’s Constitution and By-Laws – Article IV – Board of Trustees states that “it shall be the duty of the Board of Trustees to elect the president of the college to be approved by the association.”\(^1\) In the Constitution and By-Laws – Article V – President of the College, it states that one of the College President’s responsibilities is “reporting to the Board of Trustees, and upon their approval reporting to the Baptist Missionary Association of Mississippi”\(^1\). The Board completes a Board of Trustees Questionnaire\(^9\) (described in Essential Element #10) once every two years; a section of this questionnaire – Effectiveness of the College Administration – asks Board members to evaluate the Administration’s (with the President being the chief Administrator) effectiveness in areas such as competency, awareness of needs, vision, commitment, progressiveness, etc.

14. Board policies and practices that clearly distinguish board and staff roles and that define the authority of the board and its limitations.

The Constitution and By-Laws of Southeastern Baptist College, Inc. clearly establish the roles of the Trustee Board (in Article IV – Board of Trustees) and the President (in Article V – President of the College). Duties of the Trustee Board are listed separately from the duties of the President. The authority of the board and its limitations are clearly stated in this Constitution and has been discussed in the other Essential Elements of this Standard.

15. An effective board succession plan that ensures stability and new membership.

It is stated in our Constitution and By-Laws – Article IV – Board of Trustees that Board members “shall serve for a term of three years on a staggered basis, one-third being elected each year.”\(^1\).

B. Evaluative Conclusion

**Essential Element 1** -
We believe the institution is in compliance with this Essential Element.

**Essential Element 2** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 3** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 4** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 5** –
We believe the institution is in compliance with this Essential Element.
**Essential Element 6** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 7** -
We believe the institution is in compliance with this Essential Element.

**Essential Element 8** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 9** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 10** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 11** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 12** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 13** -
We believe the institution is in compliance with this Essential Element.

**Essential Element 14** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 15** –
We believe the institution is in compliance with this Essential Element.

C. **Documentation**

1. *Constitution and By-Laws of Southeastern Baptist College, Inc.*, Administrative Handbook p. 3-7 – Exhibit 4.1
2. *Constitution and By-Laws of Southeastern Baptist College Foundation, Inc.*, Administrative Handbook p. 8-11 – Exhibit 4.2
3. *Mississippi Commission on College Accreditation Verification Letter* – Exhibit 4.3
5. *ABHE Verification Letter* – Exhibit 4.5
6. *Board of Trustees Meeting Minutes, May 2015* – Exhibit 4.6
7. *Board of Trustees Meeting Minutes, October 2015* – Exhibit 4.7
8. *Board of Trustees Membership List* – Exhibit 4.8
9. *Board of Trustees Questionnaire* – Exhibit 4.9
10. *Faculty and Staff Questionnaire* – Exhibit 4.10
11. *Survey Results Analysis – Board of Trustees Questionnaire* – Exhibit 4.11
STANDARD 5
ADMINISTRATION

5. Administration
STANDARD 5 - The institution has a core of administrators that brings together its various resources and allocates them to accomplish institutional goals by implementing policies and structures in collaboration with appropriate constituencies.

A. Analysis

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by...

1. A chief executive officer whose primary employment/vocational responsibility is to the institution and who is responsible to the board in leading the institution toward the accomplishment of its mission.

Our president’s primary employment is Southeastern Baptist College. Though Dr. Carson does hold the position of Director of the Baptist Missionary Association of America’s Chaplaincy Department, this position does not interfere with his responsibilities as President of this institution. According to the Constitution and By-Laws of Southeastern Baptist College, Inc. – Article V – President of the College:

“As the chief executive officer, the President of Southeastern Baptist College shall administer the affairs of the college in keeping with the adopted policies of the Baptist Missionary Association of Mississippi and according to the direction of the Board of Trustees. His duties will include the following:

A. The financial administration of the college.
B. The administration of the academic program in cooperation with the academic dean and staff.
C. Traveling among the churches to promote the finances and the enrollment of the college.
D. Attending educational meetings, or sending representatives, in the interest of the academic welfare of the college.
E. Reporting to the Board of Trustees, and upon their approval reporting to the Baptist Missionary Association of Mississippi in its annual session. The President shall also report on the financial and academic standing of the College at other sessions of the association.”

President Carson meets with the Board of Trustees at least twice a year (for regularly-scheduled meetings) and at other times deemed necessary by himself or by the Board Chairman. He gives formal reports on college activities (finances, improvements, issues, etc.), all information that demonstrates his leading the institution toward accomplishment of its mission and that must be approved by the Board.

2. A chief executive officer with the combination of academic background and professional experience appropriate to the institution’s mission.

Our President, Dr. Scott Carson, retired as a U.S. Army Chaplain, with the ranking of Colonel, after thirty years of service. His educational background includes a Bachelor of Science in Biblical Studies from Tampa Bay Bible College, a Master of Divinity from the Baptist
Missionary Association Theological Seminary, a Master of Strategic Studies from the U.S. Army War College, and a Doctor of Ministry from Bethel Seminary. He has had extensive leadership experience as a Command Chaplain during his service in the military.

3. A clearly documented organizational structure appropriate to the size and scope of the institution that encompasses all units and roles.

The college’s Administrative Handbook lists the job descriptions of all the Administrative and Staff positions at Southeastern. Because of our small size, almost everyone holds more than one position. The job descriptions documented in the Administrative Handbook encompass all administrative/staff units and roles: President, Academic Dean, Director of Institutional Effectiveness, Financial Aid Administrator, Director of Physical Plant, Director of Admissions, Director of Recruiting, Registrar, Dean of Students, Student Ministries Director, Librarian, Bookkeeper, Administrative Secretary, Bookstore Manager, and Director of Information Technology. Also, concluding the Administrative Handbook is an Organizational Chart, clearly documenting the lines of authority and organizational structure of our administrative and staff employees.

4. Administrative leaders with education, experiences, and competencies appropriate to the discharge of their duties and to the level of education offered.

Our administrative leaders are the President and the Academic Dean. Currently, however, our institution has an administrative structure where our President is also the Academic Dean. The President/Academic Dean’s qualifications (education, experiences, and competencies) were listed above in Essential Element #2. To explain this unusual situation: our past President, Danny Pitts, hired Dr. Carson as our Academic Dean in the Spring of 2016. Quite unexpectedly, in December 2016, President Pitts passed away from complications due to a heart attack. Our Board of Trustees appointed our Academic Dean, Dr. Carson, as Interim President shortly after the passing of President Pitts; then, Dr. Carson was elected as President in May 2017. At this time, due to our very small size (in both personnel and in students), this arrangement is working well for our institution. We are ready and willing to seek an Academic Dean separate from the President should administrative effectiveness call for such a change.

5. Complete, accurate, and securely maintained administrative records.

Student Files: Former student files are kept in a fireproof vault in the main administrative building: the door is locked at all times, and only the Registrar and administrators have access to them. Current student files are kept in a locked file cabinet in the office of the Registrar (a locked/monitored office).

Academic Faculty Files: All faculty transcript files (former and current) are kept in the office of the Director of Institutional Effectiveness (in the library, a locked/monitored building and office).

Official documents pertaining to accreditation, assessment results, and compliance: They are located in the office of the Director of Institutional Effectiveness as well.

Board Minutes: Past and current Board minutes are kept with the Board Secretary (in a
Board minutes are also sent (via email) to the Director of Institutional Effectiveness when they are needed for accreditation reports; any board minutes received by the Director of Institutional Effectiveness are saved and kept on her computer (password protected).

Administrative Minutes: Past Administrative minutes are kept in the office of the President (in a private file), while any current Administrative minutes are kept on the President’s computer (in password-protected files).

Financial Documents and Files: All financial-related documents and files are located in the office of the Bookkeeper, either in the locked safe or on her password-protected computer.

6. A procedure and practice for ongoing review and enhancement of the performance of administrators.

The college’s Board of Trustees review the performance of administrators through formally scheduled meetings; they meet on campus the first Tuesdays in May and October, with special-called meetings added at other times deemed necessary by the Chairman of the Board. During these meetings, reports are given to the Board by the President and Academic Dean on the status of the college (concerning finances, enrollment, recruiting efforts, physical plant activities, etc). At the October Board meeting, the college’s auditor presents the official annual audits of the college and its Foundation, ensuring the integrity and accuracy of the financial reports given to the Board. Periodically, our President sends updated “profit and loss” reports (often with estimates for future months) to the Board as well. In addition, the Board periodically formally evaluates the college’s administrators through a Board of Trustees Questionnaire (in its Section IV on p. 3), commenting on several statements concerning such things as competency, awareness of needs, vision, commitment, and progressiveness. The most recent Board of Trustees Questionnaire (2016-17), showed that overall, the board members either “agreed” or “strongly agreed” with all positive statements related to the Administration’s effectiveness.

Constructive feedback from Board members (through this questionnaire, during Board meetings, and through individual conversations with administrators) serves to enhance the performance of our administrators.

The Baptist Missionary Association of Mississippi churches (our owners/operators) also practice ongoing reviews of our administration. Our President attends local meetings of our association all over the state, promoting the college and sharing information about what is going on at our campus; verbal feedback is always given to him (often in the form of motions) at these meetings. President Carson also writes a bi-monthly column in the state BMAM newspaper, offering information, updates, and welcoming feedback from readers. Finally, at the BMAM annual state meeting, our President presents his annual report (which must be approved by the delegates attending the meeting); in addition, the delegates annually vote to approve him as President of the college at this state meeting.

B. Evaluative Conclusion

Essential Element 1 -
We believe the institution is in compliance with this Essential Element.

Essential Element 2 –
We believe the institution is in compliance with this Essential Element.

Essential Element 3 –
We believe the institution is in compliance with this Essential Element.
Essential Element 4 –
We believe the institution is in compliance with this Essential Element.

Essential Element 5 –
We believe the institution is in compliance with this Essential Element.

Essential Element 6 –
We believe the institution is in compliance with this Essential Element.

C. Documentation
1. Article V – President of the College from the Constitution and By-Laws of Southeastern Baptist College, Administrative Handbook p. 5 – Exhibit 5.1
2. Board of Trustees’ Meeting Minutes (with President’s report) – Exhibit 5.2
3. Sample Job Description (President), Administrative Handbook p. 19, 20 – Exhibit 5.3
4. Southeastern Baptist College Organizational Chart, Administrative Handbook p. 40 – Exhibit 5.4
5. Board of Trustees Questionnaire – Exhibit 5.5
6. Board of Trustees Questionnaire 2016-17 “Effectiveness of the College Administration” Results – Exhibit 5.6
6. Institutional Resources
STANDARD 6 - The institution has the human, financial, physical, and technological resources needed to achieve its mission and has implemented policies and procedures to manage these resources effectively.

A. Analysis

6a. Human Resources

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. An adequate number of qualified personnel to provide basic services to students, faculty, and administration.

We have a small body of staff members, but it balances our small student body adequately. While some of our staff members hold more than one title (wearing multiple “hats”), all key college positions are well-covered by our staff. Each position is held by a qualified employee who either has the college education and/or years of experience needed to effectively execute the tasks of that position. Students, faculty, and administration also have the opportunity to give their opinions on the effectiveness of personnel on a regular basis; for example, our Registration Satisfaction Survey evaluates the effectiveness of our Admissions Director, Registrar, Financial Aid Director, and our Business Office Manager. Annually, the Institutional Effectiveness Committee evaluates our overall personnel needs through our Five Year Plan – Action Plan 7.1.

2. Written policies and procedures for hiring, evaluating, promoting, and dismissing personnel based on principles of fairness and respect for individual rights.

Hiring, Promoting, and Dismissing: Policies and procedures for the hiring and dismissing of staff and faculty members are written on their employee contracts. Additional policies and procedures concerning the hiring, promoting, and dismissing of faculty members are written under “Conditions of Employment” in the Faculty Handbook.

Evaluating: Evaluation procedures for faculty members are described in the Faculty Handbook under “Evaluation Procedures”; they include questionnaires and reports submitted by faculty members, and they also include evaluations conducted by students and the Academic Dean concerning the work of faculty members. Staff members are evaluated annually by the Administration through the use of Staff Performance Evaluations. In addition, throughout our Five Year Plan, there are “Action Plan Strategies/Objectives” written to ensure that our personnel needs are regularly evaluated.

All policies and procedures concerning the treatment of our college personnel are based on principles of fairness and respect for individual rights. Our Mission states that we are here as an institution to “…glorify God by providing quality post-secondary education from a biblical world view in a Christian atmosphere”, so we are committed to treating our personnel in a fair and respectful manner at all times. We have made provisions for any employee who does not feel that he/she has been treated in this manner; he/she can follow the appropriate grievance policies in order to resolve any issues.
3. Demonstrated commitment to provide adequate resources for employee welfare including professional development.

In the Faculty Handbook, under Schedule of Fringe Benefits, the college outlines benefits it is committed to providing to faculty members, including provisions for continuing education tuition payments and professional membership dues. Benefits are listed on all staff and faculty contracts. In addition, we have “action plan” objectives within our Five Year Plan specifically for improving personnel compensation and strengthening our efforts in personnel development; each year, progress in meeting these objectives are evaluated, and plans are made for the future.

4. Policies and practices that support employee diversity appropriate to the institution’s theological and cultural context.

A Notice of Nondiscriminatory Policy to Students is given in the College Catalog and also in the Administrative Handbook; this policy states that the College “does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies….or other college administered programs”; this policy is directed to students, but it is also applicable to employees (as they are associated with our educational policies and college administered programs). Evidence of our support of employee diversity can also be found under Conditions of Employment – A. Screening Process in the Faculty Handbook. Within this policy, it states that while all Biblical Studies faculty members must “subscribe to the doctrinal statement of the Baptist Missionary Association of Mississippi”, “all other teachers must hold to all doctrines held cardinal to the Christian faith” (listed in this policy); this allows for a more diverse faculty, making room for faculty members from other Christian denominations.

An example of our practice of supporting employee diversity is our cooperative relationship with the East Mississippi Baptist State Convention, an African-American Baptist association of churches. This Convention allows us the opportunity to recruit among their members, registering them for courses since their association has no established college. A couple of their Convention’s members serve among our faculty.

5. An organizational climate that encourages job satisfaction, collegiality, and respect among personnel.

Our college has policies in place to encourage collegiality and respect among personnel. Under Conditions of Employment – G. Standards of Personal Contact – Code of Ethics in the Faculty Handbook, it states that faculty members are to “follow the rules of conduct required of students…produce mature Christian leadership by cooperating sympathetically and actively with his colleagues…refrain from criticism and hasty judgment concerning fellow workers…refrain from competition with other faculty members for students or advantages…and hold in confidence information he receives in faculty meetings, and correspondences.” One of the objectives of the Faculty Organization, found in the Faculty Handbook, is to “provide fellowship and a spirit of closeness among members”. Within our college Philosophy, it is stated that “free and open discussion of opposing views by faculty and students is encouraged”.

To ensure job satisfaction among personnel, faculty and staff members complete an anonymous Faculty and Staff Questionnaire (every two years) that asks them their opinions concerning the effectiveness of the Administration, the Faculty and Staff Organizations, the physical plant resources, and their personal welfare at the college; these Questionnaires are
evaluated by college Administration and the Institutional Effectiveness Committee, and any plans for improvement are made. In addition, faculty and staff are aware that any time that they do not feel satisfied and completely respected, there are Staff and Faculty Grievance Policies in place\textsuperscript{11,12}. There is also a close spirit of community among our administrators, staff, faculty members, and students; employees are encouraged to speak freely with administrators about any of their ideas or concerns at any time.

6. Published and accessible descriptions of organizational structures, job responsibilities, and employee policies.

Our Administrative and Faculty Handbooks contain descriptions of our organizational structures\textsuperscript{22}, job responsibilities (including both individual positions and committees)\textsuperscript{23,24}, and employee policies\textsuperscript{25}. These handbooks are accessible through the college website, each employee is given print copies, and they are available any time/on file for request with the Director of Institutional Effectiveness.

7. Appropriate provisions for the protection of personnel from threat of harm or loss, including emergency and crisis response measures.

At the beginning of each academic year, each faculty and staff member completes a Faculty/Staff Emergency Contact Information Form\textsuperscript{26} which provides the college his/her contacts in case of emergency, medical information, and his/her preference concerning ambulance assistance in case of an emergency. Our physical plant – including buildings, grounds, and equipment – are overseen and maintained for safety of personnel and students. A job description of the “Director of Physical Plant”\textsuperscript{27} is located in the Administrative Handbook; among other responsibilities, this position is to “assure that safety devices such as smoke alarms, fire extinguishers, and carbon monoxide detectors are in place and operational”. (At this time, due to financial cutbacks, we do not have an official Director of Physical Plant. We have part-time personnel who execute all the responsibilities of this position adequately.) Emergency/Crisis Exit Maps\textsuperscript{28} (for fires or storms) are located in each classroom and office area.

6b. Financial Resources

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. Evidence of financial stability documented by independent, opinioned audits, prepared by a licensed accounting professional, approved by the board, and made available to the public.

An independent audit is conducted annually by a certified public accountant, Sandy Barlow of Barlow, Walker & Company\textsuperscript{29}. The independent, opinioned audit is presented to the college’s Board of Trustees at its October meeting, where it is approved by the Board\textsuperscript{30}. Audits are made available to the public on our website under “Student Consumer Information – Audits”.

While we are not where we’d like to be in terms of strong financial stability, our ABHE Total Weighted Scores over the last five years has shown evidence that we are adequately stable financially:

- 2013 – 2.20\textsuperscript{31}
- 2014 – 2.81\textsuperscript{32}
- 2015 – 2.46\textsuperscript{33}
- 2016 – 1.81\textsuperscript{34}
- 2017 – 2.62\textsuperscript{35}
2. A budgeting process that serves as an effective instrument of financial oversight and planning.

Our President serves as Chief Financial Officer, and he is assisted by our bookkeeper who uses a computerized accounting program (QuickBooks) to maintain all financial records. An annual budget is formulated based on a projection of income from all sources and itemized disbursements; the previous fiscal year's figures are used as a guideline in order to make more accurate budget amount projections. Prior to the finalization of the annual budget, staff/departments provide itemized lists of funds they used the previous year and requests for the coming year through the Departmental Annual Report. Faculty members also make budget requests through Faculty Budget Request Forms. Using past budget figures as a guide, along with personnel requests and any projected/planned financial projects (which are documented in our Five Year Plan), the President and bookkeeper develop a realistic projected itemized budget to present to the Board of Trustees for approval.

3. The cultivation of adequate revenue streams sufficient to realize institutional goals.

Southeastern’s revenue stream includes gift/donation income from our association’s churches and individual donors and tuition income from our students (with a small amount of auxiliary income coming in from the dormitories and apartment rentals). Within our Five Year Plan, strategies and action plan objectives are developed annually to help us focus our efforts on cultivating adequate revenue streams; at the end of each academic/fiscal year, the Institutional Effectiveness Committee evaluates whether those objectives were accomplished and what plans and improvements are needed for the next year through our “Annual Assessment Report”. Some of the revenue-cultivating activities that we perform include regular/frequent direct visits/presentations to the churches within our association, letters and face-to-face conversations with individual donors, articles in the Mississippi Baptist (our associational state bi-monthly newspaper), and fund-raising promotions like our annual “Special Emphasis” time (where our associational churches focus designated offerings toward the college during our leanest financial months of July and August). Opportunity to support Southeastern financially is also available online through our website.

4. Risk management policies and procedures sufficient to safeguard assets.

Southeastern has policies and procedures in place to ensure that assets are safeguarded and that the management of the college’s finances/assets is regularly evaluated. Our Board of Trustees, which has “full and complete control of the institution between sessions of the Baptist Missionary Association of Mississippi”, has a “Conflict of Interest Policy” which requires each Board member to “take particular care that no damages be incurred as a result of a conflict of interest between themselves and the College”, which includes having any “financial interest” concerning Southeastern. In addition, “all transactions of the Board are subject to the approval of the Baptist Missionary Association of Mississippi”. The President is similarly evaluated for prudence in all financial matters by the BMAM. Concerning the Southeastern Baptist College Foundation, Inc., the Board is required to make decisions/investments “of high quality, for the purposes of obtaining the highest yield consistent with safety and preserving and enhancing the value of the principal”. Trustees of the Board are also to “engage the services of an independent auditor or accountant to audit the books and records of the Foundation annually, or more often if they deem it necessary” and “receive no compensation for their
services nor shall any Trustee derive any pecuniary benefit from his office”.

Policies are also in place to assure donors that their donations will be handled safely and wisely. Our Philosophy of Development includes the “Donor Bill of Rights”, which has several statements committing the college to the wise management of assets that have been donated. Our Standards for Fund Raising policy sets forth twelve standards that the college adheres to concerning any raised funds.

Procedures we conduct to protect against unauthorized access to financial records include password-protected computer files, key- and combination-locked financial file cabinets and safe, and multiple locked entry doors to gain access to the bookkeeper’s office.

5. Appropriate board oversight of financial management to meet public accountability obligations.

Our Board of Trustees approves the annual budget as well as the annual official, independent audit. At any time, the Board Chairman can request financial records or reports. The Board also presents their entire meeting minutes to the Baptist Missionary Association of Mississippi at its annual meeting; these minutes are then published for anyone to examine in the BMAM Yearbook (distributed to all BMAM churches).

6. Sufficient financial reserves to enable effective response to unforeseen financial circumstances and enrollment fluctuations.

The college has a $50,000 line of credit with a local bank which we can use for unexpected financial circumstances; when any money is borrowed from the bank, paying the balance off as quickly as possible is always a priority. We also have a Visa credit card with a $10,000 credit limit which can be used for emergency financial issues. Finally, if a financial circumstance arises that is dire, we have physical assets (unused property and two campus homes that could be sold).

7. Adequate internal controls to safeguard assets and protect personnel from accusations of wrongdoing.

All of the information provided in Essential Element #4 can be applicable to this Essential Element. In addition, a system of checks and balances is in place to ensure that the work of each individual involved in business functions is subject to review by another employee. The bookkeeper records all deposits, and the Registrar authenticates the deposits. Two signatures are required on each check (one of which is always the President of the college). The President also reviews the financial statements (opening and reviewing bank statements before passing them to the bookkeeper for filing).

8. Evidence that institutional planning informs the budgeting process.

As was mentioned in Essential Element #2, prior to the finalization of the annual budget, staff/departments provide itemized lists of funds they used the previous year and requests for the coming year through the Departmental Annual Report. Faculty members also make budget requests through Faculty Budget Request Forms. Using past budget figures as a guide, along with personnel requests and any projected/planned financial projects (which are documented in our Five Year Plan), the President and bookkeeper develop a realistic projected itemized budget to present to the Board of Trustees for approval.

Our Institutional Effectiveness Committee meets at various times throughout the year; however, their annual institutional planning and assessment meeting occurs in July. At this
meeting, past plans/action objectives are evaluated and are either considered complete or in need of carrying over to the next year\(^1\). Plans are made for the coming year\(^2\). In both instances (past plans carried out and new plans made), projected costs are determined which are then used to help form the budget for the coming year.

6c. Physical Resources

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. Evidence that facilities, equipment, and supplies are adequate to support institutional mission, to achieve educational goals, and to ensure continuity of offerings.

Facilities: Our campus was first opened in 1955 with the completion of the administration building. This building was followed by the construction of two dormitories in 1957 and 1958. Other buildings added throughout the years are the gymnasium (connected to the administration building), the library building, and two campus homes (one for faculty and one for the President).

The administration building currently houses nine administrative/faculty offices (with three additional available office spaces). It houses five large classrooms with the capacity to hold 24 students (based on an area of 2.5 feet per student), but these rooms can accommodate as many as 30 students comfortably; of these five classrooms, three are traditional lecture-only classrooms, one is an equipped science lab, and one is a computer classroom/computer lab. Two bathrooms, a maintenance room, two staff work/supply rooms, and a chapel room (which can comfortably seat 75 people) are also located in the administration building. At this time, we are renting our administration building to a local private school (Excellence in Learning Academy). This arrangement began in September 2017, with a year-long lease agreement being signed and filed with our Bookkeeper’s office. With this arrangement, we have relocated all of our personnel offices and any on-campus classes to the library building. This, so far, has been a nice arrangement: with almost all of our courses being online this academic year, we did not need our large administrative classrooms. Also, the library building (our newest and nicest building) is quite adequate size-wise for our administrative and classroom needs at this time. This lease agreement with the private school has allowed us to reduce our expenses and to also gain income; and, with only a one-year lease agreement with the private school, we can begin using the administrative building again next year if our on-campus student population increases greatly enough that we need the space.

The gymnasium features a full regulation basketball court, a stage, three main storage areas (two on either side of the stage and one below the bleachers), a large classroom (currently unused), and a faculty lounge in its “main floor” area. Above the gymnasium floor, to the side, is a second floor area with several small rooms (most of which are simply used for storage at this time) that can be used for office and classroom spaces when needed. In the front portion of the gymnasium building, there is a student lounge area, two bathrooms, and a large foyer room (currently empty, but large enough to house another lounge area or recreational game tables).

One dormitory, Granberry Hall, is located behind the administration building. It is a two-story building with seven dormitory rooms downstairs and eight dormitory rooms upstairs. There are bathroom/shower facilities on both levels, kitchen facilities on both levels, and a living
room area on the bottom floor. An apartment is located on the bottom floor at the end opposite the dormitory rooms, isolated from the dormitory area by a locked doorway. At this time, Granberry Hall is not in use due to the limited number of students staying on campus.

Our second dormitory, Hilbun Hall, is located beside the gymnasium. This two-story structure not only houses a dormitory area, but also a recreational/game room area and five apartments. The downstairs dormitory area has a living room, kitchen, washer/dryer area, bathroom/shower facility, and five large dorm rooms which at present time accommodate two students per room (but are large enough to accommodate four students per room). The upstairs dormitory area houses six bunk/two-person rooms with bathrooms en suite. Each of the five apartments has a private entrance and is separated from the dormitory areas. The downstairs recreational/game room holds a lounge area and game tables; in addition, the back of this recreational area houses a retired/unused cafeteria kitchen (no longer operational and closed off from any student access by walls and locked doors). At the present time, the downstairs dormitory area is used for male students, and the upstairs dormitory area is used for female students (completely segregated by separate outdoor entrances and by a double-key deadbolt on the only interior door connecting the two floors). For this current academic year, however, there are no female dormitory students.

The college library is held in a 7500 square foot building built in 1993. The Student Services offices (Registrar, Admissions/Financial Aid, Bookkeeper, and Dean of Students) are located at the end of this building with a separate entrance. The main library area has a large open area for seating, for computer use, and for bookshelves with their contents. The remainder of the library has a foyer with bathrooms, three offices, two small storage rooms, a conference room, an archives room, a staff workroom/supply room, and a faculty/student lounge area.

We have parking facilities adjacent to all of our buildings: one for each dormitory and a large paved lot to accommodate the administration building, the gymnasium, and the library building. There is also a large empty grassed area in the back of the campus that can accommodate many more vehicles if needed.

With our small student body (with many of them attending their courses completely online) and our small group of staff and faculty members, the current facilities provide more than adequate space for our campus population with room to grow. (Ways in which we evaluate the adequacy of our facilities will be described in more detail in Essential Element #3.)

**Equipment and Supplies:** All campus offices are provided with necessary equipment and supplies – furniture, computer workstations with printers and Internet access, telephones, and office supplies. There are student workstations with computers, printers, and Internet access in both dormitories and in the library (which has multiple workstations). The computer classroom, which also serves as a computer lab, currently has ten computer workstations with additional wiring for more if needed. In addition to these computer workstations placed throughout the campus, Southeastern has a low budget WIFI network with access points in the administration building, the gymnasium, both dormitories, and the library. All of our classrooms are equipped with necessary supplies and equipment such as white-boards, expo markers, furniture, overhead projectors (both classic and electronic with input ports for computer VGA and RCA composite video/audio inputs that connect to video/audio playback devices such as VCR and DVD players). Portable A/V carts holding televisions, VHS and DVD players, and laptop/projectors are
available for use in the classrooms. Our science lab has necessary equipment and supplies to conduct science experiments and projects such as gas valves for Bunsen burners, sinks, electrical power strips; this room also has a storage room where specimens, chemicals, etc. can be stored and locked away for safety. Any supplementary supplies for faculty and staff – paper, writing utensils, copy machines, etc. – are located in the work/supply room. (Ways in which we evaluate the adequacy of the available equipment and supplies will be described in more detail in Essential Element #3.)

2. Sufficient personnel and procedures to maintain physical resources adequately.

Our physical resources – including buildings, grounds, and equipment – are overseen by the full-time staff of Southeastern. Each department/staff member oversees his/her own personal office and surrounding areas, notifying the administration if there is a physical need. Any need relative to plumbing, air conditioning/heating, electrical, any major building maintenance, etc. is addressed by outsourcing professional service companies. In times past, we have had a full-time maintenance staff of two, and a job description of the “Director of Physical Plant”27 is located in the Administrative Handbook; among other responsibilities, this position is responsible “for the oversight of the maintenance of buildings, grounds, and equipment”. At this time, however, due to financial cutbacks, we do not have an official Director of Physical Plant. We have part-time personnel who execute responsibilities of this position (such as grounds-keeping, cleaning, and minor building/equipment repairs). At any time that we need a thorough physical audit of the entire campus, we have a “building maintenance” chart that is used to document the status of our physical resources53.

3. Evidence that physical resource needs are identified and addressed in the planning process.

At the end of every semester, faculty members are asked to evaluate the campus environment through Faculty Course Reports54; a summary of these reports is compiled by the Director of Institutional Effectiveness, given to the Academic Dean for review, and then presented to the Institutional Effectiveness Committee at its annual assessment/planning meeting. In addition, once every two years, faculty members, staff members, and students evaluate the college’s physical resources through a Faculty & Staff Questionnaire21 and a Current Student Questionnaire55. The results of these questionnaires are summarized by the Director of Institutional Effectiveness and presented to the Institutional Effectiveness Committee. The feedback/results are used to plan for the coming academic year; ways to improve on exposed weaknesses are established and added to the Five Year Plan (if financially feasible at the time)52. Also through this annual assessment and planning process, the current year’s physical plant projects are reviewed, and determinations are made concerning their completion/success (and uncompleted projects can be carried over to the next year) – documented in the Assessment Charts of our “Institutional Effectiveness Annual Report”51.

4. Facilities and services compliant with applicable health, safety, and disability access codes.

All of our facilities are equipped with fire extinguishers, emergency lighting (where needed), and lighted exit signs; American Fire & Safety, Inc. visits the campus periodically to inspect and maintain this safety equipment. As mentioned in Essential Element # 2, all plumbing, air conditioning/heating, electrical, etc. are maintained for the health and safety of our
staff and students by outsourcing professional service companies and by the hiring of part-time maintenance personnel. Our campus buildings are insured by *Brotherhood Mutual Insurance Company* which, in order to provide us coverage, ensures that we are compliant with applicable health, safety, and disability access codes through periodic inspections. *Brotherhood Mutual Insurance Company* also provides our Workers Compensation and Employers Liability insurance. Both of our dormitories have fire alarm systems (professionally monitored), fire escapes, and panic doors. Provisions for disabled students have been made: a handicapped restroom stall, handicapped parking, entrance/exit ramps, a handicapped dormitory shower, etc.

5. **Appropriate provisions for the protection of physical resources from threat of harm or loss, including crisis response measures.**

Explanations presented in Essential Element #4 are also applicable here. In addition, all exterior doors have deadbolt locks, and the only key-holders are staff and administration-approved renters. All interior doors have locks, and only staff and designated faculty members have keys – explained in the Faculty Handbook under “Office Space, Lounges, and Keys”. Crisis response measures include having emergency (fire/storm) exit maps posted in all of the classrooms and main areas, having emergency contact numbers of designated staff members placed in the Student Handbook, and posting announcements through Populi (our online campus system) via email and text whenever there is emergency closings of our campus due to inclement weather.

6d. **Technological Resources**

**ESSENTIAL ELEMENTS:** Relative to this standard, an accredited institution is characterized by…

1. **Appropriate technology to support the institution’s educational and operational effectiveness.**

   **Telephone communications:** Southeastern has three incoming telephone lines distributed among the offices using a Partner II phone system (with a maintenance agreement with Avaya Inc.). Two of the lines are analog, while the third line is DSL (Digital Subscriber Line). The DSL line serves primarily as a phone line but also serves as a backup Internet connection in the event of a failure of our main cable-hosted Internet connection.

   **Internet Service:** Comcast provides our business-grade Internet service. Downstream from our Comcast cable modem is a free version of Untangle Server system which functions as an Internet filter and firewall; it also provides our DHCP (Dynamic Host Controller Protocol) service that assigns the IP (Internet Protocol) addresses for all of our computers, machines, and devices connected to our LAN (Local Area Network). In addition to the LAN, there is a low-end budget wireless system in place, where students, faculty, and staff can access the Internet using their wireless devices from any building on campus.

   **Local Area Network:** Through our LAN, any employees who have user accounts can share files and collaborate on projects. Computer workstations and printers in the computer classroom (lab), the library, and the dormitories are connected to the LAN through both wired and wireless devices allowing users access to the Internet.

   **Online College Management System:** Populi is our online campus management system, which is used as the home/portal for all of our online courses; faculty members of our traditional
on-campus courses also use *Populi* for all of their attendance and gradebook recording. Students and faculty members can access our library’s electronic card catalog through this management system, and all of our staff use it to conduct registration procedures, to maintain student records, and to communicate announcements to all students and faculty members. In addition, *Populi* has a backup system available off-campus for storage of college data.

**College Website:** Our official website, [www.southeasternbaptist.edu](http://www.southeasternbaptist.edu), is maintained by our Director of Information Technology. The website is the online center for information about the college: staff, policies, admissions procedures, announcements, etc. The college library’s electronic card catalog can be accessed from our website, along with additional library resource pages and links. All handbooks, the catalog, and accreditation-required consumer information is also provided on our website. Our Director of IT works with college staff to ensure that the website’s information is kept up-to-date.

2. **Systematic allocation of resources to maintain current and support future technological capacity.**

Our Director of Information Technology maintains the college’s computer network, computer systems, telephone system, office equipment, and website/online activities. This includes all technological resource allocation recommendations. Our Microsoft license agreement is a subscription that is renewed annually, allowing the college access to the latest Microsoft software products. As funding is available, newer hardware replaces the oldest equipment. The Director of IT works to keep abreast of the latest technologies such as server and WIFI technology in preparation for whenever funding for upgrades and expansion is available.

3. **Ongoing training and support for technology personnel and users, including staff and students.**

**Training:** The college’s Director of Information Technology conducts continual research and free online training to stay abreast of the latest technologies/technological opportunities for our campus. A college representative (usually the Director of Institutional Effectiveness, the President, or the Academic Dean) always attends the ABHE annual conference, where he/she can attend workshops and visit exhibitors related to new technological resources; information is brought back to our technical staff. Our Director of IT conducts regular in-house training appointments (both to groups and to individuals). These hands-on presentations are used mainly to train students and faculty members how to use *Populi*, but the Director of IT is available to teach any technological skill that is requested. One of the “steps” in our Registration process is specifically for a new student to meet with the Director of IT for *Populi* training.

**Support:** In addition to the training of technological skills to staff and students, the Director of IT also offers continuous support to ensure that all technological systems are operating properly and that all personnel and users have the equipment they need to be successful in their work/studies. User feedback is key, and the Director of IT is a full-time employee, available to all staff and students whenever they have a technological issue. He also conducts frequent checks on all of the campus technological equipment to verify updates, functionality, and cleanliness.
4. Clearly stated policies and procedures regarding technological resources, services, and security, including compliance with privacy regulations.

Our Internet Access Policy is available on the college website, accessible through a link located on the SBC Library page; it is also documented in the college library’s Policy and Procedural Manual\textsuperscript{61}. Our Distance Learning Policy is located in the College Catalog; it gives information regarding technical assistance, intellectual property, academic honesty, etc.\textsuperscript{62}. In our Administrative Handbook, the college documents our compliance with the Family Education Rights and Privacy Act of 1974\textsuperscript{63}. In addition, every student receives an Online Course Information Sheet during the Registration process (in the Registrar’s office, during academic advisement/the selection of courses)\textsuperscript{64}; this information sheet describes any pertinent technological requirements for taking an online course such as required access, technical abilities, support services, etc.

B. Evaluative Conclusion

6a. Essential Element 1 -
We believe the institution is in compliance with this Essential Element.
Essential Element 2 –
We believe the institution is in compliance with this Essential Element.
Essential Element 3 –
We believe the institution is in compliance with this Essential Element.
Essential Element 4 –
We believe the institution is in compliance with this Essential Element.
Essential Element 5 –
We believe the institution is in compliance with this Essential Element.
Essential Element 6 –
We believe the institution is in compliance with this Essential Element.
Essential Element 7 –
We believe the institution is in compliance with this Essential Element.

6b. Essential Element 1 –
We believe the institution is in compliance with this Essential Element.
Essential Element 2 –
We believe the institution is in compliance with this Essential Element.
Essential Element 3 –
We believe the institution is in compliance with this Essential Element.
Essential Element 4 –
We believe the institution is in compliance with this Essential Element.
Essential Element 5 –
We believe the institution is in compliance with this Essential Element.
Essential Element 6 –
We believe the institution is in compliance with this Essential Element – although we can do better and hope to begin building a “special reserve fund” that we can use instead of having to borrow any money from an outside source.

Essential Element 7 –
We believe the institution is in compliance with this Essential Element.

Essential Element 8 –
We believe the institution is in compliance with this Essential Element.

6c.
Essential Element 1 –
We believe the institution is in compliance with this Essential Element.

Essential Element 2 –
We do not believe the institution is in full compliance with this Essential Element. We are attempting to adequately maintain our physical resources, but our current budget has no room for the hiring of a Director of Physical Plant or for the costs of some needed building repairs. With no full-time maintenance staff worker, regular and frequent checks on all of the buildings (especially empty/unused areas) are not being accomplished. While emergency and/or pressing building repairs are addressed, other maintenance needs cannot be met due to lack of finances (especially needs that would enhance the beautification of our campus). We fairly regularly have tremendous volunteers who have donated their time, materials, and money to help maintain our campus. This has been such a great help to us, but we realize that we need to do more to be in full compliance of this Standard.

Essential Element 3 –
We believe the institution is in compliance with this Essential Element.

Essential Element 4 –
We believe the institution is in compliance with this Essential Element.

Essential Element 5 –
We believe the institution is in compliance with this Essential Element.

6d.
Essential Element 1 –
We believe the institution is in compliance with this Essential Element.

Essential Element 2 –
We believe the institution is in compliance with this Essential Element.

Essential Element 3 –
We believe the institution is in compliance with this Essential Element.

Essential Element 4 –
We believe the institution is in compliance with this Essential Element.

C. Documentation
1. Registration Satisfaction Survey – Exhibit 6.1
2. Action Plan 7.1, Five Year Plan p. 28 – Exhibit 6.2
3. Sample Staff Employee Contract – Exhibit 6.3
4. Sample Faculty Employee Contract – Exhibit 6.4
7. Staff Performance Evaluation – Exhibit 6.7
   - Exhibit 6.16
17. *Conditions of Employment – G. Standards of Personal Contact*, Faculty Handbook p. 16
   - Exhibit 6.18
18. *Constitution and By-Laws of Faculty Organization – Purpose/Objectives*,
    Faculty Handbook p. 8 – Exhibit 8.19
20. *Faculty & Staff Questionnaire* – Exhibit 6.21
21. *Organizational Chart*, Faculty Handbook Appendix – Exhibit 6.22
24. *Sample Employee Policy*, Faculty Handbook p. 29 – Exhibit 6.25
25. *Faculty/Staff Emergency Contact Information Form* – Exhibit 6.26
27. *Sample Emergency Exit Map* – Exhibit 6.28
28. *Independent Audit Cover Letter* – Exhibit 6.29
29. *Board of Trustees Minutes (approving Audit)* – Exhibit 6.30
30. *ABHE Financial Score Indicator, 2013* – Exhibit 6.31
32. *ABHE Financial Score Indicator, 2015* – Exhibit 6.33
33. *ABHE Financial Score Indicator, 2016* – Exhibit 6.34
34. *ABHE Financial Score Indicator, 2017* – Exhibit 6.35
36. *Faculty Budget Request Form* – Exhibit 6.37
38. *Sample Annual Budget* – Exhibit 6.39
40. *Action Plan 3.2* – Five Year Plan p. 20 – Exhibit 6.41
41. *Action Plan 3.3* – Five Year Plan p. 21 – Exhibit 6.42
42. 45
43. *Assessment Chart/Plan #3.1*, Southeastern Baptist College Institutional Effectiveness Annual Report – Exhibit 6.43
44. Sample “Special Emphasis” Promotional flyer – Exhibit 6.44
45. *Board Conflict of Interest Policy & Duties of the Board of Trustees*, Administrative Handbook p. 4 – Exhibit 6.45
50. 2017-2018 *Budget* – Exhibit 6.50
51. *Assessment Chart/Plan #4.1*, Southeastern Baptist College Institutional Effectiveness Annual Report – Exhibit 6.51
52. *Action Plan 4.1* – Five Year Plan p. 22 – Exhibit 6.52
53. *Building Maintenance Chart* – Exhibit 6.53
54. *Faculty Course Report* – Exhibit 6.54
55. *Current Student Questionnaire* – Exhibit 6.55
58. *Office Space, Lounges, Keys*, Faculty Handbook p. 27 – Exhibit 6.58
60. *Director of Information Technology Job Description*, Administrative Handbook p. 39-40 - Exhibit 6.60
64. *Online Course Information Sheet* – Exhibit 6.64

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STANDARD 7
ENROLLMENT MANAGEMENT

7. Enrollment Management
STANDARD 7 - The institution has developed and implemented an enrollment management plan that is consistent with its mission and addresses issues of recruitment, admissions, student financial services and retention.

A. Analysis

7a. Recruitment
ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. Recruitment strategies that target students whose spiritual commitment, goals and interests are consistent with the institutional mission.

Our College Catalog, under Academic Information – Admission Policies and Procedures - Standards of Admissions, states that “Southeastern Baptist College accepts those applicants who give evidence of potential success in the educational objectives of the college. Acceptance is based upon previous scholastic records, entrance examinations, and personal interviews when deemed necessary….Students must be professed Christians to be admitted to a degree program.” Since any student entering a degree program must be a professing Christian (noted on his/her Admissions Application), our Admissions Director/Recruiter focuses his primary recruiting efforts on students from churches, Christian-homeschooled students, students from Christian private schools, and ministers. Some of our recruiting strategies include: contacting church pastors for referrals/prospects, inviting homeschool groups to our campus for their associational meetings and events, and inviting area private schools to our spring recruiting festival events. We also seek to build relationships with other Baptist denominational associations, such as the East Mississippi Baptist State Convention (an African-American Baptist association of churches centered about an hour from our institution); through our relationship-building with them, we now have extension courses meeting in their facilities. In addition, we attend community events such as festivals and conferences to set up a display table with staff available to answer questions. All of our marketing materials – brochures, banners, signage, press and social media advertisements, etc. – clearly portray us as a Christian institution.

2. Accurate and sufficient recruitment information to enable prospective students to make informed decisions.

Our recruiting office has a large shelf of informational brochures pertaining to all aspects of our institution that would be helpful to prospective students: brochures on admissions policies, financial aid, housing, degree programs, online courses, etc. Any prospective student receives these brochures either in person or in a packet through the mail; they are also always on our display table at recruiting events. These brochures are created in-house, so they can easily and quickly be replaced/updated with the latest information. Our College Catalog (which holds more detailed information about the College) is made available to all prospective students as well. Our website is frequently updated by our Director of Information Technology with the
latest information about our institution so that prospects who visit our website can make informed decisions. When a prospective student calls our offices, our Recruiter is usually able to take their call immediately; if he is not available, all of our staff have been instructed to answer any questions that the prospect has (if possible) rather than simply taking a message.

3. The allocation of resources and authority to support effective recruitment efforts.

At the end of a fiscal year, each department is given a Departmental Annual Report which allows that department an avenue of reporting its expenditures for the previous year and of requesting budget funds for the coming year. The President then uses these departmental reports to formulate a proposed budget for the coming year (based on specific expenditure amounts of the past to help determine more accurate resource allocations). Our Recruiter uses this Report to request resources for recruiting efforts. The proposed annual budget has a line item specifically for “recruiting expenses.” Unfortunately, our working budget is always extremely tight, so there is always disappointment that the College cannot allocate more resources to recruiting efforts (especially in the area of advertising). The Administration and staff therefore seek to find as much free advertising opportunities as possible.

4. Student recruitment policies and practices that encourage ethnic and gender diversity appropriate to the institution’s theological and cultural context.

Southeastern’s Notice of Nondiscriminatory Policy to Students states: “Southeastern Baptist College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the college. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, or other college administered programs.” Our recruiter follows this policy as he conducts recruiting activities at all times. Our student body is made up of (on average, as it changes slightly from semester to semester) around 75% males and 25% females, with 52% of them being Caucasian, 36% of them being African American, and 12% of them representing other races (Hispanic, Asian, American Indian). These percentages show a diverse ethnic student body. While these percentages show a less diverse student body concerning gender, this is not due to deliberate recruiting practices; as a Bible college supported by associational churches with only male pastors and church ministry leaders, we naturally have more males (students who are ministers) in our student body.

7b. Admissions

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. Admissions requirements and procedures that are clearly communicated to prospective students, applied consistently in the admissions process, and appropriate to the level of education.

Explained some in Standard 7a – Essential Elements #1 and #2, our admissions requirements, policies, and procedures are located in the College Catalog under Academic Information – Admission Policies and Procedures. The College Catalog is given to all prospective students, and it is also available on the college website. Our Director of Admissions follows the requirements of his job description, published in our Administrative Handbook; he applies all steps in the admissions process consistently with all prospective students. Our admissions policies clearly state the level of education that is required of students desiring admittance into our programs.
2. Evaluation procedures that reasonably ensure admitted students have attained the requisite educational level and possess the ability to achieve their educational goals successfully.

In our College Catalog, under Academic Information – Admission Policies and Procedures, it states:

“Methods of admission to the academic program of the college are as follows:

1. Graduation from an accredited high school.
2. Graduation from Home Schooling, if the accreditation of the program is recognized by the state in which the student is a resident.
3. General Education Development (GED)
   Non-high school graduates must present a statement from the state Department of Education showing satisfactory completion of the GED.
4. Any student who completes a program whose accreditation is not recognized by the state in which the student resides may be admitted by showing evidence of successfully completing the GED or showing evidence of having achieved a score of 14 or above on the English section and a 15 or above on the Math section of the ACT.
5. Transfer from another college.
   Students may be admitted on transfer from other colleges or universities accredited by a CHEA recognized agency or an agency approved by the U. S. Department of Education as listed in the Higher Education Directory.”

Our Admissions Director evaluates each prospective student’s application and required documentation to determine that the prospect has the necessary requisite educational level for admittance into one of our programs.

3. Published policies and procedures related to transfer credit and prior learning, including public disclosure of criteria used to evaluate transfer credit and a list of institutions or programs with which the institution has established articulation agreements.

In our College Catalog, under Academic Policies – Evaluation of Transfer Credit, it states:

“In no case will Southeastern be obligated to accept transfer credits from other institutions unless those subjects qualify the student for the course of study offered by this institution, nor will transferred credits be accepted for graduation requirements unless they are satisfactory substitutes for subjects listed as requirements in this catalog.

Credit from all institutions accredited by a CHEA and/or U. S. Department of Education recognized agency will be received at face value, but all work accepted from that institution must comply with Southeastern Baptist College’s satisfactory academic progress policy and procedures.

Credits given for subjects pursued at Southeastern are measured in semester hours, and all transferred hours will be accepted at their semester hour equivalency.

Credit earned through educational experiences in the armed services and military schools will be awarded as recommended by the American Council on Education.

Each student must take at least 15 hours on campus at Southeastern to qualify for an associate degree and 30 hours on campus to qualify for a bachelor’s degree.
Credits transferred from accredited institutions are reproduced on the permanent records of Southeastern Baptist College. Only courses accepted toward a degree at Southeastern are used to determine GPA. Some D’s may be considered for transfer if the resulting GPA is at least 2.0.

NOTE: A student at Southeastern Baptist College who plans to transfer to a four-year college may enroll in courses equivalent to those taken by freshmen and sophomores at the four-year college. That student should obtain a copy of the catalog of the four-year college and use it as a guide in selecting courses at Southeastern. The student should contact the four-year college and receive a written guarantee that credits will transfer. """"8

The College Catalog is given to all prospective students, and it is also available on the college website. Once a student has completed the admissions application process with the Director of Admissions, his/her student file then is transferred to the Registrar’s Office. Our Registrar evaluates the student’s transcripts, executing the responsibilities listed in her job description (published in the Administrative Handbook9).

4. Systematic procedures for identifying applicants who are not adequately prepared for their desired level of study.

As was discussed in Standard 7b – Essential Elements #2 and #3, the Admissions Director and the Registrar both evaluate all of a prospective student’s academic history in order to determine if that prospect is prepared for his/her desired level of study. The Academic Dean, who is the supervisor of the Admissions Director and the Registrar, is also a part of the evaluation process. The Academic Dean, as can be seen on his job description located in the Administrative Handbook10, has responsibilities to “keep the Director of Admissions updated on any changes in academic admissions requirements” and to “assist the Registrar in the classification and assignment of all students in academic matters”.

7c. Student Financial Services

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. Accurate financial aid information in regard to scholarships, grants, loans and refunds that is published and made available to prospective and enrolled students.

In the College Catalog, under Financial Information11, financial aid information is given: schedule of expenses (tuition costs and all fees/charges), general regulations, verification policies, types/descriptions of financial aid, scholarships, institutional grants, payment of accounts, and refund policies. (Southeastern does not offer any student loans, nor does it participate in any student loan programs.) Financial information is available on the college website, and a “financial information” brochure12 is given to any prospective student and is available to any enrolled student in the Financial Aid Administrator’s office.

2. Evidence that financial aid practices meet regulatory and reporting requirements.

In the job description of the Financial Aid Administrator, it states that he is to “maintain current knowledge of governmental regulations affecting financial aid programs by attending training seminars and reviewing information provided directly by the Department of Education”13. Our Financial Aid Administrator adheres to the current FAFSA Handbook.
(kept on his office computer for easy reference), and he attends financial aid conferences whenever possible. “Maintain good standing in Federal Title IV program” is one of the “Action Plan Objective Steps” in our Five Year Plan, and it is evaluated annually in our assessment/planning meetings (documented in our Institutional Effectiveness Annual Report Assessment Charts). A copy of our approval letter from the United States Department of Education – Federal Student Aid Office is provided.

3. Financial counseling services provided to help students make decisions regarding alternatives for financing their education and to inform students who receive financial assistance of any repayment obligations. Our Financial Aid Administrator provides financial counseling services to each student regarding ways he/she can finance his/her education and obligations he/she has concerning repayments; policies and procedures published in our College Catalog, on our website, and in our “financial information” brochures are explained to each student and are adhered to by all college personnel. During the registration process, each student is counseled by either the Financial Aid Administrator or Administration concerning his/her financial obligations to the college as a student; an Enrollment/Withdrawal Policy is explained to the student and is then signed by the student to note his/her understanding and compliance of the policy (which explains financial obligations).

7d. Retention

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by...

1. Adequate resources and services to address the needs of at-risk students and improve student retention.

   Student retention risks/at-risk students at Southeastern have been identified as (1) those displaying poor academic performance, (2) those having difficulties paying their deferred payments, and (3) those that “slip away” during or in between semesters due to personal issues and commitments taking their focus away from their coursework. Our administrators, staff, and faculty are all active in seeking to identify these at-risk students, to help them find ways to overcome any issues that are hindering their college education. Faculty members alert the Academic Dean as soon as they discover a pattern of poor academic performance in a student (such as poor grades, poor class attendance, and/or poor class participation). The Bookkeeper and Financial Aid Director alert the Academic Dean and President as soon as they discover a pattern of late or no payments on a student’s account. The college staff and full-time faculty members usually can know of a student’s personal issues that might be hindering his/her coursework through academic advisement conversations and/or through public prayer requests (in class prayer time or in Chapel). As soon as a student is found to be at-risk, our administration, faculty members, and staff are quick to advise him/her concerning ways to help him/her continue his/her coursework.

2. An assessment process that measures and improves student retention and completion.

   Information regarding student retention is gathered campus-wide throughout an academic year in order to determine specific retention issues so that improvements can be made. Our Registrar maintains student retention records, supplying totals for official reports such as the
ABHE Annual Report and IPEDS; graduation rates are listed on our website under “Student Consumer Information” as well. Student satisfaction is monitored through anonymous surveys such as the Current Student Questionnaire\textsuperscript{18} and the Student Course Evaluation\textsuperscript{19}; through these assessments, students can voice their opinions concerning specific aspects of their experience at Southeastern (course instruction and environment, campus activities, etc.). In addition, as described in Standard 7d – Essential Element #1, faculty and staff members identify at-risk students to the Academic Dean and President.

All of these information-gathering activities then lead to our annual assessment and planning meetings – discussions held by our Institutional Effectiveness Committee and guided by our Five Year Plan and its corresponding Annual Report Assessment Charts. Our Five Year Plan’s “Action Plan #1.5 Objective” specifically seeks to “establish and implement a program designed to improve retention of current students.”\textsuperscript{20,21} Plans to strengthen our campus programs (based on student retention numbers, on student feedback, and on at-risk student issues) are made for the coming year in the hopes of improving student retention.

## B. Evaluative Conclusion

### 7a.

**Essential Element 1**

We believe the institution is in compliance with this Essential Element.

**Essential Element 2**

We believe the institution is in compliance with this Essential Element.

**Essential Element 3**

We believe the institution is in compliance with this Essential Element. However, we absolutely realize that our recruiting efforts could be stronger if we had more available funds to provide more advertising activities. At the present time, we are doing what we can afford.

**Essential Element 4**

We believe the institution is in compliance with this Essential Element.

### 7b.

**Essential Element 1**

We believe the institution is in compliance with this Essential Element.

**Essential Element 2**

We believe the institution is in compliance with this Essential Element.

**Essential Element 3**

We believe the institution is in compliance with this Essential Element.

**Essential Element 4**

We believe the institution is in compliance with this Essential Element.

### 7c.

**Essential Element 1**

We believe the institution is in compliance with this Essential Element.
Essential Element 2 –
We believe the institution is in compliance with this Essential Element.

Essential Element 3 –
We believe the institution is in compliance with this Essential Element.

7d.
Essential Element 1 -
We believe the institution is in compliance with this Essential Element.

Essential Element 2 –
We believe the institution is in compliance with this Essential Element.

C. Documentation
1. Academic Information – Admission Policies and Procedures, College Catalog p. 24-25 – Exhibit 7.1
2. Admissions Application – Exhibit 7.2
3. Example Recruiting Brochure – Exhibit 7.3
4. Departmental Annual Report – Exhibit 7.4
5. Sample Annual Budget – Exhibit 7.5
6. Notice of Nondiscriminatory Policy to Students, College Catalog p. 25 – Exhibit 7.6
7. Director of Admissions Job Description, Administrative Handbook p. 27 – Exhibit 7.7
8. Academic Policies – Evaluation of Transfer Credit, College Catalog p. 27-28 – Exhibit 7.8
9. Registrar Job Description, Administrative Handbook p. 29 – Exhibit 7.9
10. Academic Dean Job Description, Administrative Handbook p. 21 – Exhibit 7.10
11. Financial Information, College Catalog p. 16-22 – Exhibit 7.11
15. Assessment Chart/Plan #8.2, Southeastern Baptist College Institutional Effectiveness Annual Report – Exhibit 7.15
16. Federal Student Aid Approval Letter – Exhibit 7.16
17. Enrollment/Withdrawal Policy – Exhibit 7.17
18. Current Student Questionnaire – Exhibit 7.18
19. Student Course Evaluation – Exhibit 7.19
20. Action Plan #1.5, Southeastern Baptist College Five Year Plan p. 16 – Exhibit 7.20
21. Assessment Chart/Plan #1.5, Southeastern Baptist College Institutional Effectiveness Annual Report – Exhibit 7.21

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8. **Student Services**

STANDARD 8 - The institution provides services that contribute to the holistic development and care of students and that are appropriate to the level of education and delivery system.

A. **Analysis**

**ESSENTIAL ELEMENTS:** Relative to this standard, an accredited institution is characterized by…

1. **A commitment to the spiritual, physical, intellectual, emotional, and social development of students that is consistent with biblical higher education.**

Southeastern is committed to the belief that all areas of student development – spiritual, physical, intellectual, emotional, and social – are important and should be attended to in order to provide a well-rounded biblical education. Our **Philosophy** states:

“*Bible colleges have at least three distinctives: first, a Bible college exists for the purpose of training Christian workers; second, Bible college training emphasizes practical experience; and third, the Bible college curricular emphasizes Biblical studies. Trustees, administration, and faculty of Southeastern Baptist College are committed to maintaining those distinctives for the institution. Therefore, they consider the spiritual as well as the academic qualifications for students. It is their conviction that a right relationship with God is the first step in the pursuit of knowledge… Ministers and professional Christian workers, as well as Christians in all walks of life, can benefit from a Bible college education. They are the leaders and teachers of others. Their responsibility is not only to interpret correctly the truth as expressed in the Bible but also to communicate that truth effectively. Southeastern College was established because of these convictions and remains dedicated to them***.

Our **Philosophy of Student Development** states:

“Southeastern seeks to provide a faculty that demonstrates personal concern for each student by providing meaningful interaction with the student in the classroom and being available for personal contact outside the classroom. Southeastern is also committed to developing students who will continue in their pursuit of imitating Christ and expressing their Christianity through active ministry throughout their lifetime regardless of vocational calling. The Student Ministries Program, chapel services, and other similar activities will be used to achieve these goals. Southeastern strives to provide an atmosphere that helps the student cope with the demands of college life that can serve as a primer for coping with life in the "real world" after college***.

Whether it is our Dean of Students, Student Ministries Director, Academic Dean, Director of Physical Plant, etc. – each of our employees (both faculty and staff) view their primary job purpose as “Student Services”. “Students are offered opportunities to seek counseling concerning their personal, spiritual, and educational problems from any member of the faculty or administration. Academic counseling is supervised by the academic dean at registration and throughout the degree program of each student. The Student Ministries Director assists in counseling students relative to their professional training***.
2. The organization and delivery of student services that are appropriately aligned with the institution’s mission and culture, including services that meet the needs of students regardless of location or instructional delivery system.

The college’s student services - whether they pertain to admissions/registration, student ministries and activities, academic advisement, library, etc. – are organized and delivered to students in a manner that aligns with our mission and culture (providing quality services in a Bible-centered, Christian atmosphere). Each department has its own set of operational objectives that guide staff to provide the best possible services to all students; these objectives include goals to accomplish our mission and to provide services to all students wherever they may be (on campus or online/in another location). Also, our Distance Learning Policy (which is documented in our College Catalog and in our Administrative Handbook) states that “distance-learning courses will comply with all of the current College policies, practices, and criteria which are applied to our on-campus traditional courses...” and that “the College has adopted the ABHE Online Distance Education Best Practices...” When we first submitted a request to ABHE to offer our degrees online, we presented our compliance with “Best Practices in Online Distance Education (WCET)”, including 4. Student Support; we still follow these best practices as we serve our students.

3. Services that address diverse student needs, abilities, and cultures.

Southeastern strives to address all the needs of our students, realizing that in some cases special accommodations are required depending on a student’s specific circumstance (due to his/her unique abilities and/or cultural background). For example, we have a full-time student who has cerebral palsy (physically handicapped) living in the dormitory; ramps have been built around campus to aid in his movements around campus, special bathroom/shower accommodations have been installed for his ease of use, etc. Another example is the creation of our Remedial English courses. Members of our town’s Hispanic community first came to our college wishing to earn degrees, but they found our English Composition courses to be too advanced for their language abilities; therefore, we created pre-English Composition courses to help these students prepare for the more advanced courses. Our college is committed to servicing the diverse needs of all our students rather than discriminate against anyone, as can be seen in our Notice of Nondiscriminatory Policy to Students.

4. Appropriately qualified personnel who supervise and provide student services and programs.

Because of our small size, our Dean of Students is also our Student Ministries Director. This position is held by an appropriately qualified staff member (presently one of our most respected instructors who has an excellent rapport with our students). He maintains an office on campus so that on-campus students may speak with him conveniently, while he also maintains relationships with our online students through his overseeing of our online Orientation and Student Ministries programs. An official job description for this student services position is documented in our Administrative Handbook.

5. Leadership development facilitated by curricular and/or co-curricular programs that are integrated with the educational objectives.

Through our courses and degree programs: One example of a course that facilitates leadership development is Pastoral Ministries (where ministers study the leadership
responsibilities of a pastor, emphasizing “the pastor’s role as an administrator”\textsuperscript{10}). Two of the educational objectives of this course are to “Plan and lead in leadership selecting and training for the various age group ministries of the church” and to “Demonstrate good leadership qualities in the various areas of church activity such as education, stewardship, evangelism, worship, etc.”\textsuperscript{11}. This course and other practical courses like it integrate well with program objectives such as one under our “Bachelor of Science in Church Ministries” - Program Objective #8: “Minister effectively as a pastor and/or Christian education director, providing effective leadership in the area of worship”\textsuperscript{12}.

Through our student organizations and activity programs: Our Student Ministries program facilitates leadership development through its requirements that every full-time student engage in actual ministry activities in his/her community, as can be seen in the objectives of this program – example, Program Objective III. A.: “Develop personal qualities by cultivating leadership abilities”\textsuperscript{13}. In addition, students develop leadership skills through our Chapel services – preparing/leading the musical worship, managing/operating the sound and video equipment, etc.\textsuperscript{14}.

6. A regular system of assessing levels of student satisfaction and of acting to address issues identified in the assessment process.

Our Director of Institutional Effectiveness, in conjunction with the Institutional Effectiveness Committee, assesses the levels of our students’ satisfaction with our college in a number of ways: Student Course Evaluations\textsuperscript{15}, Degree Program Evaluations\textsuperscript{16}, Student Questionnaires\textsuperscript{17}, etc. Each of these student satisfaction assessment tools are distributed and analyzed based on an official schedule of distribution\textsuperscript{18}. Once the Director of Institutional Effectiveness has tabulated, organized, and summarized the results of each of these tools, she meets with the Institutional Effectiveness Committee during the month of July each year in order to present all of the assessment results to the Committee\textsuperscript{19}. This Committee\textsuperscript{20} addresses all issues identified from the assessment process through careful discussion; specific ways to improve are planned and noted\textsuperscript{21}, and then tasks to accomplish these improvements are assigned for the upcoming academic year\textsuperscript{22}.

7. Opportunities for students to provide input in institutional decision-making.

As mentioned in Essential Element #6’s explanation, we have several evaluations and questionnaires that act as direct avenues for our students to offer input to our faculty, staff, and administrators on a regular basis. Specifically, our Current Student Questionnaire\textsuperscript{17} offers open-ended discussion questions to allow our students more freedom and opportunity to express lengthy observations and suggestions through an anonymous forum. Each answer on every evaluation/questionnaire is read, reviewed, and considered by our Institutional Effectiveness Committee\textsuperscript{20} at the end of each academic year (as we are making plans for the coming year). Students can provide input in institutional decision-making through Student Government as well. Because our campus is so small, and because such a large percentage of our students are online only, our Student Government is an organization that is elected and functioning based on student interest and availability; we have functions for this organization in place (including a Student Government Association Constitution\textsuperscript{23}, and these functions facilitate input in institutional decision-making from the students whenever a Student Government is deemed possible/needed.
based on student population. An example of the Student Government’s input concerning the college dress code can be seen in their minutes. During times when a Student Government is difficult to organize (due to low student campus population), our students still have ample opportunities to have contact/conversations with the administration. Our administration is wonderful at developing personal relationships with our students, made easier by our small close environment where students can visit directly with the President regularly (offering thoughts/ideas/input).

8. Published procedures for and records of addressing formal student complaints and grievances.
Our Student Grievance Policy is published in our Student Handbook, and it is also posted on our website under “Student Consumer Information”. In addition, on our website under “Student Grievances and Complaints – Disciplinary Actions, Policies, and Procedures – Unresolved Issues”, students are encouraged to use the Student Grievance Policy to resolve complaints/grievances. In this “Unresolved Issues” section, a link to the Mississippi Commission on College Accreditation’s Complain Process page is also provided along with their Complaint Form for SBC students who feel their complaints or grievances have not been adequately addressed by our college. Any records of addressing formal student complaints and grievances are kept in the privately-protected Administrative minutes.

B. Evaluative Conclusion
   Essential Element 1 -
   We believe the institution is in compliance with this Essential Element.
   Essential Element 2 –
   We believe the institution is in compliance with this Essential Element.
   Essential Element 3 –
   We believe the institution is in compliance with this Essential Element.
   Essential Element 4 –
   We believe the institution is in compliance with this Essential Element.
   Essential Element 5 –
   We believe the institution is in compliance with this Essential Element. However, through our study of this Essential Element, we found that our Chapel objectives do not adequately reflect the leadership development that occurs for our students through this program. So, moving forward, we have added the following objective to this set: “Provide opportunities for students to develop leadership skills through their participation in the preparation, management, and execution of our Chapel worship activities.”
   Essential Element 6 –
   We believe the institution is in compliance with this Essential Element.
   Essential Element 7 –
   We believe the institution is in compliance with this Essential Element.
   Essential Element 8 –
   We believe the institution is in compliance with this Essential Element.

C. Documentation
1. Philosophy, Administrative Handbook p. 2 – Exhibit 8.1
2. Philosophy of Student Development, Administrative Handbook p. 14 – Exhibit 8.2
3. Student Services – Counseling, College Catalog p. 12 – Exhibit 8.3
   - Exhibit 8.4
5. Distance Learning Policy, Administrative Handbook p. 17 – Exhibit 8.5
6. Best Practices in Online Distance Education (WCET)- Our Compliance – Exhibit 8.6
7. Remedial English Course Description, College Catalog p.51 – Exhibit 8.7
8. Notice of Nondiscriminatory Policy to Students, Administrative Handbook p. 12 – Exhibit 8.8
9. Dean of Students/Student Ministries Director Job Description, Administrative Handbook p.30
   - Exhibit 8.9
10. Pastoral Ministries Course Description, College Catalog p. 49 – Exhibit 8.10
11. Pastoral Ministries Syllabus – Exhibit 8.11
12. Bachelor of Science in Church Ministries Program Objectives, College Catalog p. 39, 40
   - Exhibit 8.12
13. Student Ministries Description and Objectives, College Catalog p. 25, 26 – Exhibit 8.13
14. Chapel Description and Objectives, College Catalog p. 11 – Exhibit 8.14
15. Example: Student Course Evaluation (on-campus) – Exhibit 8.15
16. Example: Student Program Evaluation – A.A. in Bible – Exhibit 8.16
17. Example: Current Student Questionnaire – Exhibit 8.17
18. Institutional Effectiveness Assessment Instruments – Exhibit 8.18
19. Institutional Effectiveness Committee Annual Calendar – Exhibit 8.19
20. Institutional Effectiveness Committee Members – Exhibit 8.20
21. Example: Current Student Questionnaire Results/Improvement Notes – Exhibit 8.21
22. Example: 2017-2018 To Do List – Exhibit 8.22
23. Student Government Association (description & constitution), Student Handbook p. 17-19
   - Exhibit 8.23
25. Student Grievance Policy, Student Handbook p. 21 – Exhibit 8.25
STANDARD 9
FACULTY

9. Faculty
STANDARD 9 - The institution maintains a faculty committed to its mission and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The institution fosters an academic climate that stimulates the exchange of ideas, encourages professional development, promotes the well-being of faculty, and supports the faculty’s role in decision-making.

A. Analysis
9a. Faculty Qualifications, Development and Welfare

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by...

1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.

Southeastern’s Philosophy states that “Bible colleges have at least three distinctions: first, a Bible college exists for the purpose of training Christian workers; second, Bible college training emphasizes practical experience; and third, the Bible college curricular emphasizes Biblical studies. Trustees, administration, and faculty of Southeastern Baptist College are committed to maintaining those distinctions for the institution. Therefore, they consider the spiritual as well as the academic qualifications for students. It is their conviction that a right relationship with God is the first step in the pursuit of knowledge.”

Each faculty member employed by the college is in agreement with this philosophy, as well as our mission statement and the doctrinal positions held by the college’s owner (the Baptist Missionary Association of Mississippi); to ensure this, each faculty member must express his/her accord with these spiritual beliefs by signing a faculty agreement statement annually at the time of contract renewal.

While spiritual maturity can be rather subjective (and cannot always be accurately judged), our faculty members are required to meet certain Standards of Personal Conduct, presented in the Faculty Handbook: these standards are expected to create a faculty body that is spiritually mature and is engaged in modeling/mentoring relationships with our students. Some of these standards include “Be consistent in his personal devotional life and church attendance”, “Strive to follow the teaching of Scripture in order that his life and ministry may result in a consistent living example and a classroom teacher of the highest level”, “Produce mature Christian leadership by cooperating sympathetically and actively with his colleagues”, etc.

SBC faculty members also participate in faculty committees that help shape and develop the spiritual environment of our campus. Faculty representatives are on such committees as the Chapel Committee, which also includes representatives from the administration and the student body (offering opportunities for the faculty to mingle with students in a mentoring capacity).
2. Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by professional vitae.)

During the interview process of hiring a faculty member, our Academic Dean ensures that he/she has the necessary earned degree(s) recognized by CHEA and/or the USDE in order to meet our accreditation compliance and to recruit the best possible faculty body. Each faculty member has an “Academic File” in the college administration’s office which contains all of his/her transcripts. Faculty members, along with their credentials, are listed in the College Catalog as well (which is available publically through printed copies and through the college website)⁵.

3. Undergraduate faculty who have earned a minimum of a master’s degree and teach in an area of documented expertise.

All of our undergraduate faculty have earned master’s degrees and teach in the area of their documented expertise with the exception of one faculty member. Our “Introduction to Computer Applications” and “Microcomputer Applications” instructor has only a bachelor’s degree, and it is not in the field of computer technology (but in ministry). However, this instructor has multiple decades of experience in the field of computer science and information technology. He taught computer applications courses at Antonelli Business College in Hattiesburg, MS for many years, and he is our Director of Information Technology. As our Director of Information Technology, teaching these courses allows him to interact one-on-one more frequently with our students as they develop their technological skills.

4. Graduate faculty who have an earned terminal or appropriate professional doctoral degree and teach in an area of documented expertise.

*We do not have a graduate program.

5. Appropriate documentation of its faculty’s academic preparation and professional expertise, including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.

As mentioned in Essential Element #2, each of our faculty members has an “Academic File” in the college administration’s office which contains all of his/her transcripts. Within each file is also a Faculty Member Fact Sheet which allows the faculty member to list his/her educational and professional training, any certifications and/or qualifications, work experience, performance and/or technical competencies, citations of any published documents, etc.⁶. Faculty members also provide copies of their resumes whenever possible to be kept in their personal academic files.

6. A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, termination of faculty, and the safeguarding of intellectual property rights based on principles of fairness and regard for the rights of individuals.

Each member of our faculty receives a copy of our Faculty Handbook, which includes policies and procedures that are applicable to him/her as a faculty member. Faculty members
may choose to receive the Handbook in print or electronic form. This Handbook is also on file with Administration and the Director of Institutional Effectiveness so that it can be quickly referred to in the event of a question or issue. Its content includes information regarding (along with other pertinent information):

**Recruitment and Appointment:** This information is located under *Conditions of Employment – A. Screening Process*.

**Teaching load:** This information is located under *Conditions of Employment – H.*

**Academic Load:**

**Promotion:** This information is located under *Conditions of Employment – C.*

**Description of Rank/Structure** and *D. Salary Schedule*.

**Grievance processes:** This information is located under *Conditions of Employment – J.*

**Faculty Grievance Policy**.

**Termination:** This information is located under *Conditions of Employment – B. Tenure and dismissal*.

**Safeguarding of intellectual property rights:** This information is located under *General Information – K. Intellectual Property*.

7. **Systems for evaluating and improving the instructional effectiveness of all faculty.**

The Academic Dean evaluates each faculty member by utilization of the following instruments.

1. *The Faculty/Staff Questionnaire* is given out by the Director of Institutional Effectiveness once every two years to each instructor; results are then submitted to the Academic Dean. This questionnaire is filled in anonymously; it asks for general information concerning administrative leadership, faculty activities, faculty welfare, and physical plant resources.

2. *The Faculty Course Report* is submitted to the Director of Institutional Effectiveness (and results are given to the Academic Dean) at the end of each semester by each instructor. This form causes the instructor to evaluate his/her methods of teaching, grading system, the textbook(s) used, and course relationships to program objectives.

3. *The Student Course Evaluation* allows the students to evaluate the instructor. These forms are filled in anonymously by the members of each class near the end of the semester electronically, sent to the Director of Institutional Effectiveness, who then submits them to the Academic Dean, who later counsels with the instructor concerning the results. Faculty members are encouraged to look at the Student Course Evaluation Form as soon as possible after the grades are mailed out.

4. *The Assessment of Student Learning Dean/Faculty Member Conference* is conducted at the end of the academic year. The Director of Institutional Effectiveness compiles all applicable course evaluation information (student course evaluations, faculty course reports, etc.) into individual instructor packets which are reviewed by the Dean and the instructor in a private meeting; observations and plans for improvement are recorded.

The improvement of the instructional effectiveness of a faculty member comes from the careful analysis of the data results from these evaluations by the Academic Dean and the faculty member in a one-on-one meeting, purposed for future planning/improvement. Descriptions of these evaluation procedures are located in the Faculty Handbook under *Faculty Responsibilities – D. Evaluation Procedures*.  

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8. Evidence of faculty contribution to student learning, scholarship, institutional development, ministry, and community service.

The Faculty Handbook describes responsibilities of personnel who hold faculty status and are (in most cases) instructors. Some examples of their responsibilities which contribute to student learning, scholarship, institutional development, ministry, and community service include:

Faculty-Related Personnel\textsuperscript{13}: The Librarian has a duty to “promote faculty involvement in book selection to assure a proper relation of the collection to the curriculum” and “formulate library policies and procedures with the aid of the Faculty Library Committee”. A Division Chairman (which is not currently a functioning/assigned position, but is defined so that it can quickly become functional when the size of our faculty and student bodies demand it) has a duty to “assist the Academic Dean in preparing the class schedule” and “evaluate and coordinate division activities according to division objectives”. The Student Ministries Director has a duty to “correlate classwork and field experience through the Division Chairman and individual teachers” and “communicate the objectives, procedures, and policies of the program to students, faculty, and outside persons and agencies engaging students for service”.

The Faculty Organization\textsuperscript{14}: Faculty members have objectives to meet to “upgrade and improve the members by providing information and interesting programs concerning areas that deal with teaching” and to “provide opportunity to discuss problems and routine matters that affect all members”.

Faculty Committees\textsuperscript{15}: Faculty members serve on various committees which make several contributions to the listed areas of this Essential Element. One example from each committee is as follows:

- Academic Affairs Committee:
  “Implement official policy relative to admitting students.”

- Student Ministries Committee:
  “Review and evaluate the student ministries program and administrative practices.”

- Library Committee:
  “Promote faculty input into the review and evaluation of library policies and services.”

- Student Discipline Committee:
  “In cases involving possible dismissal,...serve along with the President and the Academic Dean.”

- Student Life and Activity Committee:
  “Provide programming, facilities, and supervision of social activities for students.”

- Chapel Committee:
  “Plan and supervise chapel programs...electing the types of programs...”

9. Support for the professional advancement and development of its faculty including the pursuit of terminal degrees.

As stated in the Faculty Handbook under Conditions of Employment – E. Schedule of Fringe Benefits\textsuperscript{7}:
“Continuing Education - The college will pay the tuition of one three-hour course per semester at any other qualified institution, up to a maximum of 18 semester hours. Full-time faculty or staff members may take one course per semester at Southeastern, free of tuition and fees.”

“Professional Memberships - The college will pay membership dues for professional organizations for faculty members, provided those funds are requested as a part of the annual budget requests and are approved by the board as part of the annual budget.”

10. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.

Our Policy on Academic Freedom is located in the Faculty Handbook 2\textsuperscript{16}. This policy states our position on the amount of freedom our faculty and students have “to examine and discuss all sides of an issue and material resources relating thereto”. This policy includes an “Assumptions” section, which, along with the policy itself, helps explain how academic freedom can be accomplished at our institution within the context of our Mission Statement\textsuperscript{17} – a statement that “all courses are taught in such a manner as to integrate faith and learning, thereby giving due recognition to the God of all truth”.

11. A faculty that is representative of the diversity of the constituency and consistent with institutional theological distinctives.

The primary constituency of Southeastern is the Baptist Missionary Association of Mississippi – its churches’ members and the surrounding communities in which they minister. This group of constituents is demographically Caucasian for the most part, averaging middle class. In addition, no women serve as pastors or deacons within the congregations based on our theological beliefs. Our faculty is made up of (on average, as it changes slightly from semester to semester) around 70% male members and 30% female members, with 90% of them being Caucasian and 10% of them being African American. This is representative of our constituency’s diversity since the great majority of our churches’ members are white, and since all of the Association’s pastors/church leaders are male.

Although our churches are predominately Caucasian with male leaders, Southeastern does not discriminate based on race, color, national and ethnic origin, or gender; we welcome students of all races, both male and female – as can be seen in our Notice of Nondiscriminatory Policy to Students\textsuperscript{18}. While this policy is directed to students, we also practice this policy when selecting faculty members as well. If our student body is going to consist of both males and females of multiple races, we strive to maintain a faculty that reflects that diversity. Our student body is made up of (on average, as it changes slightly from semester to semester) around 75% males and 25% females, with 52% of them being Caucasian, 36% of them being African American, and 12% of them representing other races (Hispanic, Asian, American Indian).

Over the last few years, we have greatly increased the size and diversity of our faculty. Our cooperative relationship (through extension courses) with the East Mississippi Baptist State Convention, an African-American Baptist association of churches, has led to African American instructors. Also, our Administration practices the hiring of Bible faculty who may be members of other denominations (but that still hold to our core theological beliefs – Southern Baptists, for example).
9b. Faculty Decision Making
ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. A core faculty of sufficient size and expertise, committed to the fulfillment of the institutional mission, and responsible for the quality of its academic functions.

Sufficient in size and expertise: While the size of our faculty does change from semester to semester (due to the number and type of courses being offered), we average around 15-20 faculty members (including both full-time and adjunct). We have two full-time faculty members - considered so because of the number of courses that they teach, the additional administrative position(s) that they hold, and the benefits (insurance) that they receive. The rest of our faculty members are considered part-time/adjunct. Because our student body usually consists of 45-50 students, this amount of faculty members has proven to be quite adequate. The faculty has sufficient expertise in their fields of study, which was discussed in more detail in Essential Element 9a#3.

Committed to the fulfillment of the institutional mission: Along with their signed agreement to our doctrinal statement (which is at the core of our philosophy and mission) on their contracts2, faculty members express their commitment to the fulfillment of Southeastern’s mission each semester on their Faculty Course Reports10, where they are requested to: “Give an example(s) of how you strive to achieve the mission of Southeastern through this course. Specifically, how do you present your assignments and instruction from a biblical worldview? (Provide at least one description of an assignment if possible.)”. This gives our institution written documentation of how our faculty members commit themselves to fulfilling the institutional mission; however, our Administration also relies on personal observation and interaction with faculty members to determine this as well.

Responsible for the quality of its academic functions: As was discussed in Essential Element 9a#8, our faculty participates in academic functions through faculty-related personnel activities, the Faculty Organization, and faculty committees. As decisions are made in formal meetings and through informal discussions, our faculty members strive to improve the quality of instruction and coursework. One example of their execution of this responsibility was discussed in Essential Element 9a#7: the Assessment of Student Learning Dean/Faculty Member Conference. During this annual conference (which is one-on-one between a faculty member and the Academic Dean), data is analyzed, conclusions are drawn, and improvements are planned to ensure that the quality of Southeastern’s academics remain high and consistent.

2. An academic structure organized in departments, divisions, or alternate approaches appropriate to the size and complexity of the institution and the level of education offered.

Our divisions of study are described in the College Catalog19, and the duties of a Division Chairman are listed in the Faculty Handbook13. Because we only offer five degrees (three Associate of Arts and two Bachelors) and have no graduate program, our academic structure is not large or complex. At the present time, we do not have any academic/faculty departments or divisions; our Academic Dean serves as “Chairman” of all of our academic programs. However, we have activated the position of “Division Chairman” in the past (when enrollment was larger), and so we maintain the descriptions of this faculty position in our policy and procedural handbooks so that it can be utilized whenever enrollment increases require more personnel for better administrative effectiveness.
3. A process of faculty appointment that involves related academic and administrative personnel.
In the college’s Faculty handbook, under Conditions of Employment – Screening Process, it states that “Appointments to the faculty of Southeastern Baptist College are made by the Board of Trustees upon recommendation of the president….” Policies and practices governing the appointment of the faculty are as follows:

1. The academic dean keeps a file of resumes from prospective faculty members.
   Also, candidates may be suggested by any administrative officer and/or by the chairman of the division in which they teach.

2. A candidate’s qualifications are examined by the academic dean and division chairman, an interview with the candidate follows if the results of the examination are satisfactory. A recommendation is made to the president and makes recommendations to the board.  

In compliance with this policy, the academic and administrative personnel involved in faculty appointments are the President, the Academic Dean, the Trustee Board, and the Division Chairman (which at present time is the Academic Dean – discussed in Essential Element 9b#2). Informally, faculty members do often make recommendations to the Academic Dean concerning potential faculty members within their division of studies; current faculty members are usually the best source for prospective faculty members, and our administration always welcomes their help in finding potential candidates to present to the Trustee Board.

4. A clear and publicized statement of faculty-adopted requirements for graduation that is consistently applied to the certification of graduates.
In our Faculty Handbook, under Faculty Organization and Information – Constitution and By-Laws of Faculty Organization - Article II – Purpose, it is stated that the Faculty Organization is to “review and approve annually graduation requirements” and to “approve all candidates for graduation”14. Evidence of the faculty annually adopting graduation requirements and applying them to a list of potential graduates can be seen in faculty meeting minutes20. Graduation requirements adopted by the faculty are clearly listed and publicized in the Student Handbook21 and in the College Catalog22; both of these documents are available on the college website. A published list of the graduation requirements are also given to all expected graduates (due to the scheduled completion of their coursework) during the registration process of their expected graduation year23.

5. A faculty that is involved in academic-related decision-making processes especially related to admissions criteria, curriculum, and student development.
As was discussed in Essential Element 9a#8, our faculty participates in academic-related decision-making processes through Faculty committees15. For example, our Academic Affairs Committee has responsibilities to “review college admissions practices”, “implement official policy relative to admitting students”, and “review and evaluate the degree programs to determine needed changes in view of college objectives and student needs”. Our Student Ministries Committee has responsibilities to “implement a sound student ministries program” and “review and evaluate the student ministries program and its administrative practices”. Our Library Committee has responsibilities to “promote faculty input into the review an evaluation of library policies and services” and “urge faculty members to suggest books or materials that
correlate with their courses”. Our Student Discipline Committee has responsibilities to “serve as a committee on minor misconduct” and “in cases involving possible dismissal,...serve along with the president and the academic dean”. Our Student Life and Activities Committee has responsibilities to “provide programming, facilities, and supervision of social activities for students” and “evaluate all activities and student life events”. Our Chapel Committee has responsibilities to “plan and supervise chapel programs”. While it is explained in the Evaluative Conclusion of 9a–Essential Element 8 that these faculty committees do not meet frequently or on a regular (scheduled) basis, they are called upon to make decisions whenever situations arise that require official decisions to be made.

B. Evaluative Conclusion

9a.

**Essential Element 1** -
We believe the institution is in compliance with this Essential Element.

**Essential Element 2** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 3** –
We do not believe the institution is in full compliance with this Essential Element, since our computer instructor does not hold a master’s degree in this field of study. However, we do have complete confidence in his abilities and in his knowledge of this subject. His years of work experience make him an excellent computer applications instructor, and our students greatly benefit from being able to ask questions of and learn directly from our Director of Information Technology. We do understand the need for compliance, though, and will of course seek to hire a properly credentialed computer instructor if it is recommended that we do so.

**Essential Element 4** –
*Not applicable to our institution.

**Essential Element 5** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 6** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 7** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 8** -
We believe the institution is in compliance with this Essential Element. However, we are aware and admit that our planned avenues for faculty involvement do not occur as often or as regularly as they probably should. For example:

Faculty-Related Personnel: Because of our small size and the fact that we usually have less than a handful of dormitory students (and some semesters, none at all), we do not currently have a Dean of Men or Dean of Women; our Dean of Students or a member of the full-time staff simply oversees the dormitories. This has proven to be more than adequate, though, and we have established job descriptions for these positions should they be needed in the future. Also, our faculty body is quite small, so the duties of Division Chairmen are usually carried out by the entire faculty within a division (rather than just one leader per division). This has also proven to
be effective (actually allowing for more widespread, direct input from faculty members).

The Faculty Organization: With only a two-day campus class schedule, and with many of our faculty members being adjunct instructors who live a good distance from the campus, having regular and frequent faculty meetings has been a problem over the years. We have managed to maintain a regular schedule of four face-to-face meetings in an academic year; any correspondence or collaboration in between these four meetings is accomplished through group emails. This has proven to be effective in order to accomplish the objectives of this organization, but we realize that our faculty must not feel as involved in the day-to-day workings of our campus as they would like to or could.

Faculty Committees: As mentioned above, with only a two-day campus class schedule, and with many of our faculty members being adjunct instructors who live a good distance from the campus, our faculty committees do not meet as regularly as they should. In addition, with a faculty and staff that is so small in number, many of us are on more than one committee; this can often cause an “overlap” in committee functions. That is, several of us may actually meet together frequently (sometimes informally rather than in a formal setting) and discuss multiple committees’ duties, but not document the decisions made officially in committee minutes. We are working to improve this. We do, however, make sure to schedule a formal meeting of a committee when an issue arises that needs the attention of that specific committee.

**Essential Element 9** -
We believe the institution is in compliance with this Essential Element.

**Essential Element 10** -
We believe the institution is in compliance with this Essential Element.

**Essential Element 11** –
We believe the institution is in compliance with this Essential Element.

**9b.**

**Essential Element 1** -
We believe the institution is in compliance with this Essential Element.

**Essential Element 2** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 3** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 4** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 5** –
We believe the institution is in compliance with this Essential Element.

C. Documentation
1. Philosophy, Faculty Handbook p. 2 – Exhibit 9.1
2. Example Faculty Member Contract – Exhibit 9.2
3. Standards of Personal Conduct, Faculty Handbook p. 16-17 – Exhibit 9.3
4. Duties of the Faculty Committees – Chapel Committee, Faculty Handbook p. 12-13
   - Exhibit 9.4
5. Faculty, College Catalog p. 57-58 – Exhibit 9.5
6. Faculty Member Fact Sheet – Exhibit 9.6
9. Faculty/Staff Questionnaire – Exhibit 9.9
10. Faculty Course Report – Exhibit 9.10
11. Student Course Evaluation – Exhibit 9.11
   - Exhibit 9.12
13. Roles of Faculty-Related Personnel, Faculty Handbook p. 5-7 – Exhibit 9.13
14. Faculty Organization and Information – Constitution and By-Laws of Faculty Organization
   - Article II – Purpose, Faculty Handbook p. 8 – Exhibit 9.14
15. Duties of the Faculty Committees, Faculty Handbook p. 9-12 – Exhibit 9.15
18. Notice of Nondiscriminatory Policy to Students, College Catalog p. 25 – Exhibit 9.18
19. Divisions of Study, College Catalog p. 35 – Exhibit 9.19
20. Faculty Organization Meeting Minutes (approving graduation requirements & graduates)
    - Exhibit 9.20
22. Graduation Requirements, College Catalog p. 31 – Exhibit 9.22
23. Graduation Requirements Registration Handout – Exhibit 9.23

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10. Library and Other Learning Resources

STANDARD 10 - The institution ensures the availability of and access to learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student and faculty needs, regardless of location or instructional delivery system.

A. Analysis

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. A written learning resource purpose statement, consistent with the institutional mission and educational outcomes.

Understanding that the college library is to be an integral part of the total educational program of Southeastern, the college seeks to continually follow principles of good practice with respect to the A.R. Reddin Memorial Library. Our library has adopted a Policy and Procedural Manual which guides library functions; a learning resource purpose statement is included in this manual. It states first the college mission, then the library’s primary goal, and finally how the two relate to one another: “Southeastern Baptist College exists to glorify God by providing quality post-secondary education from a Biblical world view in a Christian atmosphere, thereby developing Christian growth in students and preparing them for service in the Kingdom of God. The college attempts to maintain a high level of academic excellence, insuring that the work of its students will be valuable in the eyes of the academic and professional world. Within this context, the primary goal of the A.R. Reddin Memorial Library is to provide library services that support the college’s mission and curriculum and to fulfill the information needs of the students, faculty, staff, and administration through the building and maintaining of a vital collection of library materials and resources. As the College commits to provide education from a Biblical worldview, this library also adopts a Biblical worldview of librarianship. Academic librarianship is integrated with faith and ministry in areas of collection development, reference services, etc.; library employees see their positions as opportunities to serve God by aiding students in their Christian education.”

This library purpose statement is not only consistent with the college mission, but also with its educational outcomes. Through the use of the library for research and study, a student can “display that he has acquired a basic knowledge of the bible necessary for intelligent Bible study” and also “give evidence of having been stimulated toward continued growth in biblical knowledge…..and scholarly competence”. As a Southeastern student uses our library, his/her research and study skills deepen and expand, allowing him/her to meet our educational outcomes/general objectives.

2. Appropriate written policies and procedures relating to the management of library and other learning resources.

The library’s Policy and Procedural Manual contains written policies and procedures relating to our library’s management and its learning resources; it describes functions
concerning cataloging, circulation, facilities, preparation of materials for use, teaching and instruction practices, and loan agreements. A separate *Collection Development Policy* contains policies and procedures concerning materials selection, gifts, weeding, complaints, copyright issues, etc.\(^4\). In addition to these documents, a detailed job description for the librarian is given in the Administrative Handbook\(^5\). (Because we are such a small institution, our librarian is a solo-librarian, being responsible for all of the library departments’ tasks; therefore, this job description serves as the policy/procedural “manual” for library personnel. In the event that our institution grows substantially, requiring the hiring of additional library employees, an official library employees/personnel policy with procedural descriptions will be written and implemented.)

3. **Sufficient funding, staff, facilities, technology, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the institution.**

   **Funding:** Funding our college’s library has always been a struggle; as a very small institution owned and operated by a very small group of associational churches, our overall institutional budget is small/tight. While the library does receive some allocated funds from the institutional budget for such things as the librarian’s salary, equipment, periodical subscriptions, supplies, some materials, etc., it relies on other sources of income for the bulk of its purchasing activities (for books & audio/visual items). Churches within our association are encouraged to donate money to the library when members pass away, in order to purchase library materials “in memory” of them; churches are also encouraged to donate money to purchase materials “in honor of” members they wish to give special recognition\(^6\). Our library also often receives large donations of book collections (from the estates of deceased ministers, for example). These donated collections serve our library by (1) providing additional materials at no cost to us and (2) providing inventory for book sales – through the books that cannot be utilized in our library – generating income for new book purchases.

   On the college’s latest *Current Student Questionnaire*, the majority of students either agreed or strongly agreed that the quality of the library’s books, reference books, periodicals, and audiovisual materials is excellent\(^7\).

   **Staff:** Our library has only one staff member, an appropriately credentialed librarian (MLIS) with additionally over 30 hours in Bible and Bible-related courses, who administers all aspects of the library: collection development, allocations, circulation, etc. She holds a full-time position, so she is on campus to regularly meet/interact with administrators, faculty members, and staff. Because of the small size of our library and institution, one librarian has been sufficient; however, annual consideration of library personnel needs is conducted through our Institutional Effectiveness Committee’s assessment and planning meetings\(^8,9\).

   On the college’s latest *Current Student Questionnaire*, on the “Library” section, the majority of students either agreed or strongly agreed that the quality of the library staff is excellent\(^7\).

   **Facilities:** The Southeastern Library is located in the A.M. Wilson Building, a 7,500 square foot facility designed specifically for use as a library. The ample space provides areas for book stacks, seating (both for groups and for individuals wishing privacy), offices, restrooms, a
computer lab, and limited-access areas such as an archive room and a periodical room. Policies and procedures concerning the library facilities (lighting, temperature, etc.) are clearly stated and located in the Library Manual\textsuperscript{10}.

On the college’s latest \textit{Current Student Questionnaire}, on the “Library” section, the majority of students either agreed or strongly agreed that the quality of the library’s space for studying, accessibility of books on shelves, lighting, noise level, and temperature is excellent\textsuperscript{7}.

\textbf{Technology:} Our library has a computer lab with five computers and a printer. A copy machine is available on the main floor area as well. The librarian has two computers (one for day-to-day tasks and one for cataloging) and a printer in her office. A full-time IT Director is on staff to oversee/execute the purchasing, set up, and maintenance of all information technology equipment; he and the librarian work in close collaboration concerning both the IT equipment within the library and the library pages on the college website. Library resources on the college website are continuously expanded and updated through the collaborations of the librarian and the IT Director (fueled by consultations with faculty members and administration).

On the college’s latest \textit{Current Student Questionnaire}, on the “Library” section, the majority of students either agreed or strongly agreed that the quality of the library’s computers for Internet searching and for word processing is excellent\textsuperscript{7}.

\textbf{Practices:} Our librarian follows both her official job description located in the Administrative Handbook\textsuperscript{3}, the library’s Policy and Procedural Manual\textsuperscript{3}, and the library’s Collection Development Policy\textsuperscript{4} as she procures and maintains learning resources and services. In addition, the college’s \textit{Five Year Plan} has an “Action Plan - #6.2” that states that its objective is to “evaluate the needs of the library in materials and services”\textsuperscript{11,12}. Each year, the Institutional Effectiveness Committee (of which the librarian is a member) conducts assessment and planning sessions guided by our \textit{Five Year Plan}; therefore, the steps within this Action Plan are systematically evaluated, adapted, and updated in order to - as the Action Plan’s “Strategy” states – “maintain an adequate library to support the courses being taught”.

\textbf{4. The availability of library services (reference, technical, and circulation) and other means of support to meet research and information needs of students and faculty.}

\textbf{Library services/support available through personnel:} The librarian provides reference, technical, and circulation services and support to students and faculty during regular office hours (which coincide with the class schedules/when students and faculty are on campus); she is also available (through appointments made in advance) to assist classes and/or instructors that need to use the library at other times. When the librarian is not physically available (out sick, for example), a substitute staff member is available for immediate needs as well as a “self-checkout” station. The IT Director is available during regular office hours too, in case students, faculty, or the librarian need technical assistance of any kind.

\textbf{Library services/support available through technology:} Through Athena, the library’s computerized card catalog, and through Populi, the college’s management system, reference and circulation services are available to student and faculty both on campus computers and via remote online access. Students and faculty can browse the library catalog, conduct research through provided online resource lists, and meet information needs through provided “tips and tutorials” sheets which can be accessed by going to the college website. The librarian and the IT Director are available through email and phone (contact information provided on the college website) if any assistance is needed.
5. Promotion to enhance student and faculty awareness of resources and services available.

There are several avenues that our librarian uses to promote an awareness of library resources and services available to students and faculty. She attends campus-wide weekly Chapel services, where announcements can be made. Printed promotions/announcements are often placed on the main hallway bulletin board and/or the main entrance door. Promotions/announcements are posted on the college website homepage (highlighted when it is a new resource or service). The librarian attends all faculty meetings, and she promotes library resources and services to faculty through presentations with informative handouts\(^\text{13, 14, 15}\). In addition, first semester students take the course *CE-110-Orientation*, where they receive instruction concerning library resources/services\(^\text{16}\); Orientation students attend “Library Orientation” with the librarian as well. Information about library services can also be found in both the Student Handbook\(^\text{17}\) and the Faculty Handbook\(^\text{18}\).

6. Documentation of any participation in available library networks and/or cooperative arrangements that involve the use of other resources.

Southeastern’s library has two cooperative arrangements with other institutions: Louisiana Baptist University\(^\text{19}\) and the Baptist Missionary Association Theological Seminary\(^\text{20}\). Students see our librarian to request interlibrary loan materials from either of these institutions – after having browsed their available resources on their websites/catalogs. Any institution wishing to enter into a cooperative arrangement with Southeastern’s library must agree to/sign our own *Interlibrary Use Agreement\(^\text{21}\)*. In addition, our librarian is a member of the Association of Christian Librarian’s “ACL Discussion List” email group; this continuous interaction/correspondence among ABHE librarians allows for the sharing of articles and resources in a more informal setting.

7. Joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials, and the development of library policy.

**Curriculum planning:** Our librarian is involved in curriculum planning through one of our faculty committees, the Academic Affairs Committee. Some of the responsibilities of this committee include “review and evaluate the degree programs to determine needed changes in view of college objectives and student needs” and “appraise annually the implementation of educational policies and objectives”\(^\text{22}\). In addition, our librarian happens to also be our Director of Institutional Effectiveness; this position involves her frequent/key participation in the development of the college curriculum, as she aids the Academic Dean in developing and evaluating degree programs (guided by accreditation standards, but naturally bringing the “librarian’s input/perspective” into discussions and decisions as well).

**Analysis of resource adequacy and the selection of resource materials:** Each instructor receives a *Faculty Course Report*\(^\text{23}\) mid-semester to complete and turn in to the Director of Institutional Effectiveness/Academic Dean; this report causes the instructor to evaluate his/her course in-depth, including whether the library’s resources (both on campus and online) are adequate for his/her students. The instructor is asked to list additional resources needed (if any). During the first faculty meeting of the semester, the librarian gives each instructor a *Library Faculty Request Form*\(^\text{24}\) to give them the opportunity to select resource materials. Also, one of
the faculty committees, the *Library Committee*, has responsibilities which include “promote faculty input into the selection and purchase of materials” and “urge faculty members to suggest books or materials that correlate with their courses”\textsuperscript{25}. Once faculty resource requests have been made, the librarian keeps a list of those requests on her desk (in a “books to purchase” file), and these requests receive top priority when acquisitions are made by the librarian.

**Development of library policy:** Mentioned previously, the *Library Committee* is a committee made up of the librarian, administration, and a faculty member. Some of the responsibilities of this committee include “serve as a liaison between faculty and librarian” and “promote faculty input into the review and evaluation of library policies and services”\textsuperscript{25}.

8. **Policies, procedures, and facilities that ensure access to and security of learning resources.**

**Access:** Within the *Library Policy and Procedural Manual*, under “Circulation”, policies/procedures are given concerning access to materials, internet access, fines, non-student use, and the keeping of circulation records\textsuperscript{26}. Under “Facilities” in the *Library Policy and Procedural Manual*, descriptions concerning library furniture, equipment, temperature, lighting, sound, and keys are given – further explaining the type of access students and faculty have to learning resources\textsuperscript{10}.

**Security:** The section in this same Manual labeled “Keys” (under “Facilities”) states that “all exterior doors on campus can be opened by using the same key. Therefore, all those faculty and staff members deemed appropriate by the administration have an exterior key and thus have access to the library. Inside the library, the librarian alone has keys to open the History and Archives room, the periodical room, the librarian’s safe, and additional offices/rooms. A set of keys is kept in the librarian’s desk, which can be locked inside the librarian’s office and only accessed by those with access to the office key – the librarian and administration if needed.”\textsuperscript{10}

9. **A collection of learning resources that is appropriate based on the curriculum, course offerings, age of resources, usage, and formats.**

**Based on the curriculum and course offerings:** Our library’s *Collection Development Policy* states that “the mission of this library is to provide quality materials and resources that will aid in the accomplishment of the goals and objectives of the college’s curriculum. This library strives to provide a collection of materials that will support and enrich the curriculum and that will meet the educational needs of the students and faculty.”\textsuperscript{27} The course offerings of our degree programs are continuously referenced when making collection development decisions. Faculty members are requested to give examples of books/materials that the library could collect to specifically meet the research needs of our curriculum.\textsuperscript{24} For example, our Bible and Church Ministries instructors by far require the most research activity from students in their courses, which is reflected in the makeup of our collection: around 55% of our book collection is made up of Bible-related and Church Ministry-related books; this is also reflected in our *Collection Development Policy*’s “Conspectus”\textsuperscript{28}.

**Based on the age of resources:** Admittedly, our collection as a whole is older than it should be. We simply do not have the budget to allow for a continuous supply of new books to replace those with older copyright dates (not large-scale purchasing anyway). However, the older books that remain on the shelves are still deemed relevant and therefore appropriate; that is, though there may be newer books on the market that cover the subjects on our shelves, our
current books still adequately support the subjects covered through our degree programs. The librarian does purchase new books whenever possible (concentrating on subject areas that are frequently used by our students and on specific titles that have been requested by our faculty). And, our collection is weeded on a regular basis, getting rid of older books that are no longer relevant.

Based on usage: Our library’s almost 27,000-volume collection (including books, periodicals, and A/V materials) has proven to be appropriate and adequate for our small student body. Through the keeping of daily circulation records, and also through informal and formal observations and conversations with students and faculty, our librarian can pinpoint areas of the collection that are used the most (down to the specific books/materials), allowing for the development of a collection that better services the unique needs of our patrons. For example, in cases where a specific book/material is used quite frequently, multiple copies have been acquired.

Based on formats: Our collection of books and periodicals are print, and then we have a number of electronic resources listed on the library webpages of the college website. Due to our tight budget, all of the electronic resources are free, but we hope to be able to add purchased electronic resources to our collection as time goes on. However, the resources we have (both print and electronic) have proved to be adequate and appropriate for our students. On the college’s latest Current Student Questionnaire, on the “Library” section, the majority of students either agreed or strongly agreed that the quality of our books, reference books, periodicals, and audiovisual materials is excellent.

10. Effective leadership by a credentialed director who has faculty status and who normally reports to the chief academic officer.

Our librarian has a Master’s degree in Library and Information Science from the University of Southern Mississippi. In addition, she has obtained over 30 hours in Bible and Bible-related courses, aiding her in helping our Bible and Church Ministries students. She has faculty status, and she attends all faculty meetings (where she serves as recording secretary). She is also a member of the following faculty committees: Academic Affairs, Library, and Chapel. Our librarian reports to the Academic Dean, meeting with him regularly and submitting annual reports.

11. Effective collaboration between the librarians and information technology personnel.

Our librarian communicates frequently with our Director of Information Technology. The Director of IT manages all information technology services and systems, explained in his job description; this includes all of the library’s computers, the library’s online catalog, and the library’s webpages on the college website. The librarian and the Director of IT speak several times a week concerning all library-related information technology, working together to keep all IT services up-to-date and functioning effectively. In addition, both attend weekly full-time staff meetings together, which give them weekly opportunities to discuss library issues with other staff members as well. The Director of IT’s office is also conveniently located in the library building for easy interaction with the librarian and with students.
12. Evaluation of learning resource utilization by the learning community.

Our librarian maintains a daily tally of the library materials used by students and faculty through a “daily circulation record”32. The types of materials used, how many of each type, and whether they were used internally or externally (checked out) are recorded on this form; annual totals are reported from these daily forms. Also, a Current Student Questionnaire is given to students once every two years, asking them about various aspects of campus life (and the library is one area that is evaluated)7. Through this Questionnaire, the students’ utilization of the library’s resources are evaluated; weaknesses are identified, and improvements are then planned and implemented by the Library Committee.

13. Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.

There are a number of ways our students and faculty members can be taught information literacy skills. Two of our courses specifically assign information literacy skills lessons with the library: English Composition II33 and New Student Orientation34; both of these courses are Freshmen courses, so our students receive information literacy skills instruction at the beginning of their college career with us. In addition, our college website has information literacy skills “help” documents (such as a Dewey Decimal Classification Tutorial and Research Tips and Techniques) on the Information Literacy Instruction webpages. New faculty members are given a library orientation session with the librarian, and faculty members are encouraged in faculty meetings to schedule information literacy skills sessions (for themselves or for their classes) with the librarian14. At this time, we do not have an organized, official Information Literacy course available because all of these other avenues for instruction have proven sufficient for the needs of our students and faculty; however, a course can easily be developed in the future if it is deemed necessary.

B. Evaluative Conclusion

Essential Element 1 -
We believe the institution is in compliance with this Essential Element.

Essential Element 2 -
We believe the institution is in compliance with this Essential Element.

Essential Element 3 -
We believe the institution is in compliance with the following facets of this Essential Element: staff, facilities, and practices. However, while we believe we are technically “getting by” concerning our compliance with funding and technology, we realize that these two facets of this Essential Element need to be strengthened.

At the present state of the college’s budget, our library cannot realistically hope to receive any additional funding to go towards book/materials allocations. The college administration, which is in frequent consultation with the librarian and is aware of library needs (receiving regular updates informally through weekly conversations and formally through planning/assessment meetings), is committed to allocating more budgetary funds to the library as soon as it is financially feasible to do so.

Our library technology is a work in progress. While we believe that our on-campus technology is sufficient (available computers, copiers, available IT personnel, etc.), we are
focused on bringing our online technology up to where it should be. We have made great strides over the last few years to make sufficient library materials available to our online students: continually updating and expanding our library pages on the college website, providing more online materials, providing ways for our students to have access to other libraries’ materials (through cooperative agreements), and continually adding cataloging records to our computerized/online catalog. We realize that with technology (which is constantly changing) the process is never truly complete, but we do acknowledge that we need to improve in this area in order for us to feel that our library technology is “sufficient” for our students’ and instructors’ needs. Specifically, we would like to be able to provide our students online access to periodical subscriptions; however, the cost (which circles back to lack of funding) is presently an issue.

**Essential Element 4** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 5** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 6** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 7** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 8** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 9** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 10** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 11** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 12** –
We believe the institution is in compliance with this Essential Element.

**Essential Element 13** –
We believe the institution is in compliance with this Essential Element.

C. **Documentation**
2. *SBC General Objectives*, College Catalog p. 6 – Exhibit 10.2
4. *A.R. Reddin Memorial Library Collection Development Policy Table of Contents* – Exhibit 10.4
5. *Librarian Job Description*, Administrative Handbook p. 31-33 – Exhibit 10.5
6. “In Memory of/In Honor of” Informational Letter, sent to associational churches – Exhibit 10.6
7. “Library” section results, 2016-17 *Current Student Questionnaire* - Exhibit 10.7

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9. *Assessment Chart/Plan #6.1*, Southeastern Baptist College Institutional Effectiveness Annual Report – Exhibit 10.8
11. *Action Plan #6.2*, Southeastern Baptist College Five Year Plan p. 27 – Exhibit 10.11
15. *Library Circulation/Services Information Handout* – Exhibit 10.15
18. *Library/Media*, Faculty Handbook p. 24-26 – Exhibit 10.18
19. *Louisiana Baptist University Cooperative Agreement* – Exhibit 10.19
20. *BMA Theological Seminary Cooperative Agreement* – Exhibit 10.20
21. *SBC Interlibrary Use Agreement* – Exhibit 10.21
22. *Duties of the Academic Affairs Committee*, Faculty Handbook p. 9-10 – Exhibit 10.22
23. *Faculty Course Report* – Exhibit 10.23
24. *Library Faculty Request Form* – Exhibit 10.24
25. *Duties of the Library Committee*, Faculty Handbook p. 11 – Exhibit 10.25
29. *Roles of Faculty-Related Personnel*, “Librarian”, Faculty Handbook p. 5 – Exhibit 10.29
30. *Duties of the Faculty Committees*, Faculty Handbook p. 9-12 – Exhibit 10.30
32. *Daily Circulation Record* – Exhibit 10.32
33. *English Composition II Library Assignment* – Exhibit 10.33
34. *New Student Orientation Library Assignment* – Exhibit 10.34
STANDARD 11
ACADEMIC PROGRAMS

11. Academic Programs
STANDARD 11 - The institution’s academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with all programs supporting development of a biblical worldview and some programs orientated specifically to full-time vocational ministry.

A. Analysis
11a. Curriculum

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. Evidence that academic programs exhibit the content and rigor characteristic of higher education, and a level of analytical research and communication skills needed for life-long learning commensurate with the level of education offered.

Concerning the development and oversight of our academic programs, our Academic Dean adheres to the ABHE Commission on Accreditation’s Policy on Academic Quality As Related to Institutional Mission, Policy on Biblical and Theological Studies, and Policy on General Studies (within the 2017 COA Manual). ABHE’s policies regarding curriculum development and implementation are referred to when decisions about our curriculum are made not only to ensure our compliance with our accrediting agency, but to also ensure that our academic programs are at the appropriate level of higher education (comparable with other ABHE institutions). Our College Catalog contains a complete list of our academic programs, course requirements, suggested schedules, graduation requirements, and course descriptions – which is made available to the public on our website, at promotional events, and in our Recruiter/Admissions Director’s office.

Content and rigor: Guidelines concerning course preparation are documented for our faculty members in the Faculty Handbook; for example, requirements for course syllabi is presented under Faculty Responsibilities – Course Preparation – Syllabi. The Academic Dean regularly reviews the content and rigor of our courses through observations of classroom sessions, through the Populi classroom portals (which contain syllabi, assignments, class discussions, etc.), and through annual “Assessment of Student Learning” meetings with individual faculty members. In addition, faculty members complete a Faculty Course Report at the end of each semester which reports on the content and rigor of their courses; these reports are evaluated by the Director of Institutional Effectiveness and the Academic Dean. We also receive feedback from our graduates concerning their thoughts on the content and rigor of our degree programs through Degree Program Evaluations.

Analytical research and communication skills: Faculty members report on objectives and assignments that require analytical research and communication skills through their semester Faculty Course Reports (including student performance/accomplishment of those research and communication objectives). Course objectives and assignments that require analytical research and communication skills are also documented in applicable course syllabi.
2. A written statement of program-specific student outcomes for each academic program and a coherent program of study to achieve them.

Each of our academic programs has a set of program-specific objectives, along with an organized program of study which includes program-specific required courses and a suggested schedule for completion. These student outcomes and information on our programs of study are located in our College Catalog under “Divisions of Study – Curricular Programs”. Due to the length of this section of the Catalog, rather than place these pages in the appendix of this Compliance Document, we offer the page numbers where each of our program objectives are located in the Catalog:

- Associate of Arts Overall Program Objectives – p. 36
- Associate of Arts in Bible – p. 37
- Associate of Arts in Business – p. 37
- Associate of Arts in General Education – p. 38
- Bachelor of Science in Church Ministries – p. 39
- Bachelor of Science in Business Administration – p. 41

3. Evidence that the integration of curricular components supports development of a biblical worldview.

All five of our degree programs have been developed based on our Mission Statement, “…to glorify God by providing quality post-secondary education from a biblical worldview in a Christian atmosphere”11. Each faculty member is asked on the Faculty Course Report to give an example(s) of how he/she strives to achieve the mission of Southeastern through his/her course, specifically, how he/she presents assignments and instruction from a biblical worldview. In addition, all graduates of our degree programs are to be able to achieve Southeastern’s General Objectives located in the College Catalog p. 6:

“The student who graduates from Southeastern Baptist College shall be able to:

1. State unreservedly that the Bible is the inspired Word of God and that it is the standard of one’s faith, practice, and conduct.
2. Display a basic knowledge of the Bible necessary for intelligent Bible study.
3. Demonstrate an increase in a degree of maturity in one’s Christian experience as reflected in communication, observable behavior, and initiative and performance in Student Ministries assignments.
4. Give evidence of having been stimulated toward continued growth in biblical knowledge, student ministries, Christian citizenship, and scholarly competence as reflected in records which give comparative evidence of progress.
5. Apply the teaching of Scripture in the shaping of a Biblical worldview for life and ministry.”

We assess graduates’ success in achieving these General Objectives in a number of ways. Graduates self-assess their success through Degree Program Evaluations3,4,5,6,7. Faculty members observe and interact with students, then evaluate them through Christian Character Development Evaluations12. Also, students take pre/post Spiritual Growth Surveys (as they enter as freshmen, and then again as they graduate)13.

4. A curriculum taught with sensitivity to the cultural context in which students serve.

Whenever possible, instructors are hired from the local community that surrounds
Southeastern; most of our online instructors even reside within our local community. And, since most of our students are from southern Mississippi, our instructors and students share (for the most part) the same cultural backgrounds. Extension site courses are taught (whenever possible) by instructors that live in the community of that extension site and have the same cultural context as the students within those courses. For example, we have an extension site in a predominately African-American community, so our instructors for those extension courses are African-American and attend the churches that host those courses. Our Academic Dean is careful to hire faculty members that will teach our curriculum with sensitivity to the beliefs, values, and practices of our students and the communities in which they live and serve.

5. A process of regular review by faculty to ensure that curricular objectives for each academic program are being realized.

A Faculty Course Report\(^2\) is submitted to the Director of Institutional Effectiveness (and results are given to the Academic Dean) at the end of each semester by each instructor. This report requires the instructor to evaluate not only his/her methods of teaching, grading system, etc., but also the course’s relationship to program objectives. The second portion of the Faculty Course Report has “Program Objectives Checklists”, which list the objectives of each program. The faculty member is to checkmark each program objective that is addressed in the course, give an example assignment where that objective is assessed, and then give an average class score for that assignment (showing evidence of successfully meeting that objective). These Faculty Course Reports/Program Objectives Checklists are evaluated by the Academic Dean and discussed with the instructor during an annual “Assessment of Student Learning” conference, where comments and plans for improvement are documented\(^14\).

6. Evidence that course sequence progresses from foundational to advanced studies appropriate to the degree and level of education offered.

Our Registrar uses Degree Plan Worksheets\(^15,16,17,18,19\) to advise students as they progress through our degree programs. These worksheets clearly list each degree’s course sequence, noting prerequisites so that all students move from foundational to advanced courses each semester. The course sequences serve as suggested schedules, easily identified through the differentiation of their course numbers: i.e., 100s are for freshmen, 200s are for sophomores, 300s are for juniors, and 400s are for seniors. Suggested schedules for each degree program (following these Degree Plan Worksheet sequences) are published in our Catalog\(^20\). (Essential Element #8 describes the distinctions between the levels of study in more detail.)

7. A curriculum content and level of education appropriate to the degree offered.

As was described in Essential Element #1 – Content and Rigor: Guidelines concerning course preparation are documented for our faculty members in the Faculty Handbook; for example, requirements for course syllabi is presented under Faculty Responsibilities – Course Preparation – Syllabi\(^1\). The Academic Dean regularly reviews the content and rigor of our courses through observations of classroom sessions, through the Populi classroom portals (which contain syllabi, assignments, class discussions, etc.), and through annual “Assessment of Student Learning” meetings with individual faculty members. In addition, faculty members complete a Faculty Course Report\(^2\) at the end of each semester which reports on the content and rigor of
their courses; these reports are evaluated by the Director of Institutional Effectiveness and the Academic Dean. We also receive feedback from our graduates concerning their thoughts on the content and rigor of our degree programs through Degree Program Evaluations\textsuperscript{3,4,5,6,7}. Our Academic Dean is committed to meeting ABHE curriculum guidelines concerning content and appropriate levels of education offered, and these procedures and forms of evaluations help to ensure that is accomplished.

8. Appropriate distinctions between levels of study within the context of student classifications, faculty qualifications, and learning methodologies.

Student classifications: As was described in Essential Element #6 (and shown through the exhibits), each student is advised to follow the suggested schedule/course sequence for his/her degree program (and is required to follow prerequisite rules). Freshmen begin by taking 100-level courses and progress to complete 400-level courses as seniors.

Faculty qualifications: Our Academic Dean strives to hire well-qualified faculty members to instruct our students (also discussed previously in Standard 9a, Essential Element #3). Guidelines for the rank and structure of our faculty members are located in our Faculty Handbook under Description of Rank/Structure\textsuperscript{21}. This section of the Catalog also explains our requirements for a faculty member’s academic preparation/field of study.

Learning methodologies: Faculty members describe their various forms of teaching methods and student learning assessments on their semester Faculty Course Reports\textsuperscript{2}. The different learning methodologies are chosen based on each course’s content and its level of study, so freshman (100-level) courses naturally have less rigorous/demanding assignments and teaching methods than the more intensive senior (400-level) courses. A recent freshman-level course syllabus\textsuperscript{22} and a recent junior-level course syllabus\textsuperscript{23} are given as examples. At the end of a course, through Student Course Evaluations\textsuperscript{24}, students evaluate the course and its instructor according to its content, its presentation, and the evaluative techniques that were used.

Relative to this standard, the undergraduate programs of an accredited institution are characterized by . . .

9. A minimum of 120 semester hours (180 quarter hours) for a baccalaureate degree, and a minimum of 60 semester hours (90 quarter hours) for an associate degree.

Southeastern requires 66 semester hours for an associate degree and 129 semester hours for a baccalaureate degree, documented in our Catalog\textsuperscript{20} and on our Degree Plan Worksheets\textsuperscript{15,16,17,18,19}.

10. A core of Bible/theology studies equivalent to 30 semester hours (45 quarter hours) for a four- or five-year baccalaureate degree, 24 semester hours (36 quarter hours) for a Canadian three-year baccalaureate degree, 18 semester hours (27 quarter hours) of Bible/theology for a non-traditional degree completion program or a transfer students needing fewer than 60 semester hours (90 quarter hours) to complete a baccalaureate degree, and 12 semester hours (18 quarter hours) for an associate degree or one- or two-year certificate program.

Southeastern’s four-year baccalaureate degrees – Bible/theology studies core:

B.S. in Church Ministries – 24 semester hours in required Bible courses
24 semester hours of Bible electives

= 48 total Biblical Studies courses
B.S. in Business Administration – 12 hours in required Bible courses  
18 hours of Bible electives  
= 30 total Biblical Studies courses

Southeastern’s associate degrees – Bible/theology studies core:  
A.A. in Bible, Business, or General Education – 12 semester hours in required Biblical Studies courses

Southeastern’s one- and two-year certificate programs – Bible/theology studies core:  
Certificate of Christian Leadership – 12 semester hours in Biblical Studies courses  
Diploma of Christian Leadership – 24 semester hours in Biblical Studies courses  
Diploma in Bible – 21 semester hours in Biblical Studies courses

Transfer students needing fewer than 60 hours to complete a baccalaureate:  
“Each student must take at least 15 hours on campus at Southeastern to qualify for an associate degree and 30 hours on campus to qualify for a bachelor’s degree.” – as documented in the College Catalog under Academic Information - Evaluation of Transfer Credit25.

11. A core of general studies equivalent to 30 semester hours (45 quarter hours) for a baccalaureate degree or 15 semester hours (24 quarter hours) for an associate degree, with one or more courses drawn from each of the following four disciplines: Communication, Humanities/Fine Arts, Natural Science/Mathematics, and Social/Behavioral Sciences.

Southeastern’s associate degrees – General Studies core requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE110</td>
<td>Orientation</td>
<td>-1</td>
</tr>
<tr>
<td>EN-131,132</td>
<td>English Composition I, II</td>
<td>-6</td>
</tr>
<tr>
<td>EN-231,232</td>
<td>World Literature I, II</td>
<td>-6</td>
</tr>
<tr>
<td>HI-131,132</td>
<td>Western Civilization I, II</td>
<td>-6</td>
</tr>
<tr>
<td>MA-132</td>
<td>College Algebra</td>
<td>-3</td>
</tr>
<tr>
<td>PY-131</td>
<td>Introduction to Psychology</td>
<td>-3</td>
</tr>
<tr>
<td>SC-241,242</td>
<td>Biology I, II</td>
<td>-8</td>
</tr>
<tr>
<td>SO-131</td>
<td>Introduction to Sociology</td>
<td>-3</td>
</tr>
<tr>
<td>SP-131</td>
<td>Oral Communication</td>
<td>-3</td>
</tr>
<tr>
<td>BU-131</td>
<td>Intro. to Computer Appl.</td>
<td>-3</td>
</tr>
</tbody>
</table>

Total = 42 semester hours, plus depending on the AA Emphasis, also:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU-131</td>
<td>Music Appreciation</td>
<td>-3</td>
</tr>
<tr>
<td>HI-231,232</td>
<td>U.S. History I, II</td>
<td>-6</td>
</tr>
</tbody>
</table>

Southeastern’s baccalaureate degrees – General Studies core requirements:

Each of our baccalaureate degrees require the General Education Studies courses from the associate degrees be taken, requiring over 30 semester hours of general studies.

General studies courses drawn from the disciplines of Communication, Humanities/Fine Arts, Natural Science/Mathematics, and Social/Behavioral Sciences are included in all of the associate and baccalaureate degree programs of Southeastern15,16,17,18,19,20.
12. A core of professional studies equivalent to a minimum of 18 semester hours (27 quarter hours) for a baccalaureate degree, which are selected to equip students for professional positions or ministry service.

B.S. in Church Ministries. Our ministerial baccalaureate degree requires the following professional studies courses (which include courses taken through the associate degree):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE-110</td>
<td>Orientation</td>
<td>1</td>
</tr>
<tr>
<td>CE-132</td>
<td>Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>CE-431</td>
<td>Methods of Christian Teaching</td>
<td>3</td>
</tr>
<tr>
<td>CM-331</td>
<td>Hospital Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CM-332</td>
<td>Worship</td>
<td>3</td>
</tr>
<tr>
<td>CM-333</td>
<td>Youth/Adult Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CM-431</td>
<td>Principles of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CM-432</td>
<td>Marriage Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MI-331</td>
<td>Introduction to Missions</td>
<td>3</td>
</tr>
<tr>
<td>MU-131</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>PT-232</td>
<td>Homiletics</td>
<td>3</td>
</tr>
<tr>
<td>PT-331</td>
<td>Pastoral Ministries</td>
<td>3</td>
</tr>
</tbody>
</table>

Total = 31 semester hours, plus:

Biblical/Professional Studies Electives – 27 hours

B.S. in Business Administration. Our business baccalaureate degree requires the following professional studies courses (which include courses taken through the associate degree):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE-110</td>
<td>Orientation</td>
<td>1</td>
</tr>
<tr>
<td>BU-132</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BU-231, 232</td>
<td>Accounting I, II</td>
<td>6</td>
</tr>
<tr>
<td>BU-233</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BU-234</td>
<td>Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>BU-337</td>
<td>Economics I (Macroeconomics)</td>
<td>3</td>
</tr>
<tr>
<td>BU-338</td>
<td>Economics II (Microeconomics)</td>
<td>3</td>
</tr>
<tr>
<td>BU-335</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BU-333</td>
<td>Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>BU-336</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BU334</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BU-441</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BU-433</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BU-437</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BU-432</td>
<td>Production Management &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>BU-434</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total = 61 semester hours, plus:

Business Professional Studies Electives – 12 hours

13. The delineation of expectations for ministry-oriented and professionally-oriented programs that include practical experiences and applied knowledge through practicums, internships, or other appropriate means.

Some of our courses do require practicums/activities to complete outside of the
classroom; *CM-331-Hospital Ministries* is an example course. In addition, our *Student Ministries* program requires students to provide weekly reports on assigned ministry activities. Requirements for this ministry program include: “Meet once a week with the Student Ministries Director to report areas of ministry and complete weekly report forms”, and “Spend at least one hour a week in his or her area of ministry”. This program’s overall goal is to ‘guide the student to serve God to the best of his ability. To achieve the best in service one must train, both in the classroom and on the field. Academic training and practical experience make up the total educational program. The Student Ministries program adds practical experience to classroom activities. The peculiarities and variety of circumstances faced by a Christian demand practical experience for a student during the educational process. Student Ministries attempts to provide training while one is under the leadership of a competent faculty member who will assist in any problems that may arise”.

Relative to this standard, the graduate programs of an accredited institution are characterized by…… *Essential Elements 14-20*……

**Not applicable to our institution; we have no graduate program.**

11b. Ministry Formation

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution offering undergraduate curricula (and graduate curricula that feature field education) is characterized by…

1. A culture and programs that promote development of effective witnesses and servants in the church and the world at large.

Through our *Student Ministries* program, which is overseen by our Student Ministries Director, students (who take at least 12 hours) complete ministry activities within their communities or mission/evangelistic activities each semester; the goal of this program was mentioned in 11a-Essential Element #13. Our Student Ministries Director monitors students’ ministry/servant activities through weekly reports. Detailed goals, objectives, and requirements for our *Student Ministries* program are documented in the College Catalog.

Students attend weekly Chapel services, held on campus and viewed online through our website. Through Chapel messages and presentations, students are encouraged weekly to be effective witnesses and servants for Christ. In addition, our students have opportunities to grow in their spiritual development through participating in the Chapel worship service (playing an instrument, conducting the music, preaching, etc.). Viewed as an important aspect of our campus life – spiritually enriching our student and staff population, Chapel is a requirement and its objectives and attendance requirements are documented in the College Catalog.

Several of our courses focus on developing witnessing and Christian service skills, such as *CE-132-Evangelism*. Our general and program objectives reflect this, seen through the following objective from our B.S. in Church Ministries degree program: “Show that he has developed a Christian philosophy of missions based on New Testament teachings to prepare him for participating in the missionary enterprise at home and abroad.”
2. An educational philosophy in which ministry formation is viewed as an integral part of the student’s education.

Southeastern’s Philosophy, which is published in multiple handbooks including the College Catalog: “Bible colleges have at least three distinctives: first, a Bible college exists for the purpose of training Christian workers; second, Bible college training emphasizes practical experience; and third, the Bible college curricula emphasize biblical studies. The trustees, administration, and faculty of Southeastern Baptist College are committed to maintaining those distinctives for the institution. Therefore, they consider the spiritual as well as the academic qualifications of students. It is their conviction that a right relationship with God is the first step in the pursuit of knowledge.

Southeastern Baptist College reflects the teachings of the Bible from the Baptist viewpoint as expressed in the statement of beliefs below. However, free and open discussion of opposing views by faculty and students is encouraged. The institution recognizes that only those principles which can stand the test in a free market of ideas are worthy of their advocates.

Ministers and professional Christian workers, as well as Christians in all walks of life, can benefit from a Bible college education. They are the leaders and teachers of others. Their responsibility is not only to interpret correctly the truth as expressed in the Bible, but also to communicate that truth effectively.

Southeastern College was established because of these convictions and remains dedicated to them.”

Southeastern’s General Objectives, which display our commitment to developing ministry skills in all of our students:

“The student who graduates from Southeastern Baptist College shall be able to
1. State unreservedly that the Bible is the inspired Word of God and that it is the standard of one’s faith, practice, and conduct.
2. Display a basic knowledge of the Bible necessary for intelligent Bible study.
3. Demonstrate an increase in a degree of maturity in one’s Christian experience as reflected in communication, observable behavior, and initiative and performance in Student Ministries assignments.
4. Give evidence of having been stimulated toward continued growth in biblical knowledge, student ministries, Christian citizenship, and scholarly competence as reflected in records which give comparative evidence of progress.
5. Apply the teaching of Scripture in the shaping of a Biblical worldview for life and ministry.”

All candidates for graduation are approved by the faculty and Board according to these General Objectives.

Southeastern’s Student Ministries Program: Discussed earlier, our Student Ministries program has established objectives that integrate students’ ministry activities with their education.

3. A program of supervision that provides an adequate basis for evaluating and guiding students in the pursuit of their professional goals.

As our students move through their chosen degree programs, staff members are available
Students are offered opportunities to seek counseling concerning their personal, spiritual, and educational problems from any member of the faculty or administration. Academic counseling is supervised by the academic dean at registration and throughout the degree program of each student. The Student Ministries director assists in counseling students relative to their professional training.33

Academic Information – Academic Policies – Guidance and Orientation

“Students of Southeastern Baptist College are given full explanations of registration procedures, and advisors are provided to help plan schedules. Faculty members stand ready at all times to counsel with students about curricular, occupational, spiritual, and personal problems. Students needing guidance in any area should contact the academic dean, college counselor, or dean of students.”34

4. A ministry formation program coordinated by a director normally with faculty status and implemented under the supervision of faculty.

Mentioned in Essential Element #1, we have a Student Ministries Director28 that oversees our organized ministry formation program; he has faculty status and teaches several courses in addition to his directorial duties. Our Student Ministries program is implemented through our Faculty Organization, specifically the “Student Ministries Faculty Committee”35. Also, our entire faculty body approves graduates based on their completion of the Student Ministries requirements; this is based on #3 of our Graduation Requirements: “Satisfy all Student Ministries requirements and Chapel attendance requirements.”36

5. Evidence that the program is adequately staffed and financially supported.

Mentioned in other Essential Elements of this Standard 11, our primary organized “ministry formation” program is our Student Ministries program. It is led by our Student Ministries Director (who is also our Dean of Students)28. With our very small student population, this one Director is adequate to oversee our student body’s formal ministry activities. Other than the cost of paper (minimal) to photocopy weekly “ministry report forms” for our on-campus students (online students receive the report forms in electronic format), there is no financial obligation to this program.

6. A system of ongoing program review and assessment of outcomes that results in program improvement.

While taking the course CE-110-New Student Orientation, students begin their assigned Student Ministries activities; this course (as all other courses are) is evaluated by its students through an end-of-the-semester Student Course Evaluation24. Students evaluate the Student Ministries program through a section of the Current Student Questionnaire37. Also, students assess themselves through pre- and post-Spiritual Growth Surveys13. All of the results from these assessment tools are used by the Administration and the Institutional Effectiveness Committee to plan and implement improvements to our Student Ministries program.
7. Evidence that academic credit given for practicums, internships, or other practical learning experiences, if awarded, is warranted.

Student Ministries is organized and overseen by our Student Ministries Director as a course; during a freshman’s first semester, he/she takes CE-110-New Student Orientation, which introduces students to the Student Ministries program. Students receive one hour’s credit for this course, receiving a numeric grade consistent with the College’s official grading policy. Then, for each semester after until graduation, students must comply with the following policies concerning Student Ministries: Grading, Probation, and Graduation Requirements in Student Ministries (from the College Catalog p. 27)

“Grading is based on a scale which includes Excellence (E), Satisfactory (S), and Unsatisfactory (U). The student receives an excellent when he goes beyond the call of duty, doing extra service. Satisfactory grades are given when the student fulfills his responsibilities and reports to the director weekly. An unsatisfactory grade is given when the student is uncooperative and does not fulfill at least 75% of his requirements. The attitude of the student is taken into consideration.

Since Student Ministries holds priority in a Bible college, grades should be taken seriously for four reasons:

First, if one receives a grade of unsatisfactory during any semester, that individual is placed on probation for the remainder of his/her time at Southeastern Baptist College.

Second, if one receives two grades of unsatisfactory, he/she will be suspended from the college for one semester. The second unsatisfactory will be removed after one semester suspension from the college.

Third, no transcripts will be issued from Southeastern Baptist College if a student has two unsatisfactory grades in Student Ministries.

Fourth, no one shall be allowed to graduate from Southeastern Baptist College with two unsatisfactory grades on his Student Ministries transcript.”

11c. Academic Patterns and Procedures

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution is characterized by…

1. An academic advising system that guides the student from the point of selection of a program to graduation from that program.

After completing an admissions application and marking on his/her application which degree program he/she wishes to pursue, a student meets with our Registrar (who serves as the College’s official academic advisor) to enroll for courses. The student’s previous transfer work is evaluated by the Registrar and/or Academic Dean prior to this first meeting with any previous transfer work being recorded on the student’s Degree Plan Worksheet. Then, the student is advised by the Registrar concerning which courses to take based on his/her personal Degree Plan Worksheet and the chosen degree’s requirements/suggested schedule. The student is required to visit the Registrar during each semester’s registration process for advisement, with the Registrar keeping in continuous communication with the Academic Dean concerning any academic decisions/issues.
2. An academic calendar that meets state, provincial, and federal regulations and considers regional higher educational patterns.

Our academic calendar is published in the College Catalog and also on the College website under “Catalog and Calendar”. The academic calendar meets state, provincial, and federal regulations – having fifteen weeks of coursework and a sixteenth week for final exams. Southeastern considers the educational patterns of other colleges/universities in our surrounding areas, such as the University of Southern Mississippi and William Carey University (both 30 miles away) and Jones County Junior College (15 miles away); we set our academic calendar to coordinate with these neighboring institutions as much as possible. We do, however, usually begin a week early in the Fall semesters due to one full week of our classes being dismissed each third week of October in order to accommodate the Baptist Missionary Association of Mississippi’s annual conference (which is held on our campus).

3. The award of academic credit commensurate with normative academic and/or governmental definitions that may be based upon intended learning outcomes.

Southeastern’s policies concerning the award of academic credit are documented in the College Catalog under Academic Policies. These policies include: Evaluation of Transfer Credit, Transcripts of Credits, Attendance Regulations, Grading Symbols and Grade Point Values, Satisfactory Academic Progress, Honors List, Graduation Requirements, and Academic Awards. The Satisfactory Academic Progress Scale has been adopted in order to coordinate/comply with standard federal financial aid requirements; further explanation of this policy is documented in the College Catalog under Financial Information – Satisfactory Progress for Financial Aid. Our Grading Symbols and Grad Point Values are to be followed by all faculty members and understood by all students. Documentation of our grading system is located not only in the College Catalog, but also in the Faculty Handbook and the Student Handbook.

4. A system of accurate and secure record keeping consistent with state, provincial and/or federal regulations.

Student records are maintained by our Registrar. Hard copies of all current/active students’ admissions-academic files are kept in the Registrar’s office in a locked, fireproof file cabinet. Hard copies of all former/non-active students’ admissions-academic files are kept in a locked, fireproof vault in the administration building (kept indefinitely); electronic (scanned) copies of former/non-active students’ transcripts are maintained by the Registrar as well. Student records are also kept and may be accessed by Administration, the Registrar, or the Admissions/Financial Aid Director on our computer management system Populi. The Registrar, Admissions/Financial Aid Director, and Administrators all have password-protected computers that they use to access any student records.

5. A system of grading and associated policies and procedures that reflects integrity, ensures fairness and consistency, conforms to higher education norms, and facilitates transportability of students’ academic credits.

Our grading system and associated policies and procedures are discussed in Essential Element #3 of this Standard. In addition, under Faculty Organization and Information – Conditions of Employment - Standards of Personal Conduct – Code of Ethics in the Faculty
Handbook, faculty members are instructed to “strive for a just and unprejudiced appraisal of student work in terms of the school’s grading system”\(^{44}\). Also in the Faculty Handbook, under Faculty Organization and Information – Conditions of Employment – Faculty Responsibilities – Course Preparation – Syllabi, faculty members are instructed to include “course grading (exactly how the final grade will be figured)”\(^{45}\) in their syllabi. Each semester, faculty members complete Faculty Course Reports\(^2\), reporting on their grading policies; the Academic Dean then evaluates each report, comparing all of the grading policies to ensure consistency and fairness in all degree programs.

11d. Alternative Academic Patterns

ESSENTIAL ELEMENTS: Relative to this standard, an accredited institution’s academic programs utilizing off-campus locations, distance education, or alternative academic patterns are characterized by . . .

1. Evidence that courses and programs offered in alternative academic patterns are consistent with other offerings of the institution.

Currently, our courses and programs that are offered in alternative academic patterns are:

(1) Online degree programs (all five) – approved by ABHE – March, 2015:

In the College’s Distance Learning Policy\(^{46}\), documented in the College Catalog and the Administrative Handbook, it states that “these classes will be consistent with the traditional on-campus courses in content, and they will (in most cases) be taught by the same instructors who teach the on-campus versions. Online students will follow a suggested schedule for degree program completion just as on-campus students do, with a degree plan worksheet on file with the Registrar.” Other than adaptations to accommodate the online format (such as minor changes to assignments, the delivery of lectures, classroom discussions, etc.), our online courses are taught and evaluated in the same manner as their on-campus versions. Both on-campus and online courses are maintained (attendance, rosters, grades, postings of syllabi, etc.) through Populi. Online instructors and students are expected to follow the same requirements and procedures in our Catalog and handbooks as their on-campus versions. More detailed explanations of our compliance with ABHE’s Policy on Alternative Academic Patterns can be found in our “Best Practices in Online Distance Education (WCET) – Our Compliance” Chart\(^{47}\), which was submitted to the Commission during our online degree programs’ approval process.

(2) Extension courses in Meridian, MS – notified/confirmed by ABHE – January, 2017:

Our extension courses are taught in a Meridian church by qualified faculty members that live locally in Meridian and are affiliated with the host church. These courses are taught and evaluated in the same manner as our on-campus courses, subjected to the same requirements in our Catalog and handbooks. Extension course students register, maintain attendance, and receive grades in the same manner as our on-campus students.

2. Adequate staffing, facilities, and technology to support programs in all delivery modes.

(1) Online degree programs: All of our current staff supports online programs in the same manner as they do with on-campus programs – through processes of registration, financial aid, the business office, the library, etc.; requests and procedures are carried out instead by phone, email, fax, and/or through the website and Populi. Our online students “meet” through their online course portals on Populi, which is managed by our Director of Information
Technology (who has a full-time office on our campus). Students who attend both on-campus and online courses have access to computer work stations on our campus (in the main administrative/classroom building, in the library, and in the dormitories), along with wireless internet connections in these areas as well for the use of laptop computers. More detailed explanations can be found in our “Best Practices in Online distance Education (WCET) – Our Compliance” Chart47.

(2) Extension courses: Our admissions, registration, financial aid, and business office staff travel to the extension site to hold registration activities. Then, qualified instructors (who live near the extension site) teach courses at the extension site (a more-than-adequate church building). Extension instructors and students use our Populi system just as our on-campus and online students do.

3. Appropriate measures required of students participating in distance and/or correspondence education to ensure that the student receiving credit is in fact the person completing the work.

During the registration process, a student who is going to be taking an online course(s) is given the following to read over and to be in agreement with (by providing a signature):

1-Online Course Information Sheet48
2-Academic Honesty Form49
3-Southeastern’s Copyright Statement50
4-Proctor Eligibility Form51

Once the student has read, understood, and signed these documents, they are placed in his/her academic file. Our Distance Learning Policy46, located in our College Catalog, also details the nature of online courses for the student. In addition, in each online course, the instructor provides a Proctor Eligibility Form51 on the “information” tab of the course’s Populi portal; each student is to select a proctor according to the requirements explained on the form, then have that proctor sign the form and email it to the instructor (which the instructor then keeps on file).

B. Evaluative Conclusion

11a.

Essential Element 1 -
We believe the institution is in compliance with this Essential Element.

Essential Element 2 –
We believe the institution is in compliance with this Essential Element.

Essential Element 3 –
We believe the institution is in compliance with this Essential Element.

Essential Element 4 –
We believe the institution is in compliance with this Essential Element.

Essential Element 5 –
We believe the institution is in compliance with this Essential Element.

Essential Element 6 -
We believe the institution is in compliance with this Essential Element.

Essential Element 7 –
We believe the institution is in compliance with this Essential Element.
Essential Element 8 –  
We believe the institution is in compliance with this Essential Element.

Essential Element 9 –  
We believe the institution is in compliance with this Essential Element.

Essential Element 10 –  
We believe the institution is in compliance with this Essential Element.

Essential Element 11 -  
We believe the institution is in compliance with this Essential Element.

Essential Element 12 –  
We believe the institution is in compliance with this Essential Element.

Essential Element 13 –  
We believe the institution is in “weak” compliance with this Essential Element.  While there are required course activities outside the classroom that give students opportunities to apply knowledge and gain practical experiences, there are no established degree program objectives to measure concerning practicums, internships, etc.  Also, our current practicums are focused mainly on ministry-oriented activities, while our professionally-oriented programs (business) are lacking in out-of-the-classroom practical experience activities.

11b.  
Essential Element 1 -  
We believe the institution is in compliance with this Essential Element.

Essential Element 2 –  
We believe the institution is in compliance with this Essential Element.

Essential Element 3 –  
We believe the institution is in compliance with this Essential Element.

Essential Element 4 –  
We believe the institution is in compliance with this Essential Element.  We would like to note, however, that our “Student Ministries Committee” rarely meets.  As was discussed in the Evaluative Conclusion of Standard 9a-Essential Element #8, some of our faculty committees rarely meet simply because there is no issue or change concerning their oversight to discuss.  As was stated in the 9a-EE #8 Evaluative Conclusion, we do make sure to schedule a formal meeting of this committee when an issue arises that needs the attention of that specific committee.

Essential Element 5 –  
We believe the institution is in compliance with this Essential Element.

Essential Element 6 -  
We believe the institution is in compliance with this Essential Element.

Essential Element 7 –  
We believe the institution is in compliance with this Essential Element.

11c.  
Essential Element 1 -  
We believe the institution is in compliance with this Essential Element.
Essential Element 2 –
We believe the institution is in compliance with this Essential Element.

Essential Element 3 –
We believe the institution is in compliance with this Essential Element.

Essential Element 4 –
We believe the institution is in compliance with this Essential Element.

Essential Element 5 –
We believe the institution is in compliance with this Essential Element.

11d.
Essential Element 1 -
We believe the institution is in compliance with this Essential Element.

Essential Element 2 –
We believe the institution is in compliance with this Essential Element.

Essential Element 3 –
We believe the institution is in compliance with this Essential Element.

C. Documentation
1. Faculty Responsibilities – Course Preparation – Syllabi, Faculty Handbook p. 19
   - Exhibit 11.1
2. Faculty Course Report – Exhibit 11.2
3. Degree Program Evaluation – A.A. in Bible – Exhibit 11.3
4. Degree Program Evaluation – A.A. in Business – Exhibit 11.4
5. Degree Program Evaluation – A.A. in General Education – Exhibit 11.5
6. Degree Program Evaluation – B.S. in Church Ministries – Exhibit 11.6
7. Degree Program Evaluation – B.S. in Business Administration – Exhibit 11.7
8. Sample Faculty Course Report – General Biology I – Exhibit 11.8
9. Sample Course Syllabus (requiring analytical research) – Pentateuch – Exhibit 11.9
10. Sample Course Syllabus (requiring communication skills) – Business Communication
    - Exhibit 11.10
11. Mission Statement, College Catalog p. 6 – Exhibit 11.11
14. Sample Assessment of Student Learning Conference Form – Exhibit 11.14
15. Degree Plan Worksheet – AA in Bible – Exhibit 11.15
17. Degree Plan Worksheet – AA in General Education – Exhibit 11.17
18. Degree Plan Worksheet – BS in Church Ministries – Exhibit 11.18
19. Degree Plan Worksheet – BS in Business Administration – Exhibit 11.19
20. Degree Programs, College Catalog p. 36-43 – Exhibit 11.20
21. Description of Rank/Structure, Faculty Handbook p. 14 – Exhibit 11.21
23. Syllabus for NT-335 Historical Books II (Hebrews, James, I and II Peter, I John, Jude) - Exhibit 11.23
24. Student Course Evaluation – Exhibit 11.24
25. Academic Information - Evaluation of Transfer Credit, College Catalog p. 27 - Exhibit 11.25
26. Syllabus for CM-331 Hospital Ministries – Exhibit 11.26
27. Academic Information – Student Ministries, College Catalog p. 25 – Exhibit 11.27
28. Student Ministries Director Job Description, Administrative Handbook p. 30 - Exhibit 11.28
29. Student Ministry Weekly Report Forms – Exhibit 11.29
30. Student Life – Organizations ad Activities – Chapel, College Catalog p. 11 - Exhibit 11.30
31. Syllabus for CE-132 Evangelism – Exhibit 11.31
32. General Information – Philosophy & General Objectives College Catalog p. 5 – Exhibit 11.32
33. Student Life – Student Services – Counseling, College Catalog p. 12 – Exhibit 11.33
34. Academic Information – Academic Policies – Guidance and Orientation, College Catalog p. 28 – Exhibit 11.34
35. Duties of the Faculty Committees – Student Ministries Committee, Faculty Handbook p. 10 - Exhibit 11.35
36. Academic Information – Academic Policies – Graduation Requirements, College Catalog p. 31 – Exhibit 11.36
37. Student Ministries Section – Current Student Questionnaire – Exhibit 11.37
38. Registrar Job Description, Administrative Handbook p. 29 – Exhibit 11.38
39. Academic Calendar, College Catalog p. 55 – Exhibit 11.39
40. Academic Policies, College Catalog p. 27-31 – Exhibit 11.40
41. Financial Information – Satisfactory Progress for Financial Aid, College Catalog p. 21 - Exhibit 11.41
42. Faculty Organization and Information – Follow-up Procedures – Grading System, Faculty Handbook p.22 – Exhibit 11.42
43. Academic Information – Grades, Student Handbook p. 3 – Exhibit 11.43
44. Faculty Organization and Information – Conditions of Employment – Standards of Personal Conduct – Code of Ethics, Faculty Handbook p. 16 – Exhibit 11.44
45. Faculty Organization and Information – Conditions of Employment – Faculty Responsibilities – Course Preparation – Syllabi, Faculty Handbook p. 19 – Exhibit 11.45
46. Distance Learning Policy, College Catalog p. 32 – Exhibit 11.46
47. “Best Practices in Online Distance Education (WCET) – Our Compliance” Chart - Exhibit 11.47
48. Online Course Information Sheet – Exhibit 11.48
49. Academic Honesty Form – Exhibit 11.49
50. Trademark and Copyright Information Form – Exhibit 11.50
51. Proctor Eligibility Form – Exhibit 11.51
### Regulatory Requirements Evaluation

**Southeastern Baptist College – Laurel, MS**

<table>
<thead>
<tr>
<th>#</th>
<th>Requirement Description</th>
<th>Yes/No</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Mission and Objectives (Standards 1, 2a): Does the institution maintain clearly specified educational objectives that are consistent with its written mission, appropriate in light of the degrees or certificates awarded, and successfully achieved? (Determination should be based on the appropriateness and rigor of indicators of success in relation to the institutional mission, reliable assessment data, and evidence of achievement of educational objectives.)</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>Basis and documentation for this conclusion:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our mission and our educational program objectives are fully developed, published in official documents (catalogs, handbooks, brochures, etc.), and followed by all college personnel. We regularly collect data for assessment in order to validate that we are achieving our established educational program objectives.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Student Achievement (Standard 2a): Is success in student achievement in relation to the institution’s mission adequately achieved and appropriate results made available to the public? (Determination should be based on indicators of student achievement established by the institution, including graduation and placement rates, as appropriate.)</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>Basis and documentation for this conclusion:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We regularly conduct Assessment of Student Learning evaluations (through students, faculty members, alumni, and the Academic Dean) to obtain evidence that our students are achieving our mission and program objectives. Results of these evaluations are provided to the public on our website under “Student Consumer Information”.</td>
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<tr>
<td>3.</td>
<td>Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading, and Advertising (Standards 3, 7, 11c): Does the institution maintain and follow satisfactory policies regarding advertising and publications (including catalogs and academic calendars), recruitment, admissions, enrollment, and student grading to maintain accurate and timely information and consistent, ethical practices?</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>Basis and documentation for this conclusion:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Official policies are in place regarding advertising/publications, recruitment, admissions, enrollment, and student grading; they are published in our catalog, in our handbooks, and on our website. Employee contracts state that a responsibility of each employee is to “...perform such duties in a satisfactory manner and in accordance with policies, rules, and regulations...”.</td>
<td></td>
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</tbody>
</table>
4. **Facilities, Equipment, Supplies (Standard 6):** Does the institution maintain sufficient resources to achieve its institutional and program objectives appropriate to all levels of study offered (e.g., undergraduate, graduate) and all delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education)?

| Yes/No | YES |

Basis and documentation for this conclusion:

*Our facilities are adequate for the operational activities of our staff, and our facilities accommodate our on-campus students well. We maintain the necessary equipment and supplies for our staff offices and for our on-campus students (computer access, furniture, etc.); we also maintain the necessary resources needed to accommodate our online students and faculty members (computer management system, hardware, software, etc.).*

5. **Fiscal and Administrative Capacity (Standards 5, 6):** Does the institution have fiscal and administrative capacity appropriate to the scale of operations, including professional competence and budgetary planning that evidences fulfillment of institutional goals and financial stability?

| Yes/No | YES |

Basis and documentation for this conclusion:

*Though our budget is tight (and we of course could do so much more with more income), the college is financially stable considering its small scale of operations. Competent administration oversees budgetary planning, we maintain the required “financial score indicator” for ABHE, and we have remained “in the black” on our annual audit reports for 2016 and 2017.*

6. **Transfer of Credit (Standard 7b):** Does the institution publicly disclose its criteria regarding the transfer of credit earned at another institution of higher education?

| Yes/No | YES |

Basis and documentation for this conclusion:

*Our “Transfer of Credit Policy” is published in our catalog, which is distributed to all prospective and current students and is available on our website.*

7. **Title IV Compliance (Standard 7c):** If the institution participates in Title IV programs of the Higher Education Act, is the institution free from deficiencies in program responsibilities under Title IV or does the institution demonstrate timely response in addressing deficiencies (based on the most recent student loan default rate data, results of financial or compliance audits, program reviews, and communications from the U.S. Department of Education)?

| Yes/No | YES |

Basis and documentation for this conclusion:

*Southeastern maintains compliance with the Title IV program of the Higher Education Act, free from deficiencies.*
8. **Student Support Services (Standard 8):** Does the institution have student support services appropriate to the student population served, program levels offered (e.g., undergraduate, graduate), and delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education), including appropriate academic advising, financial services, counseling, and confidential records systems?  

| Yes/No | YES |

Basis and documentation for this conclusion:

_Southeastern maintains an appropriate number of qualified full-time personnel to provide student support services, including personnel for information technology, academic advising/registration, financial services (bookkeeping and financial aid), counseling (through the Dean of Students and the Academic Dean), library resources, etc. All personnel conduct activities on site (for on-campus students) and through distance delivery methods (for online students). Confidential records systems are maintained by all personnel._

9. **Record of Student Complaints (Standard 8):** Does the institution maintain a record of formal student complaints, and is the institution free from a pattern of student complaints that brings into question the institution’s fulfillment of ABHE Standards? (Complaints since the last ABHE comprehensive review should be examined.)  

| Yes/No | YES |

Basis and documentation for this conclusion:

_An any formal student complaints are kept in the President’s Office as well as in the office of the Director of Institutional Effectiveness (for long-term filing). We have had no formal student complaints, however._

10. **Faculty (Standard 9a):** Do faculty have the documented competence and appropriate knowledge and skills to provide effective instruction in the courses they teach?  

| Yes/No | YES |

Basis and documentation for this conclusion:

_All faculty academic files are kept up-to-date in the office of the Director of Institutional Effectiveness. Standards for our instructor’s qualifications are presented in the Faculty Handbook and are discussed during the interview process with the Academic Dean._

11. **Curricula (Standard 11a):** Are all curricular programs consistent with ABHE Standards, including appropriate rigor for the level of study offered (e.g., undergraduate, graduate) and consistent quality across all delivery methods employed (e.g., traditional on-campus, off-campus locations, distance education)?  

| Yes/No | YES |

Basis and documentation for this conclusion:

_ABHE Standards for curricular programs are followed, and they are closely monitored by the Director of Institutional Effectiveness (accreditation liaison) and the Academic Dean in order to remain compliant with any updates/changes in those Standards._
<table>
<thead>
<tr>
<th>Section</th>
<th>Yes/No</th>
<th>Details</th>
</tr>
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</table>
| 12. Program Length and Program Objectives (Standard 11a, 11c)           | YES    | Are program requirements, length, and objectives published and consistent with the degrees and credentials offered, do degree and certificate requirements conform to commonly accepted higher education standards, and are students held to approved program requirements?  
*Basis and documentation for this conclusion:*  
*All program information is published in our college catalog, which is available to all in print form through our admissions/recruiting office and online through our website. We maintain appropriate degree requirements based on ABHE Standards, and we expect our students to meet those requirements in order to graduate.* |
| 13. Credit Hour Policies (Standard 11c)                                 | YES    | Is the institution’s definition of a credit hour consistent with the ABHE definition of a credit hour, and does the institution’s assignment of credit hours conforms to commonly accepted practice in higher education (sampling may be used to determine this)?  
*Basis and documentation for this conclusion:*  
*Southeastern’s policies concerning academic credits are documented in the college catalog under “Academic Policies”. These policies include: Evaluation of Transfer Credit, Transcripts of Credits, etc. ABHE’s definitions are monitored by the Director of Institutional Effectiveness (accreditation liaison) and the Academic Dean in order to remain compliant with any updates/changes.* |
| 14. Student Verification in Distance or Correspondence Courses (Standard 11d) | YES    | If the institution offers distance or correspondence courses, does it have appropriate processes in place to verify that the student who registers for the course is the same student who participates in and completes the course or program and receives the academic credit (e.g., secure login/password, proctored examinations, or identification verification technologies), protects student privacy, and communicates accurately requirements and any additional costs related to verification of student identity at the time of registration or enrollment?  
*Basis and documentation for this conclusion:*  
*We have policies and procedures in place for the verification of student work and for the operation of our online programs and courses (located in the college catalog and given to online student during the registration process). Our online management system Populi also carefully manages online student course activity.* |
Conclusion

1. Summary of Issues

A. Strengths

We believe the following aspects of the college show an encouraging picture for its future well-being:

1. A mission statement that has been relevant and reaffirmed by our board, personnel, students, alumni, churches, and accrediting evaluators for over twenty-five years. With its recent slight revision, we believe it is even better suited as a guide for the success of our institution. [Standard 1]

2. A spirit of cooperation and partnership among our administration, faculty, staff, board, and students to achieve our mission and institutional and program objectives through assessment and planning processes led by a designated staff member (to better coordinate campus-wide institutional effectiveness efforts). [Standard 2]

3. A strong commitment from our staff to strive to be Christ-like in all of our activities and responsibilities as we interact with each other and as we represent Southeastern outside our institution. Their long length of service to the college, commitment to the mission of the college, and qualifications for their respective areas of responsibility all serve to give stability and quality to the institution. [Standards 3, 7, 8, and 10]

4. A board of trustees and an administration who love the college, who want to see it succeed in accomplishing its mission, and who are committed to providing strong leadership with integrity – giving God the glory for all successes. Though we always seem to be “lagging” in the amount of institutional resources that we need, our leadership is careful to identify our most pressing needs and to manage the resources we have effectively. [Standards 4, 5, and 6]

5. An opportunity in our particular state to provide a unique academic setting that is unlike any other in Mississippi. Even though we reside in what is known as the “Bible Belt”, we are the only accredited four-year Bible college in Mississippi. And, due to our small student/faculty population, an SBC student can be known personally by all of his/her instructors (whether online or on-campus), receiving personalized one-on-one attention from an instructor. [Standards 9 and 11]

B. Concerns

We believe the following aspects of the college (identified through our self-study process and noted in the Evaluative Conclusions of this Compliance Document) need to be addressed so that they do not inhibit or continue to inhibit our success:

1. A more thorough integration of our student outcomes, further connecting institutional goals, program-specific objectives and course objectives: connecting each course objective directly to a program objective which is directly related to a specific institutional goal (and noting that connection on the syllabus). Standard 2a, Essential Element 1

2. An improvement in faculty participation in the process of validating the achievement of student outcomes. Standard 2a, Essential Element 5

3. The development of a more substantial financial reserve to address unexpected expenses when they arise. Standard 6b, Essential Element 6

4. More sufficient maintenance of our physical resources (through more personnel or procedures and new or redirected sources of income). Standard 6c, Essential Element 2
5. More sufficient funds allocated for recruiting efforts. **Standard 7a, Essential Element 3**

6. A faculty that is made up entirely of instructors who have earned a minimum of a master’s degree; specifically lacking for us – a computer instructor with an earned master’s degree. **Standard 9a, Essential Element 3**

7. More faculty contributions/involvement in all appropriate areas of institutional development. Since we have avenues for their involvement in place, we need to commit to making sure these avenues are utilized on a more regular basis. **Standard 9a, Essential Element 8**

8. More sufficient funding and technology for our library in order to better serve our students (especially through electronic means). **Standard 10, Essential Element 3**

9. More opportunities for our students to learn practical skills through practicums, internships, or other “real world” experiences. **Standard 11a, Essential Element 13**

10. A more personnel-engaged and student-active ministry formation program. **Standard 11b, Essential Element 4**

2. **Priorities Among Issues**

   While we plan on addressing each of the concerns listed above as we move further into our self-study process – carrying them forward as we make assessments and plans, we will be prioritizing the specific areas where we do not feel that we are in complete compliance:

   1. **Standard 2a, Essential Element 1 (Concern #1):** We must more thoroughly connect our institutional, program, and course objectives to one another – building upon the assessment of student learning activities that we already have in place. We must amend our Faculty Handbook to include instructions that each faculty member should relate each of his/her course objectives to a specific program objective; once instructions are in place, faculty members can work together and with the Academic Dean through faculty meetings to fully develop their revised syllabi and implement new assessment procedures. The Academic Dean and division chairmen should also work together to correlate each specific program objective to a general (institutional) objective.

   2. **Standard 6c, Essential Element 2 (Concern #5):** We must maintain our physical resources more sufficiently. We do not foresee a financial ability to hire additional personnel to care for our physical plant in the near future, so we must develop more/different procedures for our current staff and/or volunteers to help. We must also find ways to allocate more of our budget toward physical plant needs (maintenance and improvements).

   3. **Standard 9a, Essential Element 3 (Concern #7):** We must hire a computer instructor that has an earned master’s degree. While we do believe that our current computer instructor (who is also our Director of Information Technology) has the knowledge, experience, and expertise to teach the computer courses, we want to abide by ABHE Standard requirements.

   4. **Standard 10, Essential Element 3 (Concern #9):** We must allocate more of our budget toward funding library resource needs, specifically technological needs (with our growing online student population and course offerings). The library’s ability to subscribe to some online periodicals/appropriate resources is a specific need.
5. *Standard 11a, Essential Element 13 (Concern #10)*: We must provide more opportunities for our students to gain practical skills and have “real world” experiences outside the classroom. Practicums, internships, and/or assignments should be developed for appropriate courses within each of our degree programs; degree program objectives should be established that will foster and allow for the assessment of these kinds of hands-on activities.