

Self-Study Workshop
Public Institutions
San Antonio, Texas
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Objectives

- ▶ Review significance of Self-Study Report
- ▶ Discuss report components and format
- ▶ Suggest method for preparing report
- ▶ Recommend timeline for report activities
- ▶ Review requirements for advisory committees and written plans
- ▶ Discuss how Self-Study Report and accreditation visit are interconnected
- ▶ Provide resources for institutional support

The Accreditation Process

- ▶ Self-Study workshop
- ▶ Preparation of Self-Study Report
- ▶ Preliminary visit by team leader
- ▶ Accreditation visit
- ▶ Team report
- ▶ Institutional response
- ▶ Commission vote to approve accreditation

What is a Self-Study?

- ▶ It is a document prepared by an institution describing how the institution meets the Standards and Criteria of the Commission.
- ▶ It familiarizes the visiting team with the institution's programs and services
- ▶ It is prepared according to a prescribed format
- ▶ It involves the participation of all institutional personnel

10 Standards of Accreditation

- ▶ The Council has adopted 10 standards that represent institutional aspects that must be evaluated on a regular basis
- ▶ Member institutions are obligated to maintain compliance with these Standards if they wish to maintain their accredited status
- ▶ The standards are comprised of individual criteria that help the Council assure institutional quality



- Standard 1 – Institutional Mission**
- Standard 2 – Educational Programs**
 - A. Admissions/Recruiting
 - B. Programs
 - C. Instruction
- Standard 3 – Program and Institutional Outcomes**
- Standard 4 – Strategic Planning**
- Standard 5 – Learning Resources**
 - A. Media Services
 - B. Instructional Equipment
 - C. Instructional Supplies
- Standard 6 – Physical Resources and Technical Infrastructure**
- Standard 7 – Financial Resources**
- Standard 8 – Human Resources**
 - A. General
 - B. Faculty
 - C. Administrative and Supervisory Personnel
 - D. Instructional Support Staff
 - E. Non-instructional Support Staff/Services
- Standard 9 – Organizational Structure**
- Standard 10 – Student Services and Activities**

What is included in the Report?

- ▶ All Self-Study Reports, regardless of institution size or mission, have identical components
- ▶ See Handout: "Self-Study Report Components"
- ▶ Several sections require forms or charts (COE website www.council.org)
- ▶ Reference: *COE Self-Study Manual*

How is the Report organized?

- ▶ The Report is written in narrative form
- ▶ See Handout: "Self-Study Report Organization"
- ▶ There is a chapter for each Standard
- ▶ Each chapter has four parts:
 - Introduction
 - Analysis (Criteria)
 - Challenges & Proposed Solutions
 - Summary

Standard 2

- ▶ Has a chapter for each occupational program or program group
- ▶ Has the same format and 4-part organization as the Self-Study Report
- ▶ Each program chapter includes a Clock Hour/Credit Hour Chart (where appropriate) and an Employer Program Verification Form
- ▶ All programs listed on the COE Approved Program List in the MyCouncil software must be included in Standard 2
- ▶ Occupationally-related or "embedded" programs may be grouped together into one chapter.

Instructional Delivery Methods

DISTANCE EDUCATION: a formal educational process in which instruction occurs when students and instructors are not in the same place; may be synchronous or asynchronous; may employ correspondence study, audio, video or computer technologies.

- ▶ Traditional Programs: all bricks & mortar
- ▶ Hybrid Programs: less than 50% of coursework available via distance
- ▶ Distance Education Programs: 50% or more of required instruction available via distance education delivery methods

Instructional Delivery Methods (continued)

Distance education criteria is addressed in Standards 2, 5, 6, 8 and 10. Institutions offering instruction by distance education will address criteria in each of these standards.

What about Secondary Programs?

- ▶ Secondary programs enroll only high school students
- ▶ Programs enrolling both secondary and adult students are classified by COE as post-secondary programs
- ▶ Secondary programs are included in the Self-Study Report and Program Supplement if they are regulated and managed by the COE accredited post-secondary school

More about Secondary Programs

- ▶ Secondary programs included in the Self-Study Report will be reviewed by the visiting team using secondary program check sheets
- ▶ Secondary programs are not included in the Self-Study Report or reviewed by the visiting team if they are regulated and managed by a school authority separate from that of the post-secondary institution seeking COE accreditation (e.g., local Board of Education)

Focus of the Self-Study Report: The COE Check Sheets

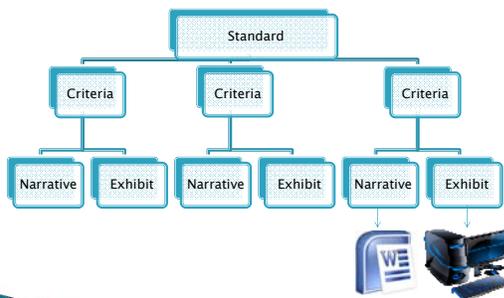
- ▶ Represent the complete list of criteria for the Conditions and 10 Standards of accreditation by the Council
- ▶ Each criterion must be addressed in the Self-Study Report
- ▶ Description of compliance to the criteria forms the basis of the Self-Study Report narrative
- ▶ Check sheets should be copied and distributed to appropriate personnel

How do I get started?

- ▶ First go to MyCouncil and check the institution's approved programs.
- ▶ Make sure all program names, mode of delivery, clock hour/credit hours are correct.
- ▶ Notify COE of changes to be made to the programs ASAP. If a program has not had students in it for 12 months the program should be delete. Changes to the program list may require the institution to submit a Mini Form.
- ▶ No changes to the program list will be made 60 days prior to the scheduled team visit.

How do I get started?

- ▶ Review Standards check sheet for the service or program you have been assigned
- ▶ Prepare numbered electronic folders for each criteria on the check sheet
- ▶ Gather and file documents that validate compliance to each criteria



The Introduction and Summary

- ▶ A one- or two-paragraph introduction should begin each chapter
- ▶ The Introduction briefly describes the history, mission and breadth of each institutional service or educational program
- ▶ A one-paragraph summary will conclude the chapter by highlighting significant accomplishments or challenges

Writing the Analysis

- ▶ The documents you have gathered provide the basis for your report
- ▶ State the criteria as worded on checksheet followed by how the institution complies.
- ▶ Use any subdivisions listed on the check sheets
- ▶ Cite specific events but don't go into detail

Multi-part Criteria

- ▶ In the Standards there are several multi-part criteria. The multi-part criteria are identified on the 2016 check sheets in a **red box**. When writing the self-study, copy all the criteria in the **red box** and then explain how the institution is meeting those criteria.
- ▶ Multi-part criteria can be found in several of the standards. (See Hand-outs)

Writing the Challenges & Proposed Solutions

- ▶ Describe problem areas (where compliance to COE criteria is a challenge) in an objective, brief and straight-forward manner
- ▶ Do not offer excuses for non-compliance
- ▶ Tell how the school has solved problem(s) and worked to come into compliance

NOTE

The Self-Study Report is not the place to inform the Commission about new programs, new branches, changes of location, etc. There is a specific application procedure required for Commission approval of these types of substantive changes. (Refer to *Handbook of Accreditation, 2016 Edition*, page 27-36)

Time for a Break!

Please return in 15 minutes

Substantive Change

The only substantive changes that will be considered for approval for accredited institutions within six months prior to hosting a visiting team for reaffirmation of accreditation:

- New Associate Degree Program
- Subsequent application for an associate degree program within Current scope
- Addition of new program

Substantive Change (continued)

- Change in Existing Program – Increase/Decrease in Length of Less than 25%
- Change in Existing Program – Increase in Length of 25% or More
- Use the Mini-Form to make these changes
- No program changes will be approved within 60 days of the scheduled dates of accreditation visiting teams.

Special Reports

Forms the MUST be included in the Self-Study. See COE Website.

- Educational Program Chart (Standard 2)
- Clock Hour/Credit Hour Chart (Standard 2 if applicable)
- Employer Program Verification Form (Standard 2 each individual program)
- Completion/Placement/Licensure Form (Standard 3)
- Roster of Instructional Staff (Standard 8)
- Roster of Administrative/Supervisory Staff (Standard 8)
- ▶ These forms must be included in the Self-Study Report

Educational Programs Chart

- ▶ Separate charts for post-secondary and secondary programs
- ▶ Each campus has its own chart
- ▶ Be sure program hours are consistent with those listed on Clock Hour/Credit Hour Chart and on Employer Verification Form
- ▶ Group program “families” together (i.e., accounting AAS, accounting diploma, bookkeeping certificate, etc.)
- ▶ Include in Standard 2 chapter of the Self-Study

Clock Hour/Credit Hour Chart

- ▶ Only for programs offered in credit hours
- ▶ Course titles should be consistent with titles used in catalogs, brochures, etc.
- ▶ Double-check clock hour-to-credit hour conversion for lecture, lab, and work-based activities (see *Handbook of Accreditation*, Std 2, Item B-42)
- ▶ Include in Standard 2 chapter or Program Supplement

Employer Verification Form

- ▶ Must be completed annually for each educational program
- ▶ Verify that tuition and fees equal total charged for the full duration of the program
- ▶ Be sure only current or prospective employer representatives sign the form
- ▶ Not required for secondary programs
- ▶ Include in Standard 2 chapter or Program Supplement

Completion/Placement/Licensure Form

- ▶ Use the report submitted with the COE Annual Report (December)
- ▶ A new report may be prepared if the team visit is after August or if the school is “triggered” by COE
- ▶ Note the definition of a “completer”
- ▶ Each campus has its own CPL form
- ▶ Secondary programs use a separate form
- ▶ Include in Standard 3 chapter of the Self-Study

Program and Institutional Outcomes

STANDARD THREE

FOR INITIAL ACCREDITATION ONLY: The majority of programs must meet the required benchmarks for completion, placement, and licensure exam pass rate.

COE benchmarks for completion is 60%, for placement 70%, and licensure exam pass rate 70%.

Institutions preparing for initial accreditation and have not submitted an annual report to COE, must submit CPL data to COE 60 days prior to hosting the team. Please check COE website for CPL form to complete.

Personnel Rosters

- ▶ Each campus has its own charts
- ▶ Instructional staff
 - Group instructors by program
 - Include a major when listing AS, BS, MS, etc.
 - Indicate associate degree faculty with asterisk
 - Work load is shown in hours per week
- ▶ Administrative/Supervisory staff
 - Group by service area (Student Services, Business Office, Financial Aid, etc.)
- ▶ Include in Standard 8 chapter of the Self-Study

Institutional Advisory Committee

- At least 3 people, a **majority** external to the institution
- Knowledgeable of occupational education and employment needs of the community
- Meets at least once annually
- Keeps minutes to document activities, recommendations and meeting attendance
- Is used to provide community involvement in maintaining a relevant mission for the institution

Institutional Advisory Committee

- ▶ Guides the strategic direction of the institution
- ▶ Provides community involvement in maintaining a relevant mission for the institution
- ▶ External/independent representative comprise the majority of the committee membership

Institutional Advisory Committee (continued)

- ▶ Suggested Activities for Institutional Advisory Committee
 - Annual review of the institution's Strategic Plan (Std. 4-6) and documentation of the results of this evaluation (Std. 4-7)
 - Annual evaluation and revision of the institution's written plan for the operation, maintenance, and improvement of the physical plant (Std. 6-9)
 - Annual evaluation and revision of the institution's written health and safety plan (Std. 6-5, and Std. 10-12)

Who should be on the Institutional Advisory Committee

- ▶ Internal members: School owner, director, department heads (must be minority of total membership)
- ▶ External members; anyone whose business expertise may support the institution's mission
 - Business owners
 - Manufacturing/service representatives
 - Community leaders
 - Financial/legal business representatives
- ✗ Five to seven external members works best

Occupational Advisory Committee

- ▶ Each program should have a committee
- ▶ The committee is composed of at least 3 external members
- ▶ School personnel may participate as "ex officio" members
- ▶ Member should possess expertise in the occupational field and represent the geographic areas where the programs are taught
- ▶ Meets at least twice annually
- ▶ Has at least 3 members present at each meeting (2 members physically and one virtually present)
- ▶ Keeps minutes to document their activities, recommendations, and meeting attendance.

Advisory Committees (continued)

- ▶ May use Occupational Advisory Committees to document regular evaluation of written plans and procedures
 - Educational program objectives and appropriateness of delivery modes (Std. 2)
 - Physical plant operations plan (Std. 6)
 - Institutional health and safety plan (Std. 6)
 - Student health and safety plan (Std. 10)

Advisory Committees

- ▶ Institutional Advisory Committee may serve as Occupational Advisory Committee if school has only a few occupationally-related programs
- ▶ Plan ahead to assure there are two meetings a year (at reasonable intervals) cited in the Self-Study Report
- ▶ Committee members may sign Employer Verification Forms if they represent a prospective employer in the occupational field

Documenting Committee Involvement

- ▶ Committee minutes should clearly document:
 - What committee(s) is meeting?
 - When did the meeting take place?
 - Who is on the committee?
 - External Members and Occupation
 - Who was present at the meeting?
 - What were the topics of discussion?
 - What decisions/recommendations were made?

Requirements for a Successful Self-Study Report

- ▶ Institutional leadership support
- ▶ Commitment of time and resources
- ▶ Involvement of all members of the institutional community
- ▶ Adherence to *Self-Study Manual* guidelines
- ▶ Objective perspective with a focus on institutional improvement

Self-Study Report and the Team Visit

- ▶ Self-Study Report familiarizes team members with institution's programs, services and characteristics
- ▶ The Self-Study provides the team a valuable "first impression"
- ▶ Team members will seek to verify that the Report is an accurate description of activities taking place at the institution

Self-Study Report and the Team Visit (continued)

- ▶ Documents gathered to write the Report should become the exhibits reviewed by the visiting team
- ▶ Exhibits should be presented in electronic folders arranged in the exact order as the criteria on the COE Check Sheets
- ▶ There should be at least one exhibit for each criteria
- ▶ There should be exhibits for the Conditions, for each Standard, and for each occupational program (or program group)

Written Plans and Procedures Part 2 Self-Study Certification

- ▶ Participant must attend Part 2, Written Plans and Procedures to receive certification for attending the Self-Study Workshop
- ▶ Self-Study Report should describe the implemented plans and procedures required by COE Standards
- ▶ Written plans, procedures themselves should not be inserted in the Self-Study Report
- ▶ Appropriate exhibit documents should demonstrate that plans are in use.

Plans and Procedures (continued)

- ▶ **Written Plans**
 - Have objectives, goals
 - Outline activities to achieve objectives
 - Specify personnel responsible for plan
 - Include time lines for review, evaluation
- ▶ **Procedures**
 - Address specific tasks
 - Include step-by-step instructions
 - May require forms and reports

Report Time Line

- ▶ See Handout: Self-Study Report Timetable
- ▶ “Begin with the end in mind”
- ▶ Schedule activities according to anticipated Team Visit date
- ▶ Draft report must be completed prior to Preliminary Visit by Team Leader
- ▶ Small schools should allow at least six months for report preparations
- ▶ Large schools should allow one year or more

NOTE

During the preliminary visit, if the Team Leader finds that the Self-Study Report draft is not complete, or that the Report does not comply with requirements specified in the COE Self-Study Manual, the team visit may be postponed.

2016 Self-Study Manual

- ▶ The Council now requires only one digital copy of the Self-Study and Program Supplements, if any, to be submitted to the Commission Office to Caitlin Passino at passinoc@council.org.
- ▶ Digital Document Format: Details format requirements of the digital Self-Study and Supplements and information about creating digital bookmarks that help readers find information.

2016 Self-Study Manual

- ▶ Conditions and Standards: Condition check sheet must be included as part of the Self-Study document.
- ▶ The chapter on standards is laid out in a chart that informs the reader of the format to be followed for the narrative and whether or not a particular standard must include and additional chart or form.

2016 Self-Study Manual

- ▶ Institutions planning to host accreditation visiting teams must arrange for one of their Advisory Committees to complete an online survey of the Council's accreditation standards.
<http://www.council.org>
- ▶ <https://www.surveymonkey.com/s/OccAdvisoryCommStandards>
 - www.council.org Applications & Forms- Self Study Forms for Institutions Hosting Accreditation Teams in 2015- Link to Advisory Committee Survey Form
 - This link provides a receipt for documentation.

2016 Self-Study Manual

- ▶ Guidelines for Reporting Secondary Programs: ***Important change to this policy.** No longer are institutions required to include secondary students and programs in the Self-Study (and FTE calculation and completion rate data collection). The Council gives the institution the option to include secondary programs in Self-Study.

2016 Self-Study Manual

- ▶ Check List for Team Visit: The chart has been edited to reflect the Self-Study as being “transmitted” and “distributed” rather than it being “mailed” to team members and the Council.

2016 Self-Study Manual

- ▶ Self-Study Exhibit Preparation: This is a new chapter with basic information about what exhibits are and that they must demonstrate compliance with each condition and criterion. This section also refers to the format of the exhibits. Institutions, working with the team leader, may determine electronic exhibits are appropriate.
- ▶ Check the Council’s website for the most up-to-date charts and forms.

Frequently-Asked Questions

- ▶ For multi-campus institutions, does each campus need its own Self-Study Report?
- ▶ Are continuing education, industry training or adult education programs included in the review?
- ▶ Does the Conditions section require a narrative report?
- ▶ What about new or discontinued programs?

More FAQs

- ▶ Does COE notify the Dept. of Ed. of accreditation decisions?
- ▶ Does an institution that is being considered for reaffirmation need to give notice in the appropriate newspaper? When?

FAQs Continued

- ▶ What is considered as work-based activities?
- ▶ Where do you find the survey that must be taken by the advisory committee?

If you want COE credit for attending this workshop...

- ▶ Please complete the certificate card for the *Self-Study Workshop* found in your name badge packet
- ▶ Hand the completed card to one of the hosts assisting in this session

Resources

- ▶ *COE publications*
 - *Handbook of Accreditation*
 - *Policies and Rules of the Commission*
 - *Self-Study Manual*
 - *Guidelines for Accreditation Visiting Teams*
- ▶ COE Staff (1.800.917.2081)
- ▶ COE Web Site (www.council.org)

Contact Information

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