

The Self-Study-Part 2  
 Public, Non-Public & Registered  
 Apprenticeship Institutions  
**Preparing Self-Study Exhibits**  
 By  
 Stephanie Houston  
 Dr. Sherica Davis

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Session Discussion Items

- Understanding “Documentation Not Discourse”
- Identification of written plans, policies, procedures, processes, and one chart required for a successful Self-Study Report
- Identify exhibits that show compliance with COE accreditation standards and criterion

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How to get started?

- Documents gathered to write the Report should become the exhibits reviewed by the visiting team.
- **The following documentation must be kept on file from one accreditation team visit until the next. All documents will be prepared as exhibits.**
  - Institutional Advisory Agendas and Minutes
  - Occupational Advisory Agendas and Minutes
  - Strategic Plan and All Other Plans
  - Refunds
  - Grievances
  - Default Management Plans
  - Financial Reports
- A record or copy of all promotional and advertising material must be kept on file for 3 years.
- For all other types of documentation not listed above, the institution should provide one year of documentation in their exhibit materials. It is at the team's discretion to ask for additional documentation.

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### What do you mean PROOF?

- **Documentation = Proof**
- **Documentation that supports EACH condition and criterion on the check sheets must be provided for the team members to review.**
- **Accessibility of “proof” to the appropriate team member can greatly expedite his/her work and enhance the effectiveness of the team.**

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### What do you mean PROOF?

- **All exhibits need to be in electronic format**
- **Digital files require adequate computer access for all members of the team**
- **Digital files must be easily accessible on an intranet, the internet on a secure password-protected site, or on electronic media, such as CD’s or external drives**

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### What do you mean by PROOF?



Clearly-labeled digital exhibit files can be placed within each subfolder. The labels should correspond to the criterion numbers on the Conditions and Standards Check Sheets

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**Examples of PROOF/Documentation, not PROMISES**

**Standard 1-Institutional Mission**  
*(Analysis Section of the Self-Study Report)*

**4. The current mission statement is publicly available and is used consistently in publications**

The mission statement is available to the public through our institutional catalog, web site, and policy manual. Its consistency is verified and updated with each publication.

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**Examples of PROOF/Documentation, not PROMISES**

**Documentation in the digital files:**

- Catalog Page with Mission Statement
- Web Page with Mission Statement
- Policy Manual page with Mission Statement (scan only the cover of the manual and the page with the Mission Statement highlighted)

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**What if the criterion does not apply?**

- Simply state N/A or Not Applicable
- It is not necessary to state why your response is not applicable

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## What is wrong with this file structure?

Clearly-labeled digital exhibit files can be placed within each subfolder that correspond to the criteria on the conditions and standards check sheets.

Self-Study Exhibits

Conditions Of Accreditation

- Condition 7 - Current License from State Approval Agency
- Condition 9 - COE Workshop Attendance Certificates
- Condition 10 - Newspaper Notice Announcing Accreditation Team Visit

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## REMEMBER

- **Place documentation (PROOF) in each electronic folder:**
  - No empty folders
  - Don't refer to other folders or binders
  - Use only relevant information
  - Highlight necessary information; draws attention and makes finding documentation simple and quick
  - All documentation should have dates and should be placed in chronological order; shows history of activity
  - Use completed surveys, tests, evaluations, etc.
  - Include copies of required plans
  - Provide copies of pages from large documents-clearly identify the source document
  - Be consistent—documentation should match the narrative in the Self-Study Report
  - Keep exhibits simple, straightforward, and user friendly.

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## Who Gathers Exhibits?

# EVERYONE!

Use the Self-Study Committee Task Sheet  
(Self-Study Manual)

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Plans, Policies, Procedures,  
Processes, Programs, and a  
Chart

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## Schedule

- Schedule to review plans, policies, procedures, processes, programs, and a chart annually
- Obtain required approvals and input and provide documentation
  - Students
  - Institutional Advisory Committees
  - Faculty and Staff
- Involve all necessary parties

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## Plan

**PLAN**-a detailed proposal/method for doing or achieving something that is prepared beforehand. The following elements are commonly included in a plan: scope of services, budgetary resources, major activities, major publications, evaluations of the plan, and constituents with whom the plan is shared.

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## Written Plan Components

- Plan should contain objectives, purpose, or intent of the plan
  - What will be accomplished
  - When it will be accomplished
  - Who is responsible for accomplishing it
  - How accomplishment will be measured
- Plan should outline activities to achieve the objectives
- Plan should specify roles and responsibilities
- Plan should include guidelines or timeliness for review and evaluation

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ALL PLANS:

Written, Evaluated, and In Use!

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## Policies

**POLICY**-Set of written statements providing the bounds within which all procedures, program, goals, and objectives of the institutions are carried out. These are adopted by the governing board of an institution (or in military institutions, by higher military command headquarters) to ensure operations are in compliance with statutory regulations and are consistent with the stated mission.

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## Written Procedures

**PROCEDURE**-Formal or set order of operating or doing something – a method of conducting affairs.

- Should address specific tasks
- Should include step-by-step instructions
- May require forms and reports

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## Process

**PROCESS**-a series of progressive and independent steps by which an end is attained.

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## Chart

**CHART (Standard 9, Organizational Structure)**-a graphic representation of the structure of an organization showing the relationships of the positions or jobs within it.

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### Conditions

**Recruitment Activities:**

- See *Worksheet for Confirming Compliance with Recruiting/Advertising Requirements* (COE check sheets)
- Recruiting practices must assure that **policies** and **procedures** for admission to programs are made available to prospective students prior to enrollment and communicated within a time frame that is sensitive to deadlines for enrollment and completion of programs should changes to the information occur.
- The institution clearly defines and publishes a **policy** regarding the transfer of students between programs within the institution and the transfer of students from other institutions and assures this information is available to prospective students prior to enrollment.
- The institution clearly defines and publishes a **policy** regarding the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at other institutions and assures this information is available to prospective students prior to enrollment.

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### IMPORTANT Definitions

**Publications:** (Reference Handbook of Accreditation, Definition Section)  
 Publication (e.g. Catalog/brochures/pamphlets/websites) — A catalog and/or other official publications, which are published in hard copy or provided online, to provide the information specified below that must be readily available to students, prospective students, and other members of the interested public.

- a. The publication(s) must contain and accurately depict the following:
  1. Institutional mission
  2. Admission requirements and procedures
  3. Policy on the transfer of students between programs within the institution
  4. Policy on the transfer of students from other institutions
  5. Policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution
- b. Basic information on programs and courses, with any required sequences and frequency of course offerings explicitly stated
- 7. Program completion requirements, including length of time required to obtain certification of completion
- 8. Faculty (full-time and part-time listed separately) with degrees held and the conferring institution
- 9. Description of institutional facilities readily available for educational use
- 10. Rules and regulations for conduct
- 11. Tuition, fees, and other program costs
- 12. Opportunities and requirements for financial aid
- 13. Avocational programs/courses that are neither accredited by the Council, nor qualify students to receive Title IV financial aid (such as stand-alone ESL programs)
- 14. Policies, procedures, and time frame for refunding fees and charges to students who withdraw from enrollment
- 15. National and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered
- 16. Any unique requirements for career paths or for employment and advancement opportunities in the profession or occupation described
- 17. Grading system
- 18. Academic/school calendar
- 19. Street address and telephone number of each campus of the institution (main campus and each additional permanent site)
- 20. Institution's student grievance procedure which includes the Commission's mailing address, telephone number, and web site address
- Other publications that make any reference to the institution's status (candidate or accredited) with the Commission must be accurate and must include the name, address, telephone number, and web site address of the Commission (in lieu of reference to the Commission, the institution may use the following statement: "For information about national and program accreditation, contact the institution.")




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### Conditions

**Official Publication:**

- Admission requirements and **Procedure**
- **Policy** on the transfer of students between programs within the institution
- **Policy** on the transfer of students from other institutions
- **Policy** on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.
- **Policies, procedures, and time frame** for refunding fees and charges to students who withdraw from enrollment
- Institution's student grievance **procedure** which includes the Commission's mailing address, telephone number, and web site address

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## Standard 1- Institutional Mission

- There are no plans, policies, procedures, processes or charts required for Standard 1

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## Standard 2- Educational Programs

**Written PLANS**

**Work-Based Activities Definition:**  
 Structured learning activities conducted in supervised work settings external to the institution or a program, or in a setting that involves the public (for example: clients who are served by the institution in cosmetology, clinical, or automotive technology settings) that are components of educational programs (e.g., externships, internships, clinical experiences, industrial cooperative education, and similar activities). Work-based activities may also include structured learning activities that occur outside of the classroom. These activities must be planned with at least two objectives:

- 1) To provide students with the opportunity to develop and apply a 'real-world' work experience using the knowledge and skills they attained in their program of study; and,
- 2) To provide the institution with objective input from potential employers or customers of program graduates.

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## Work-Based Activity Plan

**Each work-based activity has:**

- A written instructional plan for students
- Specifying the particular objectives, experiences, competencies, and evaluation that are required

**The instructional plan:**

- Designates the on-site employer representative responsible for:
  - Guiding and overseeing the student's learning experiences and
  - Participating in the students' written evaluations

**All work-based activities conducted by the institution are:**

- Coordinated by a designated institutional employee
- Possessing appropriate qualifications

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## Work-Based Activity **A**greement with a Partner

### Written agreements for work-based activity partners, if any:

- Are current
- Specify expectations for all parties
- Ensure the protection of students

\*This is an agreement between the partner and the institution; is NOT a Plan)

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## Standard 2- Educational Programs

### Policies

- Institutional Admission
- Admission by Exception

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## Admissions **P**olicy

### The institution's admissions policies are:

- Clearly stated
- Consistently applied
- Non-discriminatory
- Published
- Consistently communicated to students

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### Exception to Standard Admission Policy

An institution that admits students by exception to its standard admission policies must:

- Have written admission policies and procedures for these exceptions
- Applies them uniformly
- Provides documented evidence on how they are used
- Maintains records on student progress; and
- Regularly evaluates the effectiveness of the procedures used in admitting students by exception on an annual basis

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### Standard 2- Educational Programs

#### Procedures

- Institutional Admission
- Admission Procedures for Vocational English-As-A-Second Language Program
- Admission by Exception

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### Admission Procedure

- Clearly stated
- Consistently applied
- Non-discriminatory
- Published
- Consistently communicated to students

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### Vocational English-As-A-Second Language Admission

## Procedure

- For all students admitted to a Vocational English-As-A-Second Language Program, the institution utilizes written admission procedures that comply with the policies established by the Commission
- Reference: Pages 14-15 of the 2019 Policies and Rules of the Commission

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### REMINDER

Reference: Policies and Rules of the Commission



#### Vocational English-As-A-Second-Language Programs

A Vocational English-as-a-Second-Language (ESL) Program is a stand-alone program that is limited to persons already possessing occupational competencies who would be employable if they could demonstrate adequate English language skills. The program consists solely of English as a second language courses and must meet the following requirements:

- The program must meet the objectives and criteria required of all COE-approved educational programs.
- The institution must admit only students who need instruction in English to be able to use the knowledge and skills that they already possess in order to obtain employment.
- The institution must demonstrate that students enrolled in the ESL program possess job skills, as evidenced by documentation such as credentials, test scores, job experience, or verification of skill competencies by a third party.
- The institution accepts the responsibility for placement assistance upon graduation in compliance with COE placement requirements.
- The institution must submit student achievement data to verify completion rates, placement rates, and if applicable, licensure exam pass rates, for all students enrolled in Vocational ESL programs.

Vocational English-As-A-Second-Language Programs must be included on the list of programs.

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## Admission by Exception Procedure

An institution that admits students by exception to its standard admissions policies must:

- Have written admissions policies and **procedures** for these exceptions;
  - Apply them uniformly
  - Provide documented evidence on how they are used
  - Maintain records on student progress; and,
  - Evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis

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### Educational Programs **P**rocess

A systematic **process** has been implemented to document:

- that the objectives and content of programs are current
- that coursework is qualitatively and quantitatively relevant

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### Distance Education Student Identity Verification

### **P**rocess

**Instruction:**

For all coursework delivered via distance education: The institution has **processes** in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

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Time for a BREAK!

GAME TIME!!

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### Standard 3-Program and Institutional Outcomes

**Written Plans**

- Placement and Follow-up Plan

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### Follow-up Plan

**The institution has a written plan to ensure that follow-up is systematic and continuous, and includes the following elements:**

- Identification of responsibility for coordination of all follow-up activities
- Methods for collection of data on completion, placement, and licensure exam pass rates
- Information collected from completers and employers of completers that is focused on program effectiveness
- Methods for surveying completers and employers of completers to assess the level of satisfaction with the education that was received
- The follow-up plan is reviewed by the faculty and administration and revised as necessary on an annual basis
- Follow-up information is used to evaluate and improve the quality of program outcomes
- Follow-up information is made available at least on an annual basis to instructional personnel and administrative staff

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### Standard 4-Strategic Planning

**Written Plans**

- Strategic PLAN

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### Strategic **P**lan

The strategic plan includes, as a minimum, the following components:

- Mission of the institution
- Vision of the institution
- Objectives for a minimum period of three years
- Strategies for achieving the objectives; and
- Current and projected financial resources that provide a basis for initiatives specified in the strategic plan
- Strategies for evaluating progress toward achieving the objectives
- The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually
- The results of the evaluation of progress toward achieving the objectives are documented annually

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### Strategic **P**lanning Definition-Handbook of Accreditation

A formalized, systematic process that the institution uses to anticipate and respond to major decisions facing it in the future

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### Objectives of a Strategic **P**lan

- What will be accomplished
- When it will be accomplished
- Who is responsible for accomplishing it
- How accomplishment will be measured

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## Standard 5-Learning Resources **P**lans

- Written Plans
  - Media Services Plan
  - Plan for Maintaining Equipment and Replacing or Disposing of Obsolete Equipment

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## Media Services **P**lan

The written plan for media services is appropriate, is inclusive of all methods of program delivery the institution, and includes the following:

- The scope and availability of the services.
- A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access to sites with educational and reference materials appropriate to program offerings; and other materials to help fulfill the institution's purposes and support its educational programs.
- The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services.
- Roles and responsibilities of designated staff member(s).
- Orientation for user groups (i.e., instructors, students, and others).
- Facilities and technical infrastructure essential for using media materials.
- Annual budgetary support for the services.
- Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.

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## **P**lan for Maintaining Equipment and Replacing or Disposing of Obsolete Equipment

The institution has a written **plan** for maintaining equipment and for replacing or disposing of obsolete equipment

- Remember the written plan components:
  - Plan should contain objectives, purpose, or intent of the plan
  - Plan should outline activities to achieve the objectives
  - Plan should specify roles and responsibilities
  - Plan should include guidelines or timeliness for review and evaluation

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### Standard 5- Media Services Procedure

- Instructional Equipment Inventory Procedure
- Procedure for Emergency Purchases and/or Equipment Repair
- Procedure for Purchasing and Storing Instructional Supplies
- Procedure for Emergency Purchases of Instructional Supplies

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### Instructional Equipment Inventory Procedure

The institution has a procedure of instructional equipment inventory

**Equipment Inventory Definition-**A detailed list of equipment including location, number of items, date of purchase, and purchase price and/or current value of each item. The list should include both instructional and non-instructional equipment.

Reference: Handbook of Accreditation

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### Emergency Purchase Procedures

The institution has a procedure for emergency purchases to assure the acquisition and/or repair of equipment with a reasonable period of time to support continuous instruction.

The institution has a procedure for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction.

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### Purchasing and Storing Instructional Supplies

## Procedures

The institution has a **procedure** for purchasing and storing instructional supplies

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### Standard 6-Physical Resources and Technical Infrastructure

## Written Plans

- Plan addressing the Adequacy and Improvement of All Physical Facilities and Technical Infrastructure and, if applicable, Distance Education
- Plan for Ongoing Operation and Maintenance of All Physical Facilities, Technical Infrastructure and, if applicable, Distance Education
- A written plan for assuring the health and safety of the institution's employees, students, and guests **to maintain readiness in cases of sickness, accidents, or emergency health care needs on campus** is in use.
- Plan to ensure the Privacy, Safety, and Security of Data

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## Plan addressing the Adequacy and Improvement of All Physical Facilities and Technical Infrastructure, and if applicable, Distance Education

**REMINDER:** Objectives of the plan

- What will be accomplished
- When it will be accomplished
- Who is responsible for accomplishing it
- How accomplishment will be measured

Remember, this plan is not the same as the Ongoing Operation and Maintenance Plan

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**P**lan for Ongoing Operation and Maintenance of All Physical Facilities, Technical Infrastructure, and if applicable, Distance Education

**Operation and Maintenance Plan addresses the following elements:**

- Personnel
- Equipment and Supplies
- Relevant State Law
- Applicable Federal Codes and Procedures
- Available to employees and students
- Evaluated/revised with appropriate input from employees and students

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**P**lan for Assuring the Health and Safety of the Institution’s Employees, Students, and Guests

The plan must address the following elements:

- Employees
- Students
- Guests
- A **procedure** for reporting and investigating accidents
- Distributed to employees
- Available to students
- Evaluated/revised with appropriate input from employees and students

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**P**lan to ensure the Privacy, Safety, and Security of Data

Plan must address the following elements:

- Privacy, safety and security of data contained within the technical infrastructure of the institution whether provided directly by the institution or through contractual arrangements

The plan needs to be developed and in use

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## Standard 7-Financial Resources

**Policy**

- Refund Policy

**Procedure**

- Auditing and Budgeting Controls

**Program**

- Student Loan Repayment

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## Refund Policy Worksheet

	YES	NO	N/A
1. Refunds for Classes Covered by the Institution			
a. If tuition and fees are collected in advance of the start date of a program and the institution refunds the class, the institution refunds 100% of the tuition and fees collected.			
b. The institution refunds fees for a minimum of 30 days of the program.			
2. Refunds for Students Who Withdraw On or Before the First Day of Class			
a. Tuition and fees are collected in advance of the start date of classes and the student does not begin classes or withdraws on the first day of classes, the institution refunds no more than 100% of the tuition and fees.			
b. Appropriate credits for students who do not begin classes are made within 45 days of the class start date.			
3. Refunds for Students Excluded From or Withdrawing from the Institution			
Students who have not visited the school facility prior to enrollment have the opportunity to withdraw without penalty within three days following either attendance at a regularly scheduled orientation or following a tour of the facility and inspection of the program.			
4. Refunds for Students Enrolled in Professional Development, Continuing Education, or Limited-Credit Instruction			
Institutions offering programs which are short-term have a written policy or contract statement regarding refunds. Such refund contractual language are submitted.			
5. Refunds for Withdrawal After Class Commencement			
a. Public Institutions The refund policy for students attending public institutions is consistent with the policy established by the institution's governing board.			
b. Non-Public Institutions			
(i) Refund Policy for Programs Obligating Students for Periods of 12 Months or Less The refund policy for students attending the public institutions who incur a financial obligation for a period of 12 months or less is as follows: (A) During the first 30% of the period of financial obligation, the institution refunds at least 100% of the tuition. (B) After the first 30% of the period of financial obligation and until the end of the first 50% of the period of obligation, the institution refunds at least 100% of the tuition. (C) After the first 50% of the period of financial obligation and until the end of the first 80% of the period of obligation, the institution refunds at least 25% of the tuition. (D) After the first 80% of the period of financial obligation, the institution may return all of the tuition.			
(ii) Refund Policy for Programs Obligating Students for Periods Beyond Twelve Months Institutions with programs longer than 12 months that financially obligate to the student for any period of time beyond 12 months reduce the amount of the obligation to pay beyond the 12 months of the student's obligation during the first 12 months. (A) The calculation of the refund for the annual portion of the first 12 months is based on an institution's Non-Public Institution status. (B) If the student withdraws during any subsequent period following the first 12 months, the institution's refund for the annual portion of the course applicable to the period of withdrawal is based on section 8(d) Non-Public Institution status above.			
6. The institution derives from the implementation of the policy or contract above, a written documentation that these documents are (1) provided by a non-public institution's governing agency or a public institution's governing board, and (2) are accepted by the Commission.			

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

## Standard 8-Human Resources

**Procedures**

- Faculty/Staff Complaints/Grievances
- Effectiveness/Performance Evaluations of Full and Part-Time Employees
- Employee Orientation

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Faculty/Staff Complaints/Grievance Procedure

The institution has provided and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution's governing board.

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Effectiveness/Performance Evaluations of Full and Part-Time Employees

### Procedure

**Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation.**

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Employee Orientation Procedure

Appropriate orientation procedures for all employees are maintained and followed equitably

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Standard 9-Organizational Structure

**Great news! No Plans, No Policies, No Procedures, No Process....**

However, there is a **CHART**:

An organizational chart is available that shows the functional relationships among the personnel of the institution

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Standard 10-Student Services and Activities

**Written Plans**

- Title IV Student Loan Default Management Plan
- Evaluating the Effectiveness of Student Retention Plan
- Placement Services Plan
- Plan for Determining the Effectiveness of Student Personnel Services

**Policies**

- Student Grievance Policy

**Procedures**

- Reporting/Investigating Health and Safety Incidents
- Student Records Access Procedure
- Student Transcripts Procedure

**Program-----Another P**

- Student Orientation

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Title IV Student Loan Default Management Plan

**A written plan to address the institution's management of default rates pertaining to Title IV funds. The plan must include appropriate procedures for:**

1. Entrance interviews with all borrowers.
2. Distribution of appropriate written information which addresses provisions of the student loan program.
3. Appropriate counseling on the part of the institution to provide guidance in debt management.
4. Appropriate notification to lenders and guarantee agency regarding a student's change in status.
5. Appropriate exit interview process with students withdrawing or graduating from the institution.
6. A written procedure to communicate with the borrower during a grace period.
7. A systematic annual evaluation of its default management plan.

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Evaluating the Student Retention Effectiveness **P**lan

Written Plan for evaluating the effectiveness of student retention in all programs and ensure the plan:

- Includes input from faculty and students
- Is evaluated on an annual basis; and
- Addresses how results are shared with faculty and staff.

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Placement Services **P**lan

The institution demonstrates that it is following a written plan for placement services, including the following elements:

- Identification of responsibility for coordination of placement services
- Communications network (must exist between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the services area)
- File/listing of employers and employment opportunities
- Counseling of students
- Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission
- Evaluation on an annual basis; and,
- Description of how evaluation results are shared with faculty and staff.

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Plan for Determining the Effectiveness of Student Personnel Services **P**lan

The institution has a written plan for determining the effectiveness of student personnel services:

- Identifies responsibilities for coordination of student services
- Provides for the counseling of students;
- Is evaluated on an annual basis; and,
- Addresses how evaluation results are shared with faculty and staff.

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Student Grievance Policy

The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog and/or student handbook. The Commission's mailing address, telephone number, and website are included to provide for cases where the grievance is not settled at the institutional level.

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### Reporting/Investigating Health and Safety Incidents

### Procedure

A procedure is in effect for reporting and investigating all incidents affecting health and safety. (This criterion applies to ALL campuses)

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Student Records Access Procedure

Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only

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### Student Transcript Procedure

The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.

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P	NP	JC	F	RA
✓	✓	✓	✓	✓

### Student Orientation Program

There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.

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### Is the Self-Study Report Complete, Accurate, and Consistent?

- Is the terminology consistent throughout the documentation?
- Does the numbering match the Conditions and Standards Check Sheets?
- Are job titles and names of forms consistent?
- Make sure all of your staff is involved
- Evaluate the Self-Study Report to ensure the documentation in the digital files accurately reflects what is written in the narratives

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Questions  
Thank you!

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