DoD and Federal Institutions

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Objectives

- Discuss Accreditation with COE
- Explain the purpose of the Self-Study
- Discuss the benefits of a self-study in the context of accreditation
- Describe the components and the format for a COE required Self-Study Report
- Identify strategies and timelines for preparing the report
- Discuss how the Self-Study Report and accreditation team visit are interconnected
- Recommend resources for a successful site visit
- Self-Study Discussion
- Using Discourse *(Federal Community of Practice Online)*
COE References

- COE Self-Study Manual (*See Changes*)
- COE Handbook of Accreditation for Federal Institutions
- COE Policies and Rules of the Commission
- COE Guidelines for Accreditation Visiting Teams
- COE Staff (1-800-917-2081)
- COE Website (*www.council.org*)
Accreditation with COE (The Process)

- Application for candidacy
- Candidacy visit
- Commission vote to approve candidacy
- Self-Study Workshop
- **Preparation of Self-Study Report**
- Preliminary visit by team leader
- Accreditation visit
- Team report
- Institutional response
- Commission vote to approve, defer, and deny accreditation
Purpose of the Self-Study

The primary purpose of a self-study report is to advance institutional self-understanding and self-improvement.

The Self-Study can be seen as a strategic planning vehicle for the improvement of all institutional services.

- It is a document prepared by an institution describing how the institution meets the Standards and Conditions of the Commission.
  - The Self-Study Report is a book
  - Unique to your institution—no one’s Self-Study should look like your Self-Study
- 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
- Provides initial evidence of conformance to standards using narratives and exhibits
Basic Tenets Governing the Self-Study

Full benefits of the self-study project may be fully realized if the following tenets govern its development:

✓ The self-study is a self-improvement project.
✓ All faculty members, administrators, advisory groups, and the governing board must be involved.
✓ The contents of the report must be determined only after extensive discussion involving members of the institution.
✓ All aspects of the institution’s relationship to the conditions and standards must be analyzed.
✓ Report narratives must be written as concisely as possible and non-compliance must be addressed.
Basic Tenets Governing the Self-Study (Cont.)

- Digital Exhibits show your compliance to the Conditions and Standards
- Specific and Detailed
- At least one document per criterion
- Watch for commas, conjunctions
- What year should I use?

Normally, you will use the Checklists applicable to the previous year.

**Note:** You must maintain a copy of the previous Self-Study
Context for Accreditation

- All accrediting organizations are private (non-governmental and non-profit).
  - Uniquely American
  - Overseen by Department of Education and/or Council for Higher Education Accreditation (CHEA)

- Embedded principles:
  - Training institutions have primary responsibility for academic quality
  - Institutional autonomy is essential
  - Education/training thrives on decentralization

- Reflects comprehensive approach to assessment
  - Adds value through
    - Ensuring quality and continuous improvement
    - Enabling government to make sound judgments about the use of public funds
    - Aids students in decision-making
  - Facilitates an emerging “culture of evidence”

Source: CHEA
Accreditation for DoD Schools

DoD Instruction 1400.25, Volume 410, states:

“It is DoD policy to implement TE&PD activities and programs for civilian employees at the highest possible level of academic quality and cost-effectiveness, consistent with the standards established by external accreditation and certification entities recognized by the U.S. Department of Education when applicable standards exist, or standards established by DoD when external standards do not exist or are inappropriate.”

Accreditation Benefit

- Not all military schools are accredited.

- The reasons for the importance of accreditation are numerous, the largest being that civilian colleges may not accept credits for courses from non-accredited military institutions.

- More than that, accreditation ensures that the students are receiving a quality education that is reliable and valuable.

Also, accreditation status provides assurance to the taxpayer that the institution is providing quality education & training.

Accreditation & Self-Study
Team Effort
What is the COE Source for Format?

The COE Self-Study Manual:

• Guidelines
• Format
• Characteristics
• Standards 1-10
• The Visiting Team
Guidelines (Not Inclusive)

1. Begin with the end in mind
2. Use a steering committee to guide the effort
3. Involve leadership and all faculty/staff
4. Discuss what goes into the report before attempting to write it
5. Analyze the institution relative to the standards/criteria
6. Employ specialized working groups to write each chapter
7. Concisely address your approach to each standard
8. Allow time for editing, integrating, and harmonizing (readability)
9. Provide supporting evidence/exhibits (required for each criteria)
10. Make the self study a means to an end (improvement)

**Note**: The self-study report must be completed prior to the preliminary visit of the visiting team leader.
Timetable

A time schedule which reflects the following elements should be developed by the steering committee or person in charge of coordinating the self-study.

1. Beginning date of the self-study (e.g. 12-18 months prior to visit)
2. Deadline for preliminary data collection.
3. Meeting dates of committees.
4. Dates for completion of committee reports.
5. Final date for review of committee reports.
6. Final date for completion of self-study report.
7. Date for completing the final review of report.
8. Target date for transmitting final draft of the self-study to team leader.
9. Tentative date of preliminary visit by team leader (at least 45 days prior to the team visit).
What is Included in the Report?

All Self-Study Reports, regardless of institutional size or mission, have identical components

- Cover
- Preface
- List of Self-Study Committee (Team) Members
- Table of Contents
- Institutional and Community Characteristics
- Conditions Check Sheet & Findings
- Standards (1-10)
- Glossary
- Supplements to the Study (if applicable)

**Note**: Submit the self-study to the COE office and to the visiting team as ONE document twenty (20) days prior to the scheduled visit. If the electronic file is too large to send as a single document, it is acceptable to submit it as one document via cloud/on-line storage delivery system or mailing a flash drive.
Institutional Characteristics

- Name and address
- List all campuses and addresses
- History of the institution
  - Date of Charter
  - Date first student attended
  - Date first student graduated
- Demographic data
  - Number of programs and types of credentials offered
  - Overall enrollment
  - Total faculty and staff
- Type of calendar system (quarter, semester, tri-semester, annual or continuous)
- Definition of a full-time student
- Delivery Systems (Online, In-residence, Computer-based, etc.)
Community Characteristics

Describe …

- the geographic area served (exhibit a map)
- the population served (site date and source)
- important population characteristics
- any anticipated changes to the population
Fill out and provide an explanation for any “NO”

The Conditions Check Sheet must be completed and included as part of the self-study document.

<table>
<thead>
<tr>
<th>Condition</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The institution demonstrates that it satisfies each of the eligibility requirements to become a Candidate for Accreditation. (See Handbook of Accreditation: 2007 Edition, page 7.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. The institution conducts its affairs with acceptable standards of honesty and integrity.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. The institution meets all lawful obligations imposed by state and federal agencies.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. The institution has notified the Commission of any individual affiliated with the institution who has been debarred by a government agency or another accrediting agency or was an owner, an administrator, or a governing board member of a COE-affiliated institution that was denied accreditation, was dropped from accreditation, or closed without providing a teach-out or refunds to currently enrolled students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The institution offers pre-baccalaureate (degree and/or non-degree) postsecondary instruction in career and technical education.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7. The institution is legally authorized to operate within the jurisdiction in which it is located.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8. Non-Public Institutions Only (Item 8) (If required to operate) The institution has an original current license for the main campus and each branch and/or extension. Date of expiration for main campus license: ________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The on-site administrator or other full-time employee at the main campus attended Commission Self-Study and Annual Report workshops within six to eighteen months prior to hosting the accreditation visiting team.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10. For initial accreditation, the institution has placed a notice in the appropriate newspaper(s) and/or media services that it is applying for initial accreditation with the Commission of COE in compliance with Commission criteria. (Date notice was published, broadcast, or televised: _________________.)</td>
<td></td>
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</tr>
<tr>
<td>11. The institution has informed the Commission of all planned and unplanned substantive changes.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>13. Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked “NO”, documentation which demonstrates the institution’s misrepresentation must be submitted with the team report.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>15. The institution adheres to the Commission’s condition on the monitoring of institutional growth and has notified the Commission of increases in total Full-Time Equivalent (FTE) that equal or exceed 25% of the established baseline.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>16. All student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See Handbook of Accreditation: 2007 Edition, page 32.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>17. All media used by the institution for advertising purposes are truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See Handbook of Accreditation: 2007 Edition, page 33.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>18. A catalog and/or other official publications, which are published in hard copy or provided online, provide information specified in the Handbook of Accreditation: 2007 Edition, page 68 (items a. 1 through 16), and are readily available to students, prospective students, and other members of the interested public.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>19. If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant’s resume within 7 days after employment was secured.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>20. There is a clear indication that the faculty and staff were primarily responsible for the preparation, editing, and revision of documents required in the accreditation process.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>21. The institution’s accreditation liaison officer is a permanent staff member located at the main campus.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
How Is The Report Organized?

- **Standard 1**
  - Mission and Marketing
- **Standard 2**
  - Admissions
  - Educational Programs
  - Instruction
- **Standard 3**
  - Outcomes
- **Standard 4**
  - Strategic Planning
- **Standard 5**
  - Learning Resources
- **Standard 6**
  - Physical Resources
- **Standard 7**
  - Financial Resources
- **Standard 8**
  - General HR
  - Faculty
  - Support Staff
- **Standard 9**
  - Organizational Structure
- **Standard 10**
  - Student Services
How Is The Report Organized?

The Report is written in narrative form

- There is a chapter for each Standard

Each chapter has **four** parts:

- Introduction
- Analysis
- Challenges & Solutions
- Summary
Part I:
Introduction

A brief introduction should begin each chapter covering the standard category

• A one or two-paragraph introduction should begin each Standard.
• A brief history must be provided for each Standard and educational program, which briefly describes the history, mission and breadth of each program.
• Also describe any unique circumstances or situations that might need to be explained.
Example of Introduction

Standard 1
Institutional Mission

Since the institute’s inception in 1971 our mission has grown to meet our constituents emerging needs to: “Develop and deliver world-class human relations education, training, research, and innovative solutions to enhance total force readiness.” Preparing Federal employees to meet occupational / mission requirements. While job titles, industries and careers paths have changed over the past 45 years, the focus of the Defense Equal Opportunity Management Institute has not waivered. Assuring constancy of purpose and helping to disseminate the mission of the institution to the Armed Forces, our Board of Advisors (BoA) is a vital part of the institutional organization. For purposes of COE accreditation, the Board of Advisors serves as the institutional advisory committee.
Part II: Analysis

The described approach to the criteria, supported by the documents you gather, provides the basis for your report

- Describe in narrative form how the institution complies with the criteria. **Do not include ‘Exhibits’**
- Cite specific events; be concise
- **Ensure your analysis answers the criteria**

Remember: Proof Not Promises
The documents you have gathered provide the basis for your report

State the criteria as worded on Check Sheets followed by how the institution complies

Number the criteria just as it is numbered on the Check Sheets (according to numbers in white blocks)

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 2018 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 all of those criteria.

- Multi-Part Criteria is also identified by colons.

- Multi-Part criteria can be found in several of the standards.
Example of Multi-Part Criteria

<table>
<thead>
<tr>
<th>Standard 2 Criteria</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions/Recruiting</strong></td>
<td></td>
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<tr>
<td>Information about the institution’s academic courses/programs, prerequisites, and associated policies are:</td>
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<tr>
<td>1. Published;</td>
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<td></td>
<td></td>
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<tr>
<td>1. Clearly stated;</td>
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<tr>
<td>1. [Current, accurate, and consistently recorded in all publications; and,</td>
<td></td>
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</tr>
<tr>
<td>1. Made available to its students prior to enrollment.</td>
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<tr>
<td>6. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.</td>
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</tr>
<tr>
<td>7. Course and/or program requirements offer reasonable expectations for successful completion regardless of the delivery mode.</td>
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<tr>
<td>8. Prior to admission, students are informed of the equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity.</td>
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<tr>
<td>9. Orientation of technology is provided and technical support is made available to students.</td>
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</tr>
<tr>
<td>10. <strong>For all coursework delivered via distance education:</strong> 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, pass codes, and proctored examinations].</td>
<td></td>
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</tr>
</tbody>
</table>
Example of Analysis

Standard 1
Institutional Mission

1. The primary mission of the institution is to instruct students to such competency levels essential to success in their occupations, including job knowledge, job skills, work habits, and/or attitudes.

DEOMI’s formal mission statement was recently changed and will be under review externally through the institute’s Board of Advisors (BOA) and through the internal deployment of the next iteration of our strategic plan, we intend to continually address the changing needs and a broadening focus on issues of diversity.

DEOMI’s current mission is to “Develop and deliver world-class human relations education, training, research, and innovative solutions to enhance total force readiness.”

DEOMI’s current vision is to “Provide leading edge human relations initiatives optimizing total-force readiness worldwide.”

DEOMI utilizes DOD guidance, EEO law, and constituent feedback to establish and identify the competencies needed to train students in EO and EEO competencies. DEOMI has several Training Task Lists that identify all the training requirements associated with each course (Exhibit 1-3). A Task Analysis for each course was created to identify the competency levels essential to each occupation, including job knowledge, job skills, work habits, and attitudes (Exhibit 1-4). Each Training Task List and associated Task Analysis is located on DEOMI’s server under the respective course folder.

2. The institution’s mission is clearly and concisely stated in written form and represents the official statement of the institution.

DEOMI’s mission statement appears on its Internet site, www.deomi.org, in its Course Catalog (Exhibit 1-7), and as applicable, in official correspondence. DEOMI’s Board of Advisors (BOA) and Executive Quality Council (EQC) (Exhibit 1-8) annually evaluates our mission focus. Our internal review is a continuous process, driven by stated client needs, and by surveys that are directed both to senior military and civilian constituents.

3. The institution has an appropriate hard-copy and/or online publication which it uses to accurately presents its mission statement and the educational courses and/or programs offered to achieve its mission.

The institution has both hard copy and online publications that accurately presents our mission statement and the educational courses offered to achieve the mission. DEOMI’s website has the mission statement and a link to the Course Catalog (Exhibit 1-7). Other publications include the DEOMI Mission Tri-fold (Exhibit 1-9) and Reflections magazine.
Part III: Challenges and Solutions

- The challenges and solutions should address any areas of non-compliance with the criteria and/or areas where continued compliance may be difficult to maintain.
- Explain how the institution is resolving challenges and working toward compliance or how the institution is dealing with an emerging issue that may threaten long-term compliance.
- Do not offer excuses for non-compliance.
- Tell how the school has solved problem(s) and/or working to come into compliance.
Example of Challenges and Solutions

Challenges & Solutions must be specific to issues, challenges, and concerns, along with solutions if applicable.

- **Challenge**: The most critical challenge facing the Physical Resources and Technical Infrastructure is keeping up with the fast-paced high tech developments in educational technology and social networking. Additionally, the federal budget has historically keeping us in a continuing state of flux, which inhibits our ability to plan for future growth in technology. The Department of Defense faces a changing and equally uncertain fiscal environment.

- **Solutions**: The key to managing training in an uncertain budget environment is to constantly watch how we spend taxpayer dollars. Our team persistently search for better ways to spend current dollars and other ways to save while maintaining top-level training.
Part IV: Summary

A brief one or two paragraph conclusion should end each chapter.

- Simply provide an overview of the introduction, analysis, and challenges and proposed solutions.
- This is not the place to introduce new information, but rather to summarize and synthesize the chapter.
Focus of the Self-Study Report: The COE Check Sheets

- Each Standard and its related criteria must be addressed in the Self-Study Report

- Description of compliance to the criteria forms the basis of the Self-Study Report narrative
  - *Means by which your institution tells its story…*

- Each Standard criteria must be supported with an exhibit during the COE Team Visit

Note: Exhibits must be electronic
*(Paper...Only if Needed)*
Self-Study Report and the Team Visit

- Documents gathered to write the Report should become the exhibits reviewed by the visiting team.

- At the time of the site visit, the institution is providing a snapshot in time; therefore, no changes, modifications, additions, and deletions can be made to the institution’s documentation.

- 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.
Prepare Supporting Materials

Prepare numbered file folders for each criterion on the check sheet

- Gather and file documents (exhibits) that validate compliance to each criterion in the same order as check sheets
- Separate and compile by each standard category allowing ease of access
### Glossary of Abbreviations, Acronyms, and Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAP</td>
<td>Ask-a-Professor</td>
</tr>
<tr>
<td>ACC</td>
<td>Acquisition Community Connection</td>
</tr>
<tr>
<td>ACE</td>
<td>American Council on Education</td>
</tr>
<tr>
<td>ACQure</td>
<td>ACQuire is the enterprise search engine that allows users to select the information source and search for exact terms, phrases, multiple terms, acronyms, or numerical references.</td>
</tr>
<tr>
<td>Acquisition Career Field/Path</td>
<td>See Career Field/Path</td>
</tr>
<tr>
<td>AD</td>
<td>Administratively Determined</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADCC</td>
<td>Acquisition Demonstration Contribution Record</td>
</tr>
<tr>
<td>ADL</td>
<td>Advanced Distributed Learning</td>
</tr>
<tr>
<td>AGS</td>
<td>Administrative Grievance System</td>
</tr>
<tr>
<td>AKMS</td>
<td>AT&amp;L Knowledge Management System</td>
</tr>
<tr>
<td>AKSS</td>
<td>AT&amp;L Knowledge Sharing System</td>
</tr>
<tr>
<td>ARQ</td>
<td>Acquisition Review Quarterly</td>
</tr>
<tr>
<td>ATLAS</td>
<td>Government-owned learning management system for online courses</td>
</tr>
<tr>
<td>AT&amp;L</td>
<td>Acquisition, Technology, and Logistics</td>
</tr>
<tr>
<td>AT&amp;L Workforce</td>
<td>Those DoD personnel, military and civilian, who have been assigned to a position determined to meet the criteria for designation as an acquisition position.</td>
</tr>
<tr>
<td>ATRRS</td>
<td>Army Training Requirements and Resources System</td>
</tr>
<tr>
<td>AWCM</td>
<td>Acquisition Workforce and Career Management</td>
</tr>
<tr>
<td>BEER</td>
<td>Budget Execution Report</td>
</tr>
<tr>
<td>BoV</td>
<td>Board of Visitors</td>
</tr>
</tbody>
</table>

### Program Area

- **One of six major functional areas:** Acquisition Management, Information Technology, Procurement and Contracting, Technical Management, Business, Cost Estimating, and Financial Management, Logistics. Each program is divided into one or more specific career fields or paths. Depending on context in which used, may also refer to the specific career field/path, see career field/path.

- **PRM:** Performance and Resource Management
- **RDT:** Rapid Deployment Training
- **SAE:** Service Acquisition Executive
- **SES:** Senior Executive Service
- **SIA:** Special Interest Area
- **SPRED:** Systems Planning, Research, Development, and Engineering
- **SSB:** Senior Steering Board
- **S&T:** Science and Technology
- **STARS:** Students Tracking and Record System
- **SUMTOTAL:** DAU’s learning content management system
- **T&E:** Test and Evaluation
- **USD(AT&L):** Under Secretary of Defense for Acquisition, Technology and Logistics
- **USD(C&FO):** Under Secretary of Defense Comptroller/CFO
- **WMG:** Workforce Management Group

*Make sure all terms are explained!*
Exhibits

<table>
<thead>
<tr>
<th>Exhibit Number</th>
<th>Exhibit Description or Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1</td>
<td>DAU 2007 Catalog</td>
</tr>
<tr>
<td>10-2</td>
<td>Defense Acquisition Workforce Improvement Act (DAWIA), Version 3.0, May 2006</td>
</tr>
<tr>
<td>10-3</td>
<td>DAU Directive 706, Course Prerequisites</td>
</tr>
<tr>
<td>10-4</td>
<td>Welcome e-mail message</td>
</tr>
<tr>
<td>10-5</td>
<td>General Student Information from DAU Website</td>
</tr>
<tr>
<td>10-6</td>
<td>ATRES General Information</td>
</tr>
<tr>
<td>10-7</td>
<td>STARS Web page</td>
</tr>
<tr>
<td>10-8</td>
<td>Guidelines for Maintaining DAU Records</td>
</tr>
<tr>
<td>10-9</td>
<td>Privacy and Security Notice</td>
</tr>
<tr>
<td>10-10</td>
<td>STARS Look Up Table Users</td>
</tr>
<tr>
<td>10-11</td>
<td>Example of DAU Completion Certificate</td>
</tr>
<tr>
<td>10-12</td>
<td>Copy of DAU Transcript</td>
</tr>
<tr>
<td>10-13</td>
<td>Transcript Information and Request Page from DAU’s home page</td>
</tr>
<tr>
<td>10-14</td>
<td>Text of DAU Student Grievance Policy found on Student Information Web site</td>
</tr>
<tr>
<td>10-16a</td>
<td>End of Class Evaluation Survey – Instructor Led Training – Classroom</td>
</tr>
<tr>
<td>10-16b</td>
<td>DAU Directive 704, Student Academic Policy</td>
</tr>
<tr>
<td>10-17</td>
<td>DoD 6055.1, DoD Safety and Occupational Health (SOH) Program, dated August 19, 1998</td>
</tr>
<tr>
<td>10-18a</td>
<td>FB Regulation 385-10, The Fort Belvoir Safety Program, August 1, 2000</td>
</tr>
<tr>
<td>10-18b</td>
<td>DAU Policies and Procedures Manual, Chapter 5: Logistics Support, Section 5.11: Mishap Reporting</td>
</tr>
<tr>
<td>10-19</td>
<td>Student Locator Card</td>
</tr>
<tr>
<td>10-20</td>
<td>Federal Employees Notice of Traumatic Injury and Claim for Continuation of Pay/Compensation, USDOL Form CA-1, April 1999</td>
</tr>
</tbody>
</table>
Warning –

The Self-Study Report is **not** the place to inform the Commission about substantive changes such as new programs, new branches, changes of location, etc.

There is a specific application procedure required for Commission approval of these types of substantive changes.
What is not included in the Self-Study?

- Objectives from the Handbook of Accreditation
- Standard 2 Program Supplement and Composite (each program is included in Standard 2)
- Plans, Policies and Procedures
- Institutional Advisory Committee Minutes
- Financials and COE Questionnaire
Suggested Self-Study Report Process

- Select committee leads and members
- Provide orientation to the process for all
  - examples of past reports and exhibits
  - style guide and section templates
  - Milestones/metrics for tasks and reviews
- Meet with leads and chairs to monitor milestones and tasks
- Keep your committees and school personnel focused on your school’s progress
- Allow key players/groups to review before submittal to the COE office

Engage with the COE Federal Community of Practice (COP)
DoD and Federal Exemptions

DoD and other Federal institutions do not complete the:

- Educational Program Chart
- Clock Hour/Credit Hour Chart
- Completion-Placement-Licensure Form
- Employer Program Verification Form

The Federal accreditation criteria requires Advisory Boards; however, we do not require Occupational Advisory Committees

Check with COE (800-917-2081) if you have questions regarding this exemption.
Personnel Rosters

- Each campus has its own personnel rosters

- Instructional staff
  - Group instructors by program
  - Indicate associate degree faculty with asterisk (*)
  - Workload is shown in hours per week

- Administrative/Supervisory staff
  - Group by service area (Student Services, Business Office, Financial Aid, etc.)

- Integrate as an Exhibit within Standard 8

- Due to PII concerns, we don't need to publicize certain information outside the Federal community; however, it may be needed internally and required by the accrediting agency, which aligns to Standard #8, faculty credentialing.
Written Plans and Procedures

Self-Study Report should describe implemented plans and procedures required by COE Standards

- Plans and procedures should be located in Exhibits
- Written plans and procedures should **not** be inserted in the Self-Study Report
- Appropriate documents should demonstrate that plans and procedures are in use
Written Plans and Procedures

Written Plans (Standards 3, 4, 5, and 7)
- Have objectives, purpose, or intent
- Outline activities to achieve objectives
- Specify roles and responsibilities
- Include guidelines/timelines for review and evaluation

Written Procedures (Standards 2, 8, and 10)
- Address specific tasks
- Include step-by-step instructions
- May require forms and reports

Note: Written Plans & Procedures need to align to your organization
Self-Study Report and the Team Visit

- Self-Study Report familiarizes team members with institution’s programs, services and characteristics
  - Make sure it is approved for release by Public Affairs

- The Self-Study Report provides a valuable “first impression” of the institution
  - Springboard for a successful site visit

- 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

- Documents gathered to write the Report should become the exhibits reviewed by the visiting team.

- Exhibits should be presented electronically and arranged in the order referenced within the criteria.

- There must be at least one exhibit for each criterion:
  - There should be exhibits for the Conditions, for each Standard, and possibly for each occupational program (or program group).

Note: The team will normally spend three to four days at the institution and will visit all COE-approved campuses. They will review procedures, policies, programs and plans, as well as, interview staff, faculty, administrators, students and other constituents, as needed.
Report Timeline

- “Begin with the end in mind!”
  - See Self-Study Task Sheet
- Schedule activities according to anticipated team visit date
- Draft report must be completed prior to preliminary visit by team leader (45 days)
- Small schools should allow at least six months for report preparations
- Large institutions should allow at least one year
Note

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

- Exit brief between COE Team Leader and institution’s Chief Administrative Officer (CAO)
  - Review all recommendations, suggestions, and commendations
- Team Leader provides a formal report to COE within 30 days
- Shortly thereafter COE forwards report to the institution
- Institution has 30 days to respond to all findings on any failure to comply
Institutional Response to a Finding

Issue: The Visiting Team finds that the job-related health, safety, and fire prevention were not integrated into parts of the instruction.

Response: We recognize the importance of student health, safety, and fire prevention and have taken the following steps to shore up existing processes:

- Appointed a Student Safety Officer
- Placed fire exit maps in all classrooms
- Standardized initial student orientation lessons within all classes to cover health, safety, and fire prevention issues
- Added a mandatory 30-minute safety lesson to classes which handle hazardous materials to include Chemistry 101

We appreciate the Visiting Team’s recommendation and have taken the following steps needed to assure compliance...

Note: Send exhibit (Proof) demonstrating criteria being met
Components for a Successful Self-Study Report

1. Institutional leadership support
2. Commitment of time and resources
3. Involvement of all members of the institution
4. Adherence to the *Self-Study Manual* guidelines and check sheets
5. Objective perspective, easy to read, with a focus on institutional improvement
6. Early involvement with COE’s Team Leader
Requirements for Successful Site Visit

- Institution firmly resting on a foundation of standards

- Well written and widely understood Self-Study Report that accurately describes the approach used to comply with standards, the degree of deployment, and, where applicable or available, results (*culture of evidence*)

- Establish common understanding of standards
  - Newsletters in the year preceding the visit
  - Mock-review to test for conformance
  - All-hands meetings to get the word out
  - Everyone knowledgeable of the Self-Study Report

- Pride in what you do, how you do it to standard, and how you know your work is of high quality and continually improving
Self-Study Lessons Learned

- Ensure senior leadership buy in to the process and provide sufficient resources.

- Align self-study committee assignments to job responsibilities when possible.

- The lead(s) for a self-study (new or reaffirmation) need to be working hard at the effort several months out. It is more than an additional duty.

- Assign a team lead and alternate for each standard and for each major educational course/program offered by the school.

Source: 2013 COE Strategic Planning meeting and 2009 DoD and Federal Institutions Survey on Self Study
Self Study Lessons Learned

- For small schools, get everyone involved in the process. For large schools, involve all levels and types of personnel in the analysis of criteria.

- Plan sufficient time to orient team leaders and committee members and for all report tasks including product reviews. (Large schools may take 12 months or more.)

- Work to complete Standards 2, 5 and 8 first as these sections may be longest and most complex.

- Check all standards write-ups against each other to avoid contradictory statements.

Source: 2013 COE Strategic Planning meeting and 2009 DoD and Federal Institutions Survey on Self Study
Suggested Strategies for Maintenance

- Require an annual sign-off from standards committee and regional campus leads that all standard criteria were met as documentation for your files prior to COE annual report.

- Keep exhibits up-to-date (aligned to Annual Report).

- Update the challenges and solutions section of the self study as part of your institution’s strategic planning.

- Encourage volunteers from your school for accreditation visits to other schools.

- Participate in training events hosted by COE and the DoD / Federal Agency community of practice (DISCOURSE).

- Host an awareness event for your school’s personnel.
Self-Study Discussion (Self-Study Manual Revisions)

- Attendance of a consultant at a Commission-hosted Self-Study workshop or Candidate Academy **does not** satisfy the requirements for workshop attendance by the staff and/or faculty of the institution seeking accreditation.

- Consultants may **not** serve as leaders or members of visiting teams scheduled for institutions for which they have contracted their services. Anyone who violates this policy will be permanently barred from participation in visiting teams or any other accreditation activity conducted by the Council.

- Consultants may **not** serve in the role of accreditation liaison for an institution and should not contact the Council office for information on behalf of the institution.
The Council now requires only one digital copy of the Self-Study to be submitted to the Commission Office to:

- Anita Lachhonna at anita.lachhonna@council.org.
- Amanda Lough amanda.lough@council.org

Submit the document as ONE document 20 days prior to the scheduled visit.

Digital Document Format: PDF, Google Drive, Dropbox, etc. Ensure to provide COE staff with appropriate access information.

The institution should maintain at least one copy of the Self-Study Report for the school’s permanent accreditation file.
If you want COE credit for attending this workshop...

Self-Study
Workshop
Certificate
Using Discourse

- Demonstration
- Questions
- Covered in the Community of Practice sessions
Contact Information

Council on Occupational Education
7840 Roswell Road, Bldg. 300, Suite 325
Atlanta, GA 30350
(770) 396-3898 or (800) 917-2081
Fax: (770) 396-3790
Questions