



Self-Study Workshop

DoD and Federal Institutions

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Objectives

- Discuss COE Accreditation
- 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*)

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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)



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Accreditation with COE (*The Process*)

1. Application for candidacy
2. Candidacy visit
3. Commission vote to approve candidacy
4. Self-Study Workshop
5. Preparation of Self-Study Report
6. Preliminary visit by team leader
7. Accreditation visit
8. Team report
9. Institutional response
10. Commission vote to approve, defer, and deny accreditation

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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

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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

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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

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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 tax-payer that the institution is providing quality education & training.



Source: Military School Accreditation <http://www.militaryschools.com/military-school-accreditation.html>



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**What is the COE Source
for Format?**

The slide features the COE logo in the top left corner. Below it is the cover of the "Handbook of Accreditation for Federal Institutions 2019 EDITION" published by the Council on Occupational Education. The cover includes the COE logo, the title, the year "2019 EDITION", and an American flag graphic.

The COE Self-Study Manual:

- Guidelines
- Format
- Characteristics
- Standards 1-10
- The Visiting Team

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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

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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)

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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/online storage delivery system or mailing a flash drive.

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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.)



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Community Characteristics

Describe ...

- Geographic area **served** (exhibit a map)
- Population **served** (site date and source)
- Important population characteristics
- Any anticipated changes to the population



Conditions Check Sheets

- The Conditions Check Sheet must be
 - Completed
 - Included as part of the self-study document
- Fill out and provide an explanation for any "NO."

	YES	NO	N/A
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.)	X		
2. The institution conducts its affairs with acceptable standards of honesty and integrity.	X		
3. The institution meets all federal obligations imposed by state and federal agencies.	X		
4. The institution has satisfied the Commission of any institutional affiliation with the institution who has been disbanded 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 track-out or refunds to currently enrolled students.	X		
5. The institution offers pre-baccalaureate (degree and/or non-degree) postsecondary instruction in career and technical education.	X		
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See Handbook of Accreditation, 2007 Edition, page 18.)	X		
7. The institution is legally authorized to operate within the jurisdiction in which it is located.	X		
Non-Public Institutions Only (Item 8)			
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: _____ Location(s) of Branches/Extensions: _____ Date(s) of _____ Expiration: _____			
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 eight months prior to having the accreditation visiting team.	X		
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: _____)			
11. The institution has informed the Commission of all planned and implemented substantive changes.	X		
12. Innovative or experimental programs operated at variance with the standards have received Commission encouragement or approval.	X		
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 that institutional misrepresentation must be submitted with the team report.)	X		
Accredited Institutions Only (Item 14)			
14. The institution's use of the accreditation seal is in compliance with Commission conditions. (See Handbook of Accreditation, 2007 Edition, page 18.)	X		
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) student equal or exceed 25% of the established baseline.	X		
16. All written 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 12.)	X		
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 13.)	X		
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 96 (items 1 through 16), and are readily available to students, prospective students, and other members of the interested public.	X		
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.	X		
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.	X		
21. The institution's accreditation liaison officer is a permanent staff member located at the main campus.	X		



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

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How Is The Report Organized?

- The Report is written in narrative form
- There is a chapter for each Standard
- Each chapter has four parts:
 1. Introduction
 2. Analysis
 3. Challenges & Solutions
 4. Summary

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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

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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." We prepare 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 wavered. 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.

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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 backing that up with the exhibits.
 - Do Not include the actual 'Exhibits' in the self-study.
 - DO Include a link to the document.
- Cite specific events; be concise
- Ensure your analysis answers the criteria

Remember: Proof Not Promises

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Analysis (cont.)

- 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

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Multi-Part Criteria

- In the Standards there are several multi-part criteria. The multi-part criteria are identified on the 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.

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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](#).

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Exhibits!

- Every Criteria **MUST** have **at least ONE** exhibit to support compliance of the criteria
- Use unclassified exhibits when possible
- One exhibit can support several criteria, e.g.; Strategic Plan (Highlight the paragraphs that support each criteria)
- Several exhibits can be used to support a single criteria
- Exhibits are the "**Proof**" that the school is in compliance, thus:
 - *Forms must be filled in (Redaction, such as the SSN, is OK but enough information must be left to show compliance)*
 - *Regulations and Policies are the guidance, not the proof*

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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

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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 searches for better ways to spend current dollars and other ways to save while maintaining top-level training.

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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



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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)***

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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

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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

Document, Document, Document



Electronic Files

Organize, Organize, Organize

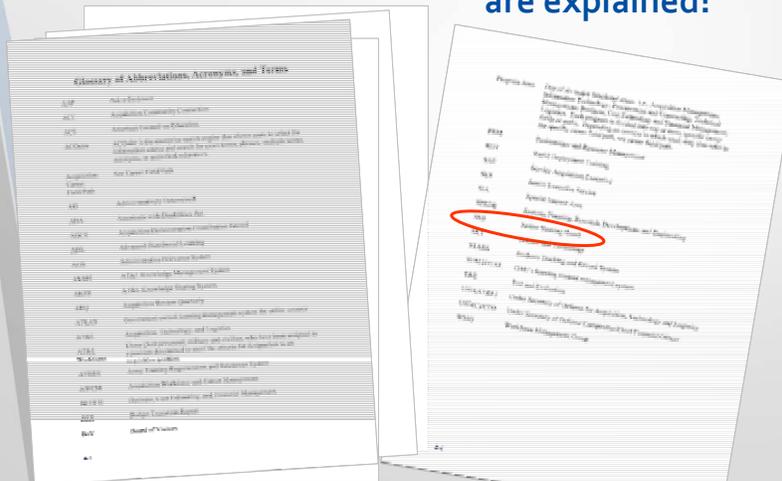


Electronic Media



Glossary

✓ Make sure all terms are explained!





Exhibits

STANDARD 10: EXHIBIT LIST

EXHIBIT NUMBER	EXHIBIT DESCRIPTION OR TITLE
10-1	DAU 2014 Course Catalog, Contracting Career Field, Level I Requirements
10-2	DAU Catalog, Contracting Career Field, Level I Requirements
10-3	DAU Directive 704, "Student Academic and Administrative Policies and Procedures," Attachment 5, "Course Prerequisite/Pre-course Work Requirements"
10-4	Course welcome email message
10-5	DAU Web site, Student Policies and Info
10-6	DAU Catalog link at www.dau.edu
10-7	DAU Classroom Briefing
10-8	DAU Directive 704, "Student Academic and Administrative Policies and Procedures," Attachment 12, Student Transcript, Records Retention, and Disclosure of Student Academic Records (Privacy)"
10-9	STARS Web page
10-10	DuQ 5000-66, "Operation of the Defense Acquisition, Technology, and Logistics Workforce Education, Training, and Career Development Program"
10-11	Privacy and Security Notice
10-12	STARS Look Up Table-Users
10-13	Sample DAU transcript
10-14	DAU Web site, FAQ Page
10-15	Continuity of Operations (COOP)
10-16	DAU Directive 704, "Student Academic and Administrative Policies and Procedures," Attachment 13, "Student Inquiries, Complaint/Grievance Procedures"
10-17	President's Open Door Policy Memo
10-18	DAU Dir 704, "Student Academic and Administrative Policies and Procedures," Attachment 2, Violations of the Standards of Conduct

10-18

Mark clearly - regardless of display mode!



OR



Only if Electronic Files are Unavailable

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Warning

- 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



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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

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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)*

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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 a governing body; however, we do not require Occupational Advisory Committees
- Check with COE (800-917-2081) if you have questions regarding this exemption

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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.⁴¹



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

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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

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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

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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.

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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

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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

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Components for a Successful Self-Study Report

- ✓ Institutional leadership support
- ✓ Commitment of time and resources
- ✓ Involvement of **all** members of the institution
- ✓ Adherence to the *Self-Study Manual* guidelines and check sheets
- ✓ Objective perspective, easy to read, with a focus on institutional improvement
- ✓ 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

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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

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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

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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

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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

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2019 Self-Study Submission

- 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 at 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