Accreditation Team Leader Certification

Part 1B

In this Session....

- Let’s Talk Programs
- Conducting the Team Visit
- Team Report
- Final Tasks for the Team Leader
Let’s Talk Programs

PROGRAM EVALUATION IS ONE OF THE CORNERSTONES OF THE TEAM VISIT. REMEMBER, COE DOES NOT JUST ACCREDIT AN INSTITUTION’S PROGRAMS, IT ACCREDITS THE ENTIRE INSTITUTION.

Occupational Programs

Occupational Education Program—A sequence of instruction and related activities (e.g. laboratory activities and/or work-based activities) designed to provide educational and workplace competencies that lead to a credential. (Such programs offered by Commission-accredited institutions are designed to prepare individuals for job entry and/or career advancement. Test preparation activities do not qualify as occupational education programs.)

All occupational programs at the institution that have enrolled adult students within the past 12-month period must be listed on the Postsecondary Educational Programs chart in the COE Candidate Application. If students are enrolled in the XYZ Program at 600 clock hours, the Postsecondary Educational Programs chart must show the XYZ Program at 600 clock hours. Public institutions that offer high school programs should also include on the Postsecondary Educational Programs chart any program in which an adult student may be enrolled.
Occupational Programs (cont.)

The list of occupational programs appearing on the Postsecondary Educational Programs chart is in no way related to federal (Title IV) student financial aid. It does not matter if a program is or is not Title IV-eligible; if it is an adult occupational program—of any length—it is included on the Postsecondary Educational Programs chart.

What programs are NOT occupational programs? Adult literacy or GED prep; ESL (although Vocational ESL programs are considered occupational programs); industry contract training; “life-enrichment” courses unrelated to a specific occupation; licensure or certification test preparation courses; and individual courses that may impart a specific skill or knowledge, but not enough to prepare the student for employment (such as Microsoft Word, or Turbo-Tax). It also does not include “continuing occupational education”—educational activities or experiences designed to assist in the development of knowledge and skills with the goal of maintaining one’s current professional occupation. Participants in continuing education are assumed to have previously attained a basic level of education, training or experience in the occupational area in which they are enrolling.

Occupational Programs (cont.)

Continuing Occupational Education—Educational activities or experiences designed to assist in the development of knowledge and skills with the goal of maintaining one’s current professional occupation (as opposed to advancing one’s career). Participants in continuing education are assumed to have previously attained a basic level of education, training, or experience in the occupational area in which they are enrolling. These activities are not included in the institutional Self-Study Report, FTE calculation, or student achievement data collection, and are not required to be included on the COE approved program list. [See Definition - Job Upgrade Training.]

Still uncertain if a program is occupational? Ask yourself: “If a student successfully completes this program, will he or she be eligible for employment or job advancement based on the skills and knowledge learned in the program?” If the answer is “Yes” it is an occupational program.
More on Programs: Modes of Delivery

Instructional Delivery Methods

- DISTANCE EDUCATION: a formal educational process in which instruction occurs when students and instructors are not in the same place; may be synchronous or asynchronous; may employ correspondence study, audio, video or computer technologies.
  - Traditional Programs: all bricks and mortar
  - Hybrid Programs: less than 100% of coursework available via distance
  - Distance Education Programs: 100% or more of required instruction available via distance education delivery methods

*An institution must utilize a campus-based instructional delivery system with at least 25% of the institution's total FTE being derived from enrollments in traditional (bricks and mortar) programs.

More on Programs: Work-Based Activities

Structured learning activities conducted in supervised work settings external to the institution 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. These activities must be planned with at least two objectives:

- 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
- To provide the institution with objective input from potential employers or customers of program graduates.
More on Programs: ESL/VESL

IMPORTANT: COE does not approve/accredit ESL programs, only VESL programs. If the institution is offering ESL programs, the school must clearly delineate in all advertising materials that the offering is not accredited by this Council.

Vocational English-As-A-Second-Language Program
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.

Conversely, Vocational English-As-A-Second-Language programs (or ‘stand-alone’ ESL programs) are those English language programs that serve members of the community who are interested in learning the language for purposes other than seeking employment. Vocational English-As-A-Second-Language Programs are not included in the Council’s scope of accreditation and are not included on the list of programs. Institutions offering any vocational programs must specify that the programs are not accredited by the Council and do not qualify for Title IV financial aid assistance.

Leading During the Team Visit

TREAT THE INSTITUTION AS YOU WOULD LIKE TO BE TREATED DURING YOUR INSTITUTION’S ACCREDITATION VISIT... FAIR, EQUITABLE, AND OBJECTIVE
Monday
- Team Arrives at Hotel First Team Meeting
- Welcome Reception by Institution

Tuesday
- Team arrives at Institution
- Meet w/CAO & Tour and Review Programs Standard 2
- Lunch - Working
- Return to Hotel
- Dinner w/ Institutional selected staff

Wednesday
- Review Program Findings
- Review All Standards & Conditions
- Lunch - working
- Recap Standards & Conditions
- Draft Team Report

Thursday
- Collect Data & Complete Team Report
- Team Leader w/CAO – Institutional Response
- Complete Evaluations & Reports
- Oral Team Report – Presentation to Institution

Day 1: Team Travel and Initial Meeting with the Visiting Team
- Team Travels and Arrives at Hotel
- Initial Team Meeting in the afternoon
  - Introductions
  - Gather Team Member Information (Room Numbers, Cell Numbers, Flights)
  - Discuss assignments
  - Review team schedule
  - Discuss and review the institutions Self-Study. Address any questions or concerns presented by the Team Members. Generally, discuss any questions concerning conditions, standards, criteria, etc."
  - Verify that appropriate version of check sheets are being used (based on type of institution and edition)
Day 1: Welcome Event

- Team Leader Introductory Remarks
  - "Assuring Quality and Integrity in Career and Technical Education"
  - COE Scope, Demographics and Student Outcomes
  - Core Values
- Introduction of Team Members
  - Team members introduce themselves:
    - Name
    - Occupation
    - City and state/county
    - Standards and programs they are evaluating

Day 2 – Programs Review

- CAO addresses the visiting team
- School tour
- IT person explains format of exhibits and log in information
- Assistant team leader assumes the responsibility for the review of Standard 2 (Programs)
- Visit programs and Interview Faculty and students
- Complete Individual program check sheets in Team Report Software
- Make plans to visit night classes (if held)
- Schedule visits to work-based sites (Normally, ALL COE-approved sites must be visited; e.g., clinical, internship, apprenticeship, co-op, etc.)
- Review the progress of the evaluation of programs
- Beware of compound statements within the criteria (often separated by commas)
DAY 3 – Standards Review (STANDARDS CHECKSHEETS 1-10)

- Review Standard 2 Program Findings from Day 2
- Review of Standards and interview staff and administration
- Here are all the written plans:
  - Work-based Activities Training/Instructional Plan
  - Job Placement/Follow-up
  - Strategic Plan
  - Operation and Maintenance
  - Default Management
  - Program Outcomes and Follow-up Plan
  - Student Services
  - Student Retention
  - Placement Services
  - Physical Facilities and Technical Infrastructure
  - Health and Safety Plan
  - Media Services (Instructional Equipment Plan)
  - Evaluation Plan

REMEMBER:
ALL plans must be evaluated AND in use

DAY 3 – End of Day

- Review all programs and standards
- Final draft of programs
- First draft of standards
- Review of all standards and FNCs, suggestions, and/or commendations
- Schedule a meeting with the CAO to ensure that missing documentation the team could not locate has not been overlooked
DAY 4

- Finalize all standards
- Team Report - DRAFT
  - Introduction to the Team Report
  - Ensure that all information has been entered into the Team Report Software (TRS)
  - Finalize draft of oral team report
  - Meet with the CAO regarding the institutional response format (provided by COE) to address team's findings
  - Remember, “PROOF, Not PROMISES”

IMPORTANT:
Use the introduction to detail any unusual situations or concerns that could not otherwise be captured in the team report

Completing the Team Report
Team will complete check sheets electronically in the Team Report Software—both Conditions and Standards.
All check sheet questions must be answered.

Institutional Mission

1. The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement.

   - [ ] Yes
   - [ ] No

The institution's mission is:

2. Clearly and concisely stated in written form.

   - [ ] Yes
   - [ ] No

Top Findings of Non-Compliance

- The COE List of Approved Programs does not align with the institution’s program offerings (Conditions of Accreditation, Criterion #13)
- See handout regarding Program Inconsistencies
- Employer Verification Forms (Standard 2)
  - Outdated forms, forms not signed, or not signed by person in a position to make hiring decisions
- Advisory Committee Meetings (Standard 1)
  - No Institutional Advisory Committee meeting minutes
- Occupational Advisory Committee (Standard 2)
  - No Occupational Advisory Committee meeting minutes
- No Follow-up Plan for Completion, Placement, and Licensure (Standard 3)
- Strategic Plan (Standard 4)
  - Strategic Plan does not address the multiple criteria seen in Standard 4
  - Beware of compound statements within the criteria (often separated by commas)
Top Findings of Non-Compliance

- Health and Safety Plan (Standard 6)
  - Institution does not have a plan that includes all the required elements found on the Standard 6 check sheet
- Annual evaluation of institutional employees (Standard 8)
- Plan for Evaluation of Student Personnel Services (Standard 10)
- Plan for Placement Service (Standard 10)
  - Institution does not have a plan, or the plan does not include all required elements found on the Standard 10 check sheet

Note: Standard 8, Criterion 10 requires the institute to plan, provide, support, and annually document professional growth opportunities for and participation by all faculty members. This may or may not be a plan (see COE definition). However, documentation is required to show that the institution meets the criterion.

Team Leader Section of the Team Report

![Team Report Image](image-url)
Team Leader Sections to be Completed in Team Report

- Team Leader Notes
- Preliminary Visit Worksheet
- Visiting Team Evaluation of the Institution's Self Study Report
- Evaluation by the Team Leader
- Introduction to the Team Report

Evaluation of the Self-Study

1. Name of institution
   - First Coast Technical College
2. Team Leader
   - Myra Ward
3. Starting date of visit
   - 14/04/2021
4. Ending date of visit
   - 15/04/2021

For Question 5 ONLY: If NO is checked write a finding below AND in Conditions #24
5. Did the Self-Study involve the total staff of the institution? *
   - Yes
   - No
6. Did the Self-Study address all applicable requirements of the 10 standards? *
   - Yes
   - No
7. Did the Self-Study address the strengths and weaknesses of the institution in light of the standards? *
   - Yes
   - No
Evaluation by the Team Leader

1. How could the office of the Executive Director of the Commission of the Council on Occupational Education better plan for the team visit?

2. How could the institution have improved its arrangements for the team visit?

3. Is there anyone on your campus you visited that we could add to our prospective list of visiting team personnel? (Include suggestions made by members of your team)

4. Please give a frank appraisal of each member of your team. Would you recommend any of them to serve as a team leader or not serve on a future team? Give strong and weak points.

Introduction to the Team Report

The introduction of the team report, written by the team leader, is a narrative which describes the institution, its history, and its community. (Much of this information is found in the institution's self-study in the section called: Institutional Characteristics.) The introduction may also summarize information about team members and programs the institution offers.

Introduction

Submit Section  Save Draft  Cancel
Information to include in the Introduction of the Team Report

- Include the name of the school and campuses
- The number of team members and dates of visit
- Type of Institution—Public, Private, Federal, Job Corp, Apprenticeship
- Describe the service area
- Types of programs and delivery modes
- Any information that is unique about the visit that is not included is not reported in the Conditions and Standards
- General information about the visit and school

REMEMBER—The team report gives the Commission a summary of the visit and the school compliance with accreditation criteria.

Team Report Audit and Final Submission

- Before you leave the school, ensure all criteria has been addressed
- The audit is automated and based on a green/blue dot verification
- Verify that all sections of the report have green dots next to the items and no blue dots are visible
- If blue dots are visible, then this section is incomplete
- Correct any errors
- Collect all paper copies of report
- Proofread the report before submitting
- Submit the final report
Reminders

 Normally, the Self-Study Report must be completed and emailed to the Team Leader before the Preliminary Visit (60 calendar days before the team visit)
 Has the on-site administrator or other full-time employee at the main campus attended required workshop(s) within 6-18 months prior to hosting the accreditation visiting team.
 Consultants may not serve in the role of accreditation liaisons for an institution and should not contact the Council office for information on behalf of the institution.
 Consultants cannot be present during the visit.

Reminders

 Exhibits should be presented in electronic folders arranged in the exact order as the criteria on the COE Check Sheets
 Each criterion must have an exhibit, the team will usually ask for additional exhibits.
 If the institution cannot show that it is meeting the criterion, then a finding is warranted.

Note: If the team finds that the institution does not have an appropriate exhibit that meets the criterion, then allow the institution time to provide an exhibit. Time is given to the institution to find the exhibit, not create an exhibit.
Reminders

- Team members will seek to verify that the Self-Study Report is an accurate description of activities taking place at the institution.
- Employer Verification Forms, financials and the Financial Questionnaire are no longer required in the Self-Study Report.
- Plans, policies, and procedures must be evaluated and in use.
- Always consider writing a “Commendation” for the institution. Example:
  - How did the school go above and beyond in preparing and/or hosting the visit?
  - Was there a particular area at the institution that excelled?

Final Tasks

- Team’s Evaluation of the Institution’s Self-Study
- Personnel Interview data in TRS
- As applicable, erase all team visit information from the institution’s computers
- Shred all handwritten notes and material
- Review Expense Voucher for consistency
- When the team leaves, contact with the institution ends
Workshop That You Can Use to Stay Up-to-Date

- Self-Study, Parts 1 and 2
- Occupational Advisory Committees: Moving from Compliance to Operational Excellence
- Annual Report and The Annual Report: Reporting Completion, Placement, and Licensure Data
- Annual Meeting: November in Orlando, FL

THANK YOU!

NEXT REQUIRED WORKSHOP....

Part 2 - Team Leader/Team Member Certification – Writing Findings of Non-Compliance