

Guide to Self-Evaluation Report for 5-Year Review

Introduction

This Guide was developed to assist institutions seeking re-accreditation to prepare their Self-Evaluation Report (SER). The Self-Evaluation Report for 5-Year Review is a streamlined version of the SER that you did for your initial review. The 5-year review process takes into account the finding that the institution previously met the accreditation standards. However, you still need to be as thorough in compiling your report, appendices, and exhibits for this review as you were in your initial accreditation.

At least one key person from the applicant institution must complete the *DETC Course on Preparing for Accreditation* prior to preparing the institution's SER. Completing this course qualifies a person to be a "Compliance Officer." The Compliance Officer is responsible for overseeing the writing of the SER.

The institution must address each accreditation standard in a logical sequence. Read each question carefully. If the term "procedure" or "process" is mentioned, please give a detailed description; in other words, walk us through the "procedure" and/or "process" step-by-step. Also, please feel free to cross-reference responses if a particular response sounds redundant. If a particular statement does not apply to your type of institution, explain why.

A high level of reliance is placed upon information, data, and statements provided to the Accrediting Commission by the institution. It is therefore important that the information the institution provides in its SER be truthful and accurate.

Preparing the Your Self-Evaluation Report

When writing your SER, please remember that the **Appendices** must accompany the Self-Evaluation Report and be numbered similar to the chart on page 3. **Exhibits** *must* be available for the Committee during the on-site visit and should be numbered according to the table on pages 4-5. The Exhibits must be available at the institution and should be divided into separate, three-ring binders: (1) Covering Sections I through VII.A. for the Educational and Subject Specialists [2 sets please]; and (2) Covering Sections VII.B. through X for the Business Standards. You may renumber your Appendices and Exhibits to correspond with what you provide.

Also when writing your SER, please remember that there are special policies (see tab "C" in the *DETC Accreditation Handbook*) used for institutions offering academic degrees, combination distance study-resident training programs, and institutions located outside the United States. **For instructions on what courses must be submitted, please see C.5. Policy on Course/Program Approval. All institutions should refer to C.10. Policy on Financial Statements, and degree-granting institutions should also refer to C.9. Policy on Degree Programs.**

General Guidelines for the SER

A template for writing a Self-Evaluation Report for 5-Year Review (in Microsoft Word 7.0) may be downloaded from the DETC web site at <http://www.detc.org>. Select "Member Services" tab and "Templates." When you are asked to sign in, type "guest" for both the user name and the password.

Here are the guidelines for the format of the report:

- The Report should be printed on 8½ x 11 inch white paper and **photocopied on both sides**. The SER, Exhibits, and Appendices should be securely fastened in 3-ring binders, which are no larger than **3-inches in depth**. Do not put exhibits in plastic page protectors. The pages should be numbered consecutively with the institution's name and date of report at the top or bottom of **each** page.
- In the responses to the SER questions, rather than state verbatim that which is provided in your supporting appendix/exhibit, you should summarize what is in the appendix/exhibit. When an **EXHIBIT** or **APPENDIX** is requested, include the number of the Exhibit or Appendix in your response to the statement.
- The number varies according to the size of the institution. Please check with Nan Bayster Ridgeway at DETC to confirm the number of SERs needed and where they should be mailed. Institutions with large reports should individually package self-contained copies of each set of an SER and exhibits to aid in the shipment to the Examining Committee members.
- Along with the required number of SERs, the institution must provide appropriate instructions and passwords as necessary for full access to the institution's Web site and/or online courses. This allows the members of the examining committee to review the appropriate materials before the on-site visit.
- The report should contain:
 1. **Cover page.** The cover page should include:
 - the name of the institution, address, phone number, and Web site URL;
 - the following sentence: *The data submitted herewith are certified correct to the best of my knowledge and belief:* This should be followed by the name, title, and signature of CEO. The CEO must sign the title page of **each copy** of the report; and
 - the date the report is prepared.
 2. **Table of Contents.** This should include the page numbers of the 12 standards.
 3. **Table of Appendices (see next page).** This table should list by numbers the required appendices that will accompany the SER. (*Please note: you may re-number the Appendices to correspond with what you provide.*) **Table of Exhibits (see following pages).** This table should list all of the exhibits that the institution will have available at the institution during the on-site visit. Please note that you must provide 2 sets of Exhibits covering Standards I – VII.A. for the Educational Evaluator and Subject Specialist(s).
 4. **Institutional Profile.** The profile gives a history and overview of your institution.
 5. **Standards with Statements.** You should repeat each Standard and then give your response. The Standards are already typed for you in the template. Answer each statement thoroughly and provide any exhibits or appendices that are required. If the statement does not apply to your institution, explain why. **Also provide a contact person for each Standard. This will help the evaluators to determine whom to interview during the on-site visit.**
 6. **Appendices** should follow the body of the SER. **Appendices should be properly numbered, labeled, and referenced.** Again, **do not** put the appendices in plastic page protectors. This only makes more work for the evaluators. Please feel free to add other exhibits in addition to the table on the following pages.

APPENDICES in Self-Evaluation Report (please insert the appropriate page number)

Appendix	Standard	Page #	Item
1	Inst. Profile 2.		Organizational Chart
2	Inst. Profile 5.		Table with Course Data
3	Inst. Profile 6.		Program Data for Degree Programs
4	II.A.1.		Program objectives for 5 most popular courses/programs
5	II.C.2.		Comparison of degree programs with other institutions' degree programs
6	II.G.1.		Table listing textbooks titles, authors, publishers, and copyright dates/editions
7	IV.A.1.		Copies of grading policies
8	IV.C.4.		Tables with placement data
9	V.A.1.		Copy of institution's outcomes assessment plan
10	V.A.3.		Evidence of employment opportunities
11	V.A.4.		Tables showing areas assessed and methods used
12	V.B.1.		Student satisfaction data
13	V.B.3.		Evidence of employer and third party surveys
14	V.B.4.		End of course/program student surveys
15	V.B.5.		Data on Commission-mandated 3 questions
16	V.C.1.		Completion and graduation data
17	VI.B.1.		Resume of Educational Director
18	VI.C.2.		Resumes of department heads
19	VI.D.1.		Table of instructors/faculty and qualifications
20	VI.D.2.		Resumes of Faculty/Instructors
21	VI.D.11.		List of courses/programs with instructors/faculty and ratios
22	VII.A.9,		Sample of a student's record and transcript
23	VII.B.1.		Copies of all enrollment agreements
24	VIII.A.5.		Evidence support advertised employment opportunities
25	VIII.A.8.		Copies of advertising and promotional literature
26	VIII.A.9.		Copies of sales letters, printed materials, and catalogs
27	IX.A.1.		Comparative financial statements for two years
28	IX A.2.		Copy of Teach-Out Commitment
29	X.B.1.		Sample of notices and collection procedures
30	X.B.3.		Sample of collection notices, letters, telephone scripts, etc. used by outside agencies
31	X.C.1.		Documentation for refunds
32	X.C.4.		Tables for refunds
33	XI.A.1.		Floor plan
34	XII.A.1.		Copy of institution's strategic plan
35	XII.B.3.		Material or data showing efforts to extend and/or improve the institution
36	XII.C.		Copy of management's succession plan

(Please note: you may re-number the Appendices to correspond with what you provide.)

EXHIBITS Provided at the Institution During the On-Site Visit

BOOK ONE (2 sets)

Standards I – VII.A.

Exh#/Tab	Standard	Page #	Content
1.	Inst. Prof. #4		Evidence of licenses and approvals
2.	(same)		Evidence of licenses and approvals for degrees
3.	II.C.1.		Copy of institution's Course Development Guide/Manual
4.	II.E.3.		Schedules and procedures for monitoring, reviewing and revising courses
5.	II.F.		Samples of examinations and other evaluation tools
6.	II.K.1.		Sample of study guides
7.	III.A.1.		Examples of responses to student inquiries
8.	III.A.3.		Examples of student submissions of assignments/lessons
9.	III.A.4.		Examples of academic grade policies are published
10.	III.D.1.		Samples of motivational commentaries on students lessons/examinations
11.	III.D.2.		Samples of letters, telephone calls, e-mails, etc. to encourage students to complete
12.	III.E.1.		Examples of student evaluations of courses
13.	III.E.1.		Examples of end-of-course critiques
14.	IV.A.4.		Samples of graded assignments/lessons and exams
15.	IV.A.7.		Sample of instructions for proctors
16.	IV.B.3.		Samples of completion certificates, diplomas, or degrees
17.	IV.C.3.		Sample of alumni newsletter and other instruments
18.	VI.D.3.		Policies and criteria for employment of faculty/instructors (Faculty Handbook)
19.	VI.D.6.		Samples of contracts for employment
20.	VII.A.4.		Copy of policy and procedures for evaluating previous education
21.	VII.A.9		Sample of validating test and other assessment for admission

(Please note: you may re-number the Exhibits to correspond with what you provide.)

EXHIBITS Provided at the Institution During the On-Site Visit

BOOK TWO

Standards VII.B. – X

Exh. #/Tab	Standard	Page #	Content
22.	VII. B. 2.		Copies of affirmation forms, telephone scripts, etc.
23.	VIII. B. 3.		Copies of signed “Code of Ethics”
24.	VIII. B. 7.		Copies of recruiting personnel records
25.	VIII. B. 8.		Samples of written agreements with recruiting personnel
26.	X. B. 2.		Sample of written ethical standards to collection agencies

(Please note: you may re-number the Exhibits to correspond with what you provide.)

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The Self-Evaluation Report for 5-Year Review

Institutional Profile

1. Institutional History

Give a brief history of the institution showing the founding date, changes of name, creation of new divisions, new training sites, and any major changes in ownership and management. Describe the history of major changes in the institution within the last **five** years with respect to changes in student services, admission standards, personnel, online offerings, marketing procedures, etc. Summarize any significant achievements/important milestones reached since your last DETC accreditation review.

2. Institutional Organization

Supply an organizational chart in **APPENDIX 1** of the institution showing the relationships among its component parts. Include names and titles of employees shown on the chart. Describe other schools or institutions affiliated in any way with the institution or under the same organizational structure, management, or ownership. Include cooperative training programs or formal affiliations that exist with colleges, vocational schools, businesses, or other distance education institutions. If external centers, sales or enrollment offices, or training sites exist, describe in full and give their locations. Describe international distance study activities, affiliations, or divisions. Explain how and where the exam services are rendered and state the number of foreign students presently enrolled.

3. Legal Form and Governance

Describe the legal form of the institution and state who owns the institution. If the institution is a stock corporation, list the names and addresses of any persons or organizations owning 10% or more of the voting stock. Provide the names and addresses, terms of office, and occupations of any governing board members. Explain the authority of any agency, other than the governing board, which has the power to initiate, review, or reverse actions of the school's management. If there are multiple boards, describe them.

4. Approvals and Accreditations

Supply the names of any local, state, or other government or non-government agencies by which the institution is licensed, approved, or accredited. Give dates of license and/or first approval and subsequent re-approvals, and provide documentation in **EXHIBIT #1**. If the institution or any of its programs were ever **denied** approval or accreditation or had approval or accreditation withdrawn by any accrediting agency (including the DETC Accrediting Commission), give the name of the agency, the dates of the action, and the details.

Degrees: Describe how the institution has the proper charter, license, or formal authority from the appropriate governmental body to award degrees by distance education. Give a brief summary of the programs (how many, number of credits needed, time to complete each unit, cost, etc.). Give dates of license and/or first approval and subsequent re-approvals. Provide documentation in **EXHIBIT #2**.

5. Passwords

Provide the URL, links, passwords, etc. so that the evaluators may review the course materials and examinations

6. Course Data

Using institutional records, construct a table in **APPENDIX 2** that provides the data below for **each** distance education course offered by your institution in the last year (calendar or fiscal). The term “course” means each course within a degree program, e.g., English 101 or an entire vocational program, e.g., Medical Billing. See the following sample.

- a. Title = title of course (e.g. English 101 or Medical Billing)
- b. 1st Enroll = date (month, year) first student enrolled.
- c. Lst. Revised = date course was last revised.
- d. New Stu. = number of new students enrolled in the last full calendar/fiscal year.
- e. Active Stu. = of students tracked, how many are presently actively studying (i.e., submitted an assignment within the last 6 months)?
- f. Graded = number of school-evaluated assignments, lessons, or examinations per course.
- g. C Hrs. = total clock hours typical enrollee must spend to complete the course. Explain in a footnote the method used to determine clock hours.
- h. Max. to Comp. = maximum number of months students are allowed for completing the course.
- i. Comp. Doc./Crs. = Type of completion documents (e.g., diploma, certificate) or credits awarded.
- j. Price = total course price (tuition, fees, books, equipment, etc.). Indicate if books are included in the price.

Please insert a legend to identify the columns mentioned above. (You can copy the information above and insert it under each table.) Please total columns d and e.

7. Program Data (For Degree Programs)

In addition to the table above, please provide a table in **APPENDIX 3** for **each** degree program (see sample below):

- a. Title = Title of degree program.
- b. Credits = Number of credits required to earn the degree.
- c. Gen. Ed. = Number of General Education credits required for degree.
- d. Avg. Yrs. = Average number of years it takes to complete the degree.
- e. Date 1st enroll = Date the 1st student was enrolled in the degree program.
- f. Deg. Awd = Number of degrees awarded since beginning of program.
- g. # Enroll = Number of students enrolled in the program since it began (please total this column).
- h. # Act. = Number of students actively studying (please total this column).
- i. Price = Cost of the full degree program.

Standards for Accreditation

I. INSTITUTION MISSION, GOALS, AND OBJECTIVES

Summary of Standards: The institution has a stated mission that is supported by specific, clearly defined goals and objectives, including an institutional commitment to providing quality distance education programs.

I. A. Description of the Mission, Goals, and Objectives

Standard: The institution has a mission statement that includes its general purpose and is supported by specific, clearly defined goals and objectives, including an institutional commitment to providing quality distance education programs.

Present the institution's overall mission statement, goals, and objectives, and explain how they are used as guides for the institution's strategic planning. If the mission statement has changed since the last DETC review, explain why.

I. B. Review and Publication of the Mission Statement

Standard: The instructors/faculty, administration, governing board, and/or institutional advisory committees regularly review the mission statement, goals, and objectives. The current mission statement, goals, and objectives are widely promulgated and readily accessible to students, faculty, staff, and other stakeholders.

Explain how the institution regularly reviews and revises, as necessary, its mission statement, institutional objectives, institutional policies, and practices to ensure consistency and integrity in all of its representations about its mission, goals, objectives, programs, and services. Explain the *process* of ensuring that the institution's current mission statement is publicly available and is used consistently in institutional publicity.

I. C. Implementation of the Mission, Goals, and Objectives

Standard: The institution can demonstrate that it is effectively carrying out its mission and attaining its goals and objectives and sharing appropriate information on its attainments with relevant groups.

1. Explain the measures and/or *processes* the institution uses to determine whether it is meeting its stated mission and objectives. Include how the governing board, instructors/faculty, staff, administrators, and managers responsible for institutional planning, instructional planning and delivery, educational services, financial resources, and the physical plant contribute to successful implementation and attainment of the stated mission and objectives. Also, explain how the mission is integrated into the work of each department or how academic and administrative units align their duties with the mission.

2. Explain the ways in which the governing board, instructors/faculty, administration, and staff interact with relevant communities of interest to keep the objectives current.

3. Describe how the results of surveys of students, outside evaluations by experts, comments from students and employers, and evaluations by institution administrators, instructors/faculty, and staff are used to evaluate the success of the institution in meeting its objectives. How are results shared with relevant groups?

II. EDUCATIONAL PROGRAM OBJECTIVES, CURRICULA, AND MATERIALS

Summary of Standards: The institution has clearly stated and reasonably attainable educational program objectives and offers educationally sound and up-to-date curricula that are supported by quality instructional materials and appropriate technology.

II. A. Description of Program Objectives

Standard: Educational program objectives are clearly defined and simply stated. They indicate the benefits for reasonably diligent students. The character, nature, quality, value, source of the instruction, and educational services that are used to help students achieve the objectives are set forth in language understood by the types of students enrolled. If a program prepares for an occupation, field of occupations, or vocation, the objectives clearly state the types of occupations for which preparation is given.

1. Provide samples in **APPENDIX 4** of the educational objective(s) for your *five* most popular (highest enrollments) programs. For degree-granting institutions, these five programs should include one program from each level (associate's, bachelor's, master's, and first professional). Explain how the objectives help the potential student decide if the program is appropriate for him or her.
2. Explain how the program objectives relate to the kind of education or training offered and identify the expected student learning outcomes in terms of skills, knowledge, licenses, degrees, or other credentials that graduates/completers will attain.
3. Explain how the institution's advertising and promotional literature, both print and electronic, agree with and support the program objectives.
4. Describe the occupation, occupational field, or vocation for which the program prepares students as referenced in the *Dictionary of Occupational Titles* of the U.S. Department of Labor or other similar references.
5. Describe how the institution ensures that its program objectives are current and relevant through research and the use of consultants, subject experts, or advisory boards.

II. B. Appropriate Program Objectives

Standard: The program objectives must be reasonably attainable through electronically delivered, online, or other methods of distance study. Appropriate objectives include the development of skills, providing job-related training, the imparting of knowledge and information, the training in the application of knowledge and skills, and the development of desirable habits and attitudes. Evaluation of the program is based on the announced objectives and the success with which students achieve the objectives.

1. Describe the *process* by which the program objectives are determined and revised, and identify relevant communities of interest that play a role (e.g., Advisory Committees, employer groups, etc.). Describe how program objectives are attainable through the distance study method, and how the data from the evaluation of objectives are used for quality control and improvement of programs and educational services.
2. Explain how program objectives relate to the employment needs of prospective students and the requirements of employers who might hire them. Explain how the program objectives are comparable to those non-credit program objectives offered in traditional and/or resident institutions.

3. For combination distance study/resident programs, describe the extent to which residential and/or external independent study is/are used to supplement the overall distance study method.

4. **Degree Program(s):** Describe how program objectives are comparable to those of appropriately accredited¹ for the award of degrees or other educational credentials of the same nature and level.

¹The accrediting body is recognized by the Council for Higher Education Accreditation (CHEA) and/or the U.S. Department of Education.

II. C. Comprehensive Curriculum (“Curriculum” is the program of instruction)

Standard: The curriculum is sufficiently comprehensive for students to achieve the stated program objectives, and its content is supported by sound research and practice.

1. Explain how your institution’s curriculum development is guided by a plan that is implemented by a team that includes members with expertise in curriculum development, subject matter/content, instructional design, editing, media applications, and distance study. Explain how the subject matter/content of the curriculum being developed is supported by sound research and practice. In **EXHIBIT #3** provide a copy of your course development guide.

2. **Degree Program(s):** Explain and document in **APPENDIX 5** how each of your degree program is clearly at a specific postsecondary level (i.e., Associate, Bachelor’s, Master’s, First Professional, or Doctoral degrees) by comparing your curriculum in a table format with curricula from other appropriately accredited institutions. When comparing, list overall objectives, number of credits required, course descriptions, etc. Please include your degree programs in the table.

II. D. Up-to-Date Curriculum

Standard: The curriculum/curricula reflect(s) current knowledge and practice. Effective procedures are used continuously to keep it/them up-to-date. Internal course/program reviews are conducted on a periodic basis.

Explain what procedures are in place to keep the program curriculum current. State the schedule used to initiate these *procedures*, and demonstrate that the current curriculum is up-to-date in terms of both content and practice.

II. E. Comprehensive and Up-to-Date Instructional Materials (Instructional materials are the components that make up the curriculum or program of instruction)

Standard: Instructional materials are sufficiently comprehensive to enable students to achieve the announced program objectives. The instructional materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.

1. Describe the ways in which the program instructors/faculty and administrators determine that instructional materials are sufficiently comprehensive and have sufficient depth and breadth to meet program objectives. Describe how instructional materials reflect current knowledge and practice.

2. Explain how the instructional materials prepare students to meet any employment/career opportunities stated or implied in the institution’s advertisements, catalogs, Web sites, and/or program objectives.

3. Describe the schedules and procedures for monitoring, reviewing, and revising, if necessary, instructional materials. Provide documentation in **EXHIBIT #4**. Describe how content errors in instructional materials are corrected between regularly scheduled reviews and revisions.

II. F. Examinations and Other Assessments

Standard: Examinations and other assessment techniques adequately measure achievement of the stated learning objectives and outcomes.

Describe what types of examinations and other evaluative techniques are used. Explain how examinations, assignments, and other evaluation tools measure the achievement and mastery of announced course/program objectives. Describe how required assignments measure the student's ability to master and apply skills or knowledge that are stated as outcomes for the course/program. In **EXHIBIT #5** provide samples of the examinations and other evaluation tools.

II. G. Authorship

Standard: Qualified persons competent in distance study techniques and in their subjects or fields develop the curriculum content and prepare instructional materials.

1. If commercially produced textbooks are used, in a table in **APPENDIX 6** provide a list of titles, authors, publishers, ISBN, and copyright/editions dates for each textbook used (divide by degree levels).
2. If outside authors prepare instructional materials specifically for the program, such as study guides, give their qualifications. List any outside educational consultants, subject matter experts and/or faculty who are involved in writing instructional materials, give their qualifications, and describe their roles.

II. H. Organization of Instructional Materials

Standard: The organization and presentation of the instructional materials are in accord with sound principles of learning and grounded in sound instructional design principles.

1. Explain how the organization and presentation of the instructional materials are in accord with generally accepted learning principles and the learning styles of distance learners.
2. State if students are required to submit every assignment in prescribed sequence in order to graduate and if a minimum grade is required for each assignment (or for each part or segment of the program). Describe any exceptions made to the order in which students may proceed through the program.

II. I. Curriculum Delivery

Standard: The online and written instructional materials are appropriately presented. Online materials fit the content and are delivered using readily available, reliable technology. Institutionally prepared materials must be keyed to the reading competence of the students in the program and be legibly reproduced.

Describe the procedures used to maintain overall quality of the printing, binding, and packaging process for instructional materials. Describe the reproduction and binding process used for assignments/lessons. For electronically delivered programs, describe and demonstrate how the materials fit the content and are delivered using readily available and reliable technology. If applicable, explain how the program uses printed instructional

materials to complement its online courses. Explain how institutionally prepared materials are keyed to the reading competence of the students and legibly reproduced.

II. J. Study Instructions

Standard: Instructions and suggestions on how to study and how to use the instructional materials to assist students to learn effectively and efficiently.

1. In **EXHIBIT #6** provide samples of study guides. Include instructions and suggestions to students on how to proceed through the program and to learn effectively and efficiently.
2. Describe how the institution and/or program give(s) guidance or remediation on learning techniques to students as they proceed through the program.
3. Explain how the students are informed of how to access instructions, chat rooms, bulletin boards, and other appropriate resources for an online program.
4. Explain how students are referred to a variety of relevant resources that will help them to study.

II. K. Educational Media and Learning Resources

Standard: Learning resources for faculty and students must be available and appropriate to the level and scope of program offerings. Program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students. The institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of program learning outcomes.

1. Describe how learning resources for faculty and students are available and appropriate to the level and scope of the program offerings.
2. Describe how program designers and/or faculty/instructors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids in creating programs and in teaching students. Describe how the institution makes effective provisions for students to access learning resources and libraries that are appropriate for the attainment of the program learning outcomes.
3. Describe the institution's library and its services. If the institution does not have its own library, explain how it provides access to library resources and services that assist students to meet the objectives of the degree program(s). Give the name, position, and qualifications of the person(s) who provide or facilitate library services, including media services. Explain how the instructors/faculty and staff of the institution and program systematically and regularly evaluate(s) library services to ensure that they are meeting the needs of its users and contributing to the attainment of institutional and program objectives.

II.L. Student Integrity and Identity

Standard: The institution has clear, specific, published academic policies related to student integrity and academic honesty. The institution has a student identity verification process that ensures students who earn the credit or completion credentials are the same students who completed the course assignments and assessments.

1. Describe the institution's academic policies related to student integrity and academic honesty. Describe where the policies are published.
2. Describe the institution's student identity verification process and explain how it ensures that the student who earned the credit or completion document is the same student who completed the course assignments and assessments.

III. EDUCATIONAL SERVICES

Summary of Standards: The institution and program provide educational services that meet the needs of students.

III. A. Student Inquiries and Submissions

Standard: Relevant student inquiries are welcome and are answered promptly and thoroughly. Accurate assessment, correction services, and counseling by instructors/faculty are provided for assignments/lessons and examinations. The institution must publish its academic grading policies or assignment marking system, course extension policy, and information on issuance and completion of incomplete grades, and apply them with fairness and consistency.

1. Describe the **process** for handling student inquiries (written, electronic, and oral) related to program content and requirements. State the average time (in days or hours) it takes to respond to a student's inquiry concerning program content and requirements. In **EXHIBIT #7** provide examples of responses to students.
2. Discuss the **process** for responding to administrative requests and give the average response time to these requests.
3. Describe the **process** for receiving, handling, and assessing assignments/lessons/submissions and returning the results to students. In **EXHIBIT #8** provide examples of student submitted assignments/lessons. Explain the **process** for assuring that academic grades are applied with fairness and consistency.
4. In **EXHIBIT #9** provide samples showing where the institution publishes its academic grading policies or assignment marking system.

III. B. Individual Differences

Standard: Provisions are made to be responsive and flexible to meet the individual differences of students with diverse backgrounds, prior achievements, employment, and other relevant circumstances. Counseling and guidance are provided to assist students to satisfy institutional and program requirements, to achieve required program objectives and individual course learning outcomes, and to achieve their educational goals.

Describe what advisory services are available for students to meet individual differences, and those having difficulty with the program content, instructional materials, delivery of instruction, and/or administrative or logistical issues. Describe what services are available for rapid learners.

III. C. Handling Unsatisfactory Student Progress

Standard: Students who are unable to make satisfactory progress through the program are encouraged to continue until they either show inability to make satisfactory progress or demonstrate satisfactory progress.

1. Explain the **process** for handling students who are unable to do satisfactory work and describe the **procedure** for students to resubmit assignments/lessons; describe how grades are assigned for repeating an assignment/lesson, if applicable.
2. State the institution's policy on student failure of a program and academic dismissal.
3. Provide the number of students dismissed for academic failure in the most recent year and the number of those who were disenrolled for other reasons. Indicate the reason(s) for disenrollment such as non-payment of tuition/fees, failure to submit exams, etc.

III. D. Encouragement of Students

Standard: An active program designed to optimize interaction between the institution and the student is followed to encourage students to start, continue, and finish the program in which they have enrolled, if continuing and finishing are the student's goals.

1. State the institution's policy and **procedure** for monitoring student progress and for encouraging students to start, continue, and finish the program in which they have enrolled, if continuing and finishing are their goals. In **EXHIBIT #10**, provide samples of motivational commentaries on student assignments/lessons, examinations, and other submissions, if any. Describe any interaction between the institution and the student.
2. If letters, telephone calls, or electronic media are used to encourage submission of assignments/lessons, provide samples in **EXHIBIT #11**, and explain the sequences and scheduling of their use. Explain how efforts to encourage academic progress are separate from efforts for the collection of delinquent tuition or other financial obligations.
3. Identify who has responsibility for checking the students' records for progress. Indicate how frequently the records are checked, and whether an automated tracking system is used.

III. E. Student Evaluation of Courses

Standard: Reactions of students are systematically sought as one basis for evaluating and improving instructional materials, the delivery of instruction, and educational services.

1. Describe the ways in which reactions of students are sought as one basis for evaluating and improving instructional materials and educational services. Describe the methods students can use to evaluate the availability of content help and encouragement to continue studying and to evaluate the quality of instructional materials, their level of difficulty, and the pace of the course. In **EXHIBIT #12**, provide examples. If end-of-course critiques are used, describe how they differ from regular, periodic course evaluation and provide examples in **EXHIBIT #13**.
2. Describe how the "revision of course" file is used to ensure that instructional materials or information are/is current and accurate. Describe the process used to report content errors that might be used in making revisions.

III. F. Appropriate Technology

Standard: The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services.

Describe how the institution has appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services. Discuss the institution's overall plans in adopting new technology. Identify any equipment or technology that might be used to improve student services and instruction and explain why such technologies have not been adopted. When appropriate, provide password access to examiners to view online courses.

III. G. Resident Training

Standard: Resident training should supplement the electronically delivered, online or other distance study method whenever it is necessary to attain the stated institutional and program objectives and intended student learning outcomes.

Note: See also the question in the "Policy C.6. on Combination Distance Study-Resident Programs."

List the objectives of the resident portion of the program. State what percentage of the total instruction the resident program constitutes, and list the tuition charged for each portion. Explain at what point a student must enter the resident program. State the capacity (in number of students taught per year) of the resident program included with each combination program offered.

IV. STUDENT SERVICES

Summary of Standards: The institution provides student services that encourage and assist the student to attain institutional and program objectives, intended course learning outcomes, and his/her educational goals.

IV. A. Assessment Services

Standard: Student assessment services are guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments as well as necessary academic counseling by the instructor/faculty or qualified staff member.

1. Provide the grading policies and an assignment/lesson/project and examination marking system and explain how it is applied with fairness and consistency in **APPENDIX 7**. Explain what controls are in place to ensure the accuracy, fairness, and consistency of scoring, correction, grading, and other assessment services, and what safeguards are in place to protect examinations answers.
2. Describe methods used for submission of assignments/lessons/projects or examinations (i.e., tele-test, exam scan cards, e-mail, online auto grading, etc.) and state how long (in days or hours) it takes to return graded examinations, assignments/lessons/projects, etc. to students.
3. Describe the institution's system for controlling the distribution, receipt, and tracking of examinations and ensuring the prompt return of the results to the student.
4. Describe how the instructor/faculty or qualified staff member scores, corrects, and grades submitted assignments/lessons/projects and examinations. In **EXHIBIT #14** provide samples of graded assignments/lessons/projects and examinations.
5. Describe the type of assistance provided to students who fail to complete assignments/lessons successfully and in a timely manner.

6. Explain how students' questions on assignments/lessons are referred to instructors/faculty or staff members qualified in the subject or field for review and comments.

7. **Degree Program(s):** Describe the *procedures* for proctoring examinations. Discuss the *procedures* used to ensure that degree candidates have personally met all graduation requirements. In **EXHIBIT #15** provide a copy of the instructions to the proctor(s).

IV. B. Student Records

Standard: Essential accurate student records are adequately maintained and readily accessible.

1. Describe how the institution keeps a record of receipt, grading, recordings of the results, and return of examinations. Describe the procedures for keeping records accurate.

2. Describe transcripts services. Explain what formal educational records are kept and for how long.

3. Describe how student records are maintained and readily accessible, and how they are secured against unauthorized access.

4. In **EXHIBIT #16** provide samples of completion certificates, diplomas, or degrees awarded, and explain under what authority (e.g., board, charter, state authority, trade association, etc.) that each one is issued.

IV. C. Counseling, Employment, and Alumni Services

Standard: Competent counseling is available to students on request. When offered, employment assistance and other services for alumni are accurately and appropriately presented.

1. Describe the institution's program to offer employment-related counseling to students and alumni, even if no formal job placement assistance program is advertised. Indicate the extent to which the institution assists its graduates with job placement, and what, if any, job assistance services are offered to currently enrolled students and/or alumni.

2. For programs that are vocationally oriented, submit information available on the number of alumni working in occupations related to the training they received.

3. Describe in detail the services for alumni, such as alumni newsletters, honor societies, associations, clubs, user groups, etc. Provide in **EXHIBIT #17** samples of alumni newsletters, etc.

4. If the institution advertises or provides a placement service, complete the following table (in your SER) for each program of study that includes a placement service.

- a. Title = Program/course of study title
- b. # of Grads = Total number of graduates for the most recent two years
- c. Prv. Worked = If the student worked in the field for which the program trains prior to enrollment or is working in the field during enrollment
- d. Placed = If the institution places a student in a field for which the program trained
- e. Related = If the student is working or was placed by the institution in other related fields
- f. Working = In the student was unavailable for placement

- g. No Job = If the student could not find a job
- h. Not Found = If the student could not be found

Sample Table for Placement Data (**APPENDIX 8**)

Title	#of Grads	Prv. Worked	Placed	Related	Working	No Job	Not Found

If information in the table is based on a follow-up of graduates and students, describe survey methodology, attach a sample of the survey forms, explain sampling *procedures*, give the number of follow-ups, provide the final response rates, etc.

V. STUDENT ACHIEVEMENT AND SATISFACTION

Summary of Standards: The institution verifies/demonstrates student achievement and satisfaction using valid and reliable assessment techniques.

V. A. Achievement of Student Learning Outcomes and Benefits

Standard: The institution articulates student learning outcomes independent of delivery method, has a systematic and ongoing process for assessing student learning, and provides documented evidence that shows that the results are used to improve programs, curricula, instruction, faculty development, and services.

1. Provide a copy of your institution's formal plan in **APPENDIX 9** for systematically conducting student learning outcomes assessment for all programs on an annual basis. Provide evidence that shows that the results are used to improve programs, curricula, instruction, faculty development, and services.
2. For programs for which the institution—or its representatives—have promised specific career or other benefits, give the percentage of students/graduates who have been successful in achieving the promised benefits, and explain how the data were gathered.
3. Provide evidence supporting any advertised employment opportunities that will be available for students/graduates for each program, and provide data and information on the employer acceptance of graduates of the institution's program(s) in **APPENDIX 10**.
4. Provide tables in **APPENDIX 11** that describe the different areas assessed and the methods of assessments and when they are used, and the various methods of assessment and how the institution interprets and uses the results.

V. B. Student Satisfaction

Standard: The institution documents that students are satisfied with the instructional and educational services provided.

1. Describe how the student satisfaction data gathered are used for quality control and improvement of the program content, instruction, and educational services. Provide evidence of students' ratings of the institution's

instructional and educational services and opinions resulting from any satisfaction surveys. Include summaries of relevant survey results in **APPENDIX 12**.

2. Describe the ways in which a student “complaint file” is kept and discuss the process for categorizing, investigating, and resolving complaints.
3. Provide evidence and data from the student’s employer and third party surveys and other instruments used to gather opinions on student performance in **APPENDIX 13**. Include summaries and an analysis of the data and samples of the surveys.
4. For vocational programs, describe any other institutional surveys of students taken during and/or upon completion of individual courses/programs, and explain how survey results are acted upon for program improvement. Provide samples of these surveys in **APPENDIX 14**.
5. Provide the data requested and collected on the three required questions by the institution as instructed in Policy C.14. in **APPENDIX 15**.

(Note: As part of the institution’s application for reaccreditation, the Commission surveys 100 students from each division within the institution. The Commission and on-site evaluators will review the student surveys to help determine if the institution meets Standard V.B. At the on-site visit, the survey results from the Commission will be compared to the institutional-administered surveys to establish the validity of the survey results.)

V. C. Progress Through the Course/Program

Standard: The institution documents that students complete their studies at rates that compare favorably¹ to those of similar courses/programs offered by similar DETC accredited institutions.

¹ “Compare favorably” means each course/program’s completion/graduation rate is within 15 percentage points of the mean for courses/programs at similar DETC institutions. DETC will supply this item.

(Also refer to the “C.14. Policy on Student Achievement and Satisfaction.”)

1. Provide data on the institution’s completion/graduation rates of each course/program it offers in **APPENDIX 16**.
2. Describe any follow-up studies done on a continuing basis concerning student lesson completions, and describe how these studies have been used to improve completion/graduation rates.

VI. QUALIFICATIONS OF INSTITUTION, OWNERS, GOVERNING BOARD MEMBERS, ADMINISTRATORS, INSTRUCTORS/FACULTY, AND STAFF

Summary of Standards: The institution has competent qualified owners, governing board members, administrators, instructors/faculty, and staff.

VI. A. Institution, Owners, Governing Board Members, and Administrators

Standard: The institution, institution’s owners, governing board members, and administrators possess sound reputations and show a record of integrity and ethical conduct in their professional activities, business

operations, and relations. The Chief Executive Officer (CEO) and institution administrators possess appropriate qualifications and experience for their positions and roles and have demonstrated the ability to direct institutional operations successfully. The governing board members are knowledgeable and experienced in one or more aspects of educational administration, finance, teaching/learning, and distance study.

Give the name, position, and qualifications of the owner(s), governing board members, chief executive officer (CEO), and top institution administrators. Explain how the backgrounds and the qualifications of the CEO, other top administrators, and governing board members enable them to direct the institution's operations ethically and successfully. State how the institution is free from any association with activity that could damage the standing of the accreditation process. Explain what experiences the CEO and top administrators have had in distance education administration and methodology.

VI. B. Educational Director

Standard: A qualified¹ person serves as the educational director or chief academic officer. This person has overall administrative responsibilities for the educational program(s) and a policy-making voice in advertising, sales, and collections.

¹ qualifications for degree-granting institutions are described in C.9. Policy on Degree Programs.

1. List the educational qualifications of the educational director or chief academic officer and list the previous positions he or she has held that are relevant for this position. In **APPENDIX 17** provide the educational director's resume. Explain how the experiences of these prior positions have contributed to qualifying for this position. Describe the educational director's or chief academic officer's responsibilities for the educational program(s).
2. Discuss to what extent the educational director or chief academic officer is involved in overall institutional policy development, advertising, sales, and collection activities.

VI. C. Department Heads

Standard: In large institutions, qualified department heads or persons with similar titles are delegated educational, editorial, and research responsibilities within departmental subject fields.

1. Describe the major functions of the department heads or deans. Describe the extent to which department heads or persons with similar positions/titles are involved in upgrading course content, instructional materials and delivery, equipment, and services. If an educational director functions in place of a department head, mention this.
2. For each department head, indicate in a Table (in the SER) the:
 - a. Weekly = weekly hours of service rendered
 - b. Educ. = extent of formal education
 - c. Spec. Trng. = type of special training
 - d. Exper. = experience qualifying him or her for the position
 - e. Active = activity in trade and professional associations, unions, and professional writing

In **APPENDIX 18** provide the resumes of the department heads.

VI. D. Instructors/Faculty

Standard: The institution has a sufficient number of qualified instructors/faculty to give individualized instructional service to each student. The institution maintains files containing the resumes and official transcripts of its instructors/faculty. Faculty are carefully screened for appointment and are properly and continuously trained with respect to institutional policies, learner needs, and the use of appropriate instructional technology. The institution has clear, consistent procedures to evaluate faculty performance.

1. Provide in a Table in **APPENDIX 19** (for each degree level) the names and qualifications that each instructor/faculty member possesses (an academic/educational degree that is at least one higher than the degree awarded by the program in which he/she teaches and/or the appropriate specialized credentials). List the courses taught by each instructor/faculty, the hours they work per week, other professional experiences that qualify him/her for the position, any special training they have received in distance learning, and any activity in research, publishing, and/or involvement with the appropriate professional associations. (See sample table on next page).
2. Provide the resume for each instructor/faculty in **APPENDIX 20**. Explain how the institution maintains files containing the individual credentials of instructors/faculty and how the institution validates individual resumes and transcripts.
3. Explain how instructors/faculty are carefully screened for appointment.
4. In **EXHIBIT #18** provide the stated policies and criteria for instructor/faculty employment and evaluation of performance (Faculty Handbook).
5. Explain how instructors/faculty are continually trained with respect to institutional policies, learner needs, and the use of appropriate instructional technology.
6. Explain how instructors/faculty assist in developing and updating instructional materials, especially course content. Explain how instructors/faculty are used in the distance study portion of the course, i.e., in assignment/lesson and exam grading, telephone consultation with students, academic counseling, online instruction, course revision, development of study guides, etc.
7. If outside instructors/faculty, consultants, technical advisors, researchers, subject matter specialists, or other such individuals are used, explain the criteria for hiring them, identify who supervises them, and how they are supervised.
8. Describe the contractual arrangements with the above individuals/groups, amount and type of service rendered by each one, and the method of compensation used for each one. In **EXHIBIT #19** provide samples of contracts for such individuals/groups.
9. Describe any professional development and tuition assistance programs the institution provides for instructors/faculty.
10. Describe how the job performance of instructors/faculty is evaluated. Provide data on instructor/faculty turnover for the last three years and explain why this turnover occurred.

Sample of Table for Faculty/Instructors Qualifications (APPENDIX 19)

Instructor/ faculty Name	Formal Education (institution & earned degrees)	Justification for any exceptions made for lack of required degree	Courses Taught	Weekly hours	Other Professional Experience Qualifying him/her for position	Special training in distance learning	Activity in research, publishing or professional associations
Mr. John Doe	B.S. in Business Administration, Boston University M.B.A., University of Maryland		BAM 105 – Intro to Business BAM 110 – Intro to Accounting BAM 223 – Principles of Economics	32 (PT)	President of CPA firm	Certificate in Online Teaching and Learning, University of Wisconsin- Extension	
Dr. Mary Smith	B.A. in Psychology, University of Maine M.A. Sociology, Michigan State University Ph.D. Psychology, University of Toronto		PSY 102 Intro to PSY PSY 150 Health PSY	40 (F)	Adjunct Professor, University of Toronto		Published book, <i>The Organizational Mind and DE</i>

Sample of Table for Courses (APPENDIX 21)

Name of Course	Instructors/Faculty	Number of Active Students	Ratio of Students to Instructors
BAM 105 – Introduction to Business BAM 110 – Introduction to Accounting	Mr. John Doe Mr. Frank Wright Mr. Tom Smith Mr. William Bob	340	1:85
BAM 223 – Principles of Economics	Mr. John Doe Dr. Sally Roth Dr. Wong Hung	150	1:30

11. In **APPENDIX 21** provide in a table a list of courses/programs and the names of instructors/faculty for each course. Also provide the ratio of instructors/faculty to actively studying students for each course/program. (See sample on previous page.)

VI. E. Professional Growth

Standard: The institution demonstrates its interest in improving instruction through upgrading faculty and staff. Faculty and staff are encouraged to become members of professional organizations, to review and apply relevant research, to pursue continuing education or training in their respective fields, and to enhance their skills in developing and using electronically delivered, online, or other forms of distance study.

1. Identify professional organizations with which the instructors/faculty and staff are affiliated, and explain their involvement with each.
2. List the names of instructors/faculty and staff and the relevant professional meetings they have attended during the past two years.
3. Explain how the staff has been active in Distance Education and Training Council activities in the past two years. List any meetings attended, service on DETC Committees, courses completed, service on Accrediting Evaluations, etc.
4. State what training and self-development efforts are sponsored or are encouraged by institution's management for the professional development of instructors/faculty and staff. Describe any in-house training programs for instructors/faculty and staff.
5. If appropriate for the institution, identify what basic/scholarly/pure research studies have been done or are being done by instructors/faculty and staff and explain the benefits or intended benefits for the researchers' fields of study and/or the institution.

VII. ADMISSION PRACTICES AND ENROLLMENT AGREEMENTS

Summary of Standards: The institution's admission practices and enrollment agreements conform to DETC Business Standards.

VII. A. Admission Practices

Standard: The admissions policies, requirements, and practices of the institution fully conform to DETC Business Standard II.B.

1. Explain the process for establishing the program admissions policies. List the institution and program admission requirements. Include information about the required age, previous formal education, occupation, and other work experience of students for admission to each program, if they vary. Describe the institution's admissions procedures. Explain what controls ensure that the admissions policy, requirements, and practices are consistently and uniformly applied.
2. Explain the institution's policy on admitting students still in high school or students within compulsory school age. If a specific education level is required for institutional and/or program admission, explain how it is

determined, if any exceptions are made, and the basis for these exceptions. Explain how admissions requirements protect students' rights against discrimination because of race, sex, color, or national origin.

3. Describe how educational requirements for admission are documented (e.g., diploma or transcript). Provide evidence that students who meet the minimum admission requirements can achieve the stated institution and program objectives. Identify the principal reasons why students are denied admission by the institution and program.
4. Describe any policies and **procedures** used in evaluating previous education obtained through school enrollment (including degree-level transfer credits), and policies and procedures that permit students to receive credit for prior non-school learning. In **EXHIBIT #20** provide a copy of the policy(ies) and procedure(s).
5. Identify the position of the person who makes acceptance decisions, including those in marginal cases, and explain the criteria used in making these decisions.
6. Explain the policies and **procedures** for informing prospective students of any requirements for governmental or other licensing, certification or registration procedures, which apply directly or indirectly, to the particular areas served by the institution's programs.
7. Explain the **procedure** for students being admitted and registering online. Describe what documentation the institution requires for online enrollment.
8. **Degree Program(s):** Describe how the institution's admissions standards and process require that applicant students whose first language is not English must pass the TOEFL test with the minimum TOEFL scores for degree programs that are offered in English. (Refer to Policy C.9. for minimum TOEFL scores.) Show how admissions records for degree program applicants' accommodate the recording of the applicant's TOEFL score.
9. **Degree Program(s):** Describe how any non-U.S. institution transcripts of degree seeking applicants that are not presented in English are either evaluated by (a) an appropriate, competent third party service; or (2) are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript. In either case, the evaluator or the service must have expertise in the educational practices of the country of origin. They must include an English translation, along with the original transcript. Both documents must be on file at the institution.
10. **Degree Program(s):** Give the number of students in the last fiscal year who were awarded transfer credit into your institution's programs and the average number of credits awarded. Give the number of students in the last fiscal year who were awarded credit for experiential learning and other non-school prior learning and the average number of credits awarded.
11. **Degree Program(s):** In **APPENDIX 22** provide samples of student educational record forms, transcript forms, and other documentation kept on file for students. Also in **EXHIBIT #21** provide sample copies of validating tests or other assessments used in the admissions process.

VII. B. Enrollment Agreements (Contracts)

Standard: The written enrollment agreement and/or other written enrollment documents specify clearly the nature and scope of the program, the services and obligations of the institution, and the responsibilities, obligations, financial and otherwise, of the student. Any changes in tuition, fees, and program policies and

procedures must be made applicable to all future enrollees, not those currently enrolled. The institution must use a written enrollment agreement/contract that conforms to the provisions of DETC Business Standards II.A. and II.B. Students must be given copies of these written agreements/contracts and/or other written documents.

1. In **APPENDIX 23** provide samples of all your enrollment agreements/contracts. Describe the *procedures* for transmitting a copy of an enrollment agreement or contract to a student and for handling any down payment. Describe how the cancellation and settlement policy as printed on the enrollment agreement or contract is in conformance with the DETC Business Standards. For online enrollments, describe how prospective students are presented the policy prior to submitting their application.
2. In **EXHIBIT #22** provide copies of any affirmation forms, telephone verification scripts, or other forms used to process student applications, enrollment agreements, or contracts.
3. Describe how sales representatives handle any registration or tuition receipts, and explain the *procedures* used to monitor such practices.
4. Describe how the shipping and handling charges are shown on the enrollment agreement or contract.

VIII. ADVERTISING, PROMOTIONAL LITERATURE, AND RECRUITMENT PERSONNEL

Summary of Standards: The institution advertises its programs truthfully and has adequate control of its sales or recruiting personnel.

VIII. A. Advertising and Promotion

Standard: All advertising, promotional, and recruitment activities of the institution fully conform to DETC Business Standard I.A. and to this accreditation standard.

1. Describe the advertising and promotion programs of the institution, and explain who is responsible for the philosophy and techniques used in the preparation of these programs.
2. Describe the *process* for obtaining and using documented testimonials if such testimonials are used. Describe the *process* for obtaining referrals from students, if such referrals are used.
3. Explain any discounts, premiums, or cash awards made to individuals who refer other prospective students.
4. Identify the position of the person who is responsible for ensuring that all advertising and promotions are consistent, true, and accurate in presenting institutional and program objectives, as well as admission requirements.
5. In **APPENDIX 24** provide evidence supporting any advertised employment opportunities that have been or are available for graduates/completers of each program.
6. If sales representatives/agents are permitted to place advertising that they develop, explain the procedures used to ensure compliance with institutional policy(ies) and applicable DETC Business Standards.
7. If outside advertising agencies are retained, explain how the advertising copy is reviewed and controlled by

the institution. Describe procedures in place to ensure that any third party lead providers or referral companies comply with DETC Business Standards.

8. In **APPENDIX 25** supply copies of all advertising and promotional literature; telephone, radio, and TV sales scripts; Web site information; and mailing pieces used within the last 12 months to invite inquiries from prospective students or inform prospective students of institutional programs. (Promotional materials such as videotapes or TV ads on videotape should be on display and available for viewing during the on-site visit. Web site URLs must also be presented, and where special user I.D.s or passwords are required, please provide them for members of the DETC Examining Committee.)

9. In **APPENDIX 26** supply copies of all sales letters, printed materials, and catalogs mailed or delivered to individuals on a direct mail basis or in response to inquiries from prospective students.

10. Describe how advertising and promotional budgets are established for any given fiscal period, and tell what percent of the institution's total operating budget is used for advertising and promotional purposes.

11. Describe how the institution discloses on its Web site that acceptance of transfer of credits is determined by the receiving institution.

VIII. B. Control of Student Recruitment Personnel

Standard: The institution's policies and practices in the hiring, training, monitoring, managing, and evaluating of all sales or recruiting personnel fully conform to DETC Business Standard II.C. and to this accreditation standard.

(This section is intended for use by institutions with recruiting personnel, sales representatives, agents, telemarketers, enrollment advisors, or any other persons or service whose role is to recruit students with or without compensation by the institution.)

1. Describe the selection criteria and **procedures** used in screening, recruiting, and hiring sales representatives, telemarketers, and enrollment advisors, etc.
2. Describe the training program recruiting personnel and how the program meets all DETC Business Standards II.C. and requirements. Supply copies of current manuals and letters and bulletins provided for recruiting personnel for their guidance. Include copies of all training manuals provided to supervisors and any other aids (charts, recordings, or "pitch" books) provided to recruiting personnel for use in their presentations.
3. Describe how recruiting personnel are supervised and evaluated. Show evidence in **EXHIBIT #23** that each recruiter clearly understands and takes seriously the "Code of Ethics for Recruiting Personnel of the DETC" as stated in the DETC Business Standards (Appendix A.2. of the *DETC Accreditation Handbook*).
4. Describe the selection criteria and the training and supervision **process** of any other outside agencies or persons (other than the institution's sales personnel) used to solicit prospective students.
5. Describe any direct mail, telemarketing, or other marketing methods used by recruiting personnel and other outside agencies or persons.
6. If recruiting personnel are employed, answer the following:
 - Number of sales personnel;
 - Number that are full-time (i.e., the institution provides the sole source of income);

- The title used to designate sales personnel; and
- Average length of service.

7. In **EXHIBIT #24** provide copies of any studies and/or records of institutional trends in compensation levels, turnover, supervisory ratio, and number of complaints about sales representatives or student recruiting personnel. Provide a complete description of all the recruiting personnel compensation plans used. Provide the percent of turnover for the institution's sales force for the last two years, and state what the average length of service is for recruiting personnel and supervisors, if any.

8. Explain how the recruiting personnel's written agreement with the institution spells out the responsibilities, rights, and provisions of both the institution and the recruiting personnel. In **EXHIBIT #25** supply copies of sample written agreements/contracts with recruiting personnel.

9. Describe the policies and *procedures* used to license and bond sales representatives in the various states. Explain how recruiting personnel are informed of and kept up-to-date on changing relevant federal and state laws.

10. If sales supervisors are used, report the number of such supervisors, criteria used to select and evaluate them, and the number of persons whom they supervise.

11. If the sales organization is large, describe what policies and *procedures* are used to ensure the ethical conduct of recruiting personnel and sales supervisors, if any.

12. If the institution has a sales organization, give the following information for each office in the sales organization:

- a. Name of office
- b. Address of office
- c. Name of supervisor
- d. Dates of employment
- e. Amount of salary or compensation
- f. Added incentives
- g. Territory covered
- h. Number of sales representatives

IX. FINANCIAL RESPONSIBILITY

Summary of Standards: The institution is financially able to deliver high quality instruction and educational services.

IX. A. Financial Practices

Standard: The institution shows, by complete, comparative financial statements covering its two most recent fiscal years, that it is financially responsible and that it can meet its financial obligations to provide instruction and service to its students. (Financial statements must be prepared "in conformity with generally accepted accounting principles.")

1. In **APPENDIX 27** submit copies of the institution’s, or in the case of corporate-owned institutions, the parent’s **comparative** annual financial statements for the last two fiscal years, including a Balance Sheet, Income Statement, Statement of Cash Flow, and Explanatory Notes. Financial statements must be prepared “in conformity with generally accepted accounting principles.” This includes the use of the accrual method of accounting. If the parent’s financial statements do not include operating statements for the institution itself, separate institution statements should also be included. (See the “Policy on Financial Statements” in Appendix C.10. in the *DETC Accreditation Handbook*.)
2. Submit a copy of the Teach-Out Commitment in **APPENDIX 28** using the appropriate form in Appendix E.8. or 9. in the *DETC Accreditation Handbook* completed and signed by the ultimate owner or corporate entity accepting all obligations for the fulfillment of agreements made with students.
3. Describe the budget-making *process* used by the institution. State if the current assets are sufficient to meet the current liabilities, and describe any cost control/analysis systems used.
4. State if the institution or any corporate owners ever declared bankruptcy. If the institution is a small corporation (less than \$10 million), sole proprietorship, or partnership, then the institution must state if the individual owners, officers, directors, or governing board members have ever declared bankruptcy for any educational institution or business in which he/she/they was/were a principal.
5. Describe what reserves are kept for honoring future service obligations, bad debts, and refunds. Explain how the accounts payable (numbers, amounts, and age) reflect sound financial responsibility and management.
6. Describe how inventories of instructional materials for programs are adequate for current and future servicing requirements. Describe the extent and allocation of insurance coverage.
7. For an institution with resident training program(s), explain what liability coverage is available for students at resident training sites.

IX. B. Demonstrated Operation

Standard: In all respects, accredited institutions must document continuous sound and ethical operation, as well as the necessary resources to accommodate demand and to ensure all learners receive a quality educational experience. Applicant institutions must document two continuous years of sound and ethical operation under the present ownership and with the current programs as a bona fide electronically delivered, online, or other delivery method of distance study. This documentation shall show that the name being used by the institution is free from any association with activity that could damage the standing of the accrediting process, such as illegal actions, unethical conduct, or abuse of consumers.

This is addressed in IX.A.1. above.

X. TUITION POLICIES, COLLECTION PROCEDURES, AND REFUNDS

Summary of Standards: The institution has fair and equitable tuition, collection, and refund policies.

X. A. Tuition Policies (An institution that does not charge tuition need not complete this section.)

Standard: Tuition policies are in keeping with the provisions of the DETC Business Standards Section III.A.

1. If the institution uses commercially available textbooks or ebooks, explain how the institution follows DETC Business Standard III.A.4. (Appendix A in the *DETC Accreditation Handbook*).
2. State whether the total program/course price is the same for all students at a given time (except for allowable discounts). Provide samples of discounts used in the last 12 months, and state if price discounts have a published termination date.
3. Explain how any aptitude tests and student contests are administered and how the results are used and related to price discounts.
4. Describe any scholarship programs, indicate the sources of funds for them, identify who selects the recipients, and list the criteria used in selection.

X. B. Tuition Collection Procedures

Standard: Tuition collection practices and procedures are fair. They encourage the progress of students and seek to retain their good will. The institution exercises its right to protect its finances through collection practices in keeping with sound and ethical business standards. Such practices take into account the comparable rights and interests of the student.

1. Describe in detail the policies and **procedures** for the institution's collection of tuition. In **APPENDIX 29** supply a complete set of all sample notices and collection letters used by the institution.
2. If outside collection agencies are used, provide the name and address of each agency used, and provide copies of the signed contract(s) with each agency and collection procedures used by it. In **EXHIBIT #26** provide a sample of the written ethical standards furnished by the institution to any outside collection agencies.
3. Demonstrate that collection notices, letters, forms, and telephone scripts used by collection agencies conform to ethical business practices. In **APPENDIX 30** attach samples used by each agency.
4. If outside collection agencies are used, state the percentage of accounts that are turned over to such agencies. Explain how the institution monitors each outside agency's adherence to its collection policies and procedures to conform with DETC Business Standards (Appendix A.2. of the *DETC Accreditation Handbook*) and these accreditation standards.
5. Explain how collection policies and practices encourage the student to continue with the program of study.

X. C. Tuition Refund Policies

Standard: The institution recognizes that there are legitimate reasons why enrolled students may not be able to complete their programs with benefit to themselves. Accordingly, the institution has a policy for equitable tuition adjustments or refunds in such cases that conform with DETC Business Standards Section III.C. Records are maintained on tuition refunds and enrollment cancellations to provide a reference source for management analysis.

1. Describe the policies and **procedures** used in the settlement of students' accounts in cases where there are legitimate reasons why the enrolled students may not be able to complete the program with benefit to them. Provide document in **APPENDIX 31**.

2. Explain how refunds to students are made within 30 days after date of request and identify where it is stated that a student may cancel “in any manner.” Explain the *procedure* used by the institution for a student who has paid in full but no longer wants to submit assignments/lessons for grading but wants to receive all of the instructional materials. Describe any institutional or program policies relating to the release of kits to students and the students’ return of equipment, including any tuition payment policies that apply to the kits or equipment. Include examples of how students are informed of these policies.

3. If students are permitted to acquire published textbooks separately, state the policy that applies to this *procedure*.

4. For the last full calendar year, compile a table listing these statistics for each program/course of study:

- a. Name of Course/Program = Name of the course or program
- b. # of Enroll. = Number of enrollments in the last full calendar year
- c. Ref. Req. = Number of students who requested refunds
- d. Ref. Appr. = Number of refund requests approved by the institution
- e. Ref. Denied = Number of refund requests denied by the institution
- f. Days to Appr/Deny = Average number of days to approve or deny refund requests
- g. Days to Remit = Average number of days to remit refund after request was made
- h. # of Ref. = Total number of refunds remitted to students

Sample Table for Refunds (APPENDIX 32)

Name of Course/Program	# of Enroll	Ref. Req.	Ref. Appr.	Ref. Denied	Days to Appr/Deny	Days to Remit	# of Ref.

Show the institution’s refund schedule and how refunds are calculated. For example, what would be the refund due a student who had just completed the third assignment/lesson in a 12-assignment/lesson course? What about four assignments/lessons for five or six or none?

5. List all legal actions or other formal investigations initiated against the institution by students during the last two years because of refund or other financial issues, and indicate briefly the current status and/or disposition of each. Also list any legal actions initiated against students by the institution.

6. List any local, state, and/or federal government agency (such as the Federal Trade Commission) or consumer agency investigations and/or actions taken against the institution in the past five years. Include complaints received from non-government bodies such as CHEA, Better Business Bureaus, Chambers of Commerce, etc.

7. State if the institution operates under any local, state, or federal government consent decrees and/or orders and/or voluntary assurances of compliance. Describe fully.

XI. PLANT, EQUIPMENT, AND RECORD PROTECTION

Summary of Standards: The institution has adequate facility, equipment, and record protection.

XI. A. Plant and Equipment

Standard: Buildings, workspace, and equipment comply with local fire, building, health, and safety regulations and are adequately equipped to handle the educational program(s) of the institution.

1. Provide a basic floor plan indicating the occupant/activity in each area in **APPENDIX 33**. Please provide parking instructions for the visiting examining committee.
2. Describe any special purpose equipment, first aid equipment, computers, record systems, or other technologies used, and indicate which equipment is owned or leased.

XI. B. Record Protection

Standard: Institutional financial and administrative records and students' educational records are maintained in a reasonably accessible place and are adequately protected as long as they are likely to be needed.

Protection may be by: (1) an active fire suppression system, or (2) with passive protection using two-hour rated files or vaults, or (3) by using off-site back up files. Other records are maintained in accordance with current educational, administrative, business, and legal practices.

1. Describe the organization and management of the administrative office(s) responsible for maintaining financial, administrative, and student records. Explain how financial, administrative, and student records are maintained, stored, and retained.
2. Describe how educational records are kept legible and accessible.
3. Describe the type of equipment or other means used to protect financial, administrative, and student records from vandalism, theft, damage, or fire.

XII. RESEARCH AND SELF-IMPROVEMENT

Summary of Standards: The institution conducts continuous planning, evaluation, research, and self-improvement studies and appropriately applies their results.

XII. A. Planning and Evaluation

Standard: An accredited institution has a written plan that is designed to identify internal and external trends and patterns, optimize opportunities, address challenges, reflect on achievements, and maintain quality. The planning enables the institution to improve services to students, ensure the professional growth of its instructors/faculty and staff, and provide for the long-term quality and growth of the institution.

1. Describe any institutional improvement plans the institution has or will undertake for its long-term development, improvement, or expansion of its curriculum and services for its students, instructors/faculty, and staff. Provide a copy of the institution's written plan in **APPENDIX 34**.

2. Explain how the plan contributes to improving institutional quality and provides adequate and realistic growth of the institution and the personnel needed to support the growth.
3. Identify and briefly describe the major strengths and weaknesses of the institution.
4. As candidly as possible, describe the significant challenges currently facing the institution. State how the process of DETC self-evaluation has helped to clarify/identify these challenges as well as other major issues or problems. Describe what plans have been developed to meet these challenges and solve these problems and the process(es) for implementing solutions.
5. Describe any trends and/or patterns within the institution that demonstrate the overall quality of the institution.
6. List, in order of importance, those activities or innovations undertaken in the past five years/most recent strategic planning cycle considered particularly worthy of notice by the Examining Committee.
7. State what institutional problems, actions, or policies should be emphasized to the Examining Committee as examples of significant institutional achievements in quality distance study.
8. Discuss the ways in which the institution has contributed to the overall advancement and enhancement of the field of distance study in the past five years.

XII. B. Research and Self-Improvement

Standard: An accredited institution shows evidence of continuous progress and self-initiated efforts to improve operations and educational offerings and services. Sound research procedures and techniques are used to measure how effectively the stated institutional mission, goals, and objectives are being met.

1. Identify who is responsible for conducting and/or overseeing research activities.
2. Describe any systematic research, evaluation, and quality controls carried on for institutional improvement. Explain how the institution evaluates its programs and services. Describe any analytical studies in terms of their characteristics, background, progress, etc.
3. Provide any other material or data giving evidence of present efforts to extend and/or improve the institution in **APPENDIX 35**.

XII. C. Succession Plan

Standard: The institution has a written plan for leadership/management succession.

Provide a copy of the management's plan for succession in **APPENDIX 36**. Explain how the plan is reviewed and revised when needed.

Share any comments on the process of self-evaluation or accreditation the institution would care to offer, and list any suggestions for improvement of the process. Also, list any additional questions for the "Guide to Self-Evaluation for 5-Year Review" that would help present the merits of the institution, and list/identify those questions that could be modified or deleted in the "Guide."