

19. Policy on Non-Private Institutions

This Policy is intended to help military, federal, and other non-private distance learning educators interpret selected questions found in the *Guide to Self-Evaluation* as they prepare their SER for submission to the DETC Accrediting Commission. It also suggests useful exhibits that should accompany the SER.

The questions in the Guide to SER were written primarily for private institutions. Some of the questions are therefore not applicable to a non-private setting. However, some statements that **appear** not to be applicable can in fact be interpreted in a way to make them render a useful response.

The institution must address each statement in the *Guide to Self-Evaluation* or *Guide to Self-Evaluation for 5-Year Review* in Appendix B. The following statements may help to *interpret* certain Standards from the point of view of the non-private institution:

Institutional Profile

- 2. Institutional Organization.** Supply the organization chart for the institution and a chart showing where it “fits” in higher commands. List names, titles, and commercial phone numbers of the key persons in the institution’s chain of command, including those in superior command organizations.

List any courses/programs with American Council on Education (ACE) credit recommendations and the amount of credit suggested. Have the reports of the ACE evaluators available on site.

Describe any OJT/dual track training systems, and outline a typical example of how it works in the field. Describe any distributed training or combination distance study-resident courses/programs.

With which other educational institutions—civilian or military—do you cooperate? Describe how course/program offerings are developed to meet MOS needs and how the school works with other military entities in developing courses/programs.

Standards for Accreditation

II. Educational Program Objectives, Curricula, and Materials

D. Up-to-Date Curriculum. Explain how educational materials are kept up-to-date and reflect current knowledge. Describe the procedures and schedules for revising courses/programs.

III. Educational Services

A. Student Inquiries and Submissions. Describe how student inquiries may be handled at the student’s location. How has the institution created a “learning system” which encourages inquiry and interchange and personalized attention? Describe how assignments and examinations are graded.

IV. Student Services

A. Assessment Services. Provide examples of how examination service is personalized. Show sample letters to students, describe any telephone contact with students, or describe “on the job” personalization by a student’s supervisor. How has the institution been able to overcome the impersonal nature of the large organization?

C. Counseling, Employment, and Alumni Services. Supply copy of student newsletter or other publications for students.

V. Student Achievement and Satisfaction

A. Achievement of Student Learning Outcomes and Benefits. Provide test analysis data that support achievement of performance outcomes. Provide supervisory survey data or graduate assessment data if available. Explain how examinations and other evaluative techniques adequately measure the mastery of the stated learning objectives.

B. Student Satisfaction. Describe the institution’s system for collecting student evaluations. The institution may need to modify the three mandatory questions to fit its operational context and mission. Provide information on the three questions or other data showing student satisfaction.

C. Progress Through the Course/Program. Give an example of how course/program completion can lead to job promotion. Describe any interfaces with promotion policies or any regulations that encourage course/program enrollment. What evidence is there that course/program completion leads to career enhancement? Give examples of promotion patterns.

VI. Qualifications of Institution, Owners, Governing Board Members, Administrators, Instructors/Faculty, and Staff

A. Institution, Owners, Governing Board Members, and Administrators. Describe who reports to whom, and what are their qualifications and responsibilities.

B. Educational Director (or equivalent position). Provide qualifications of personnel who oversee curriculum decisions and compliance with academic standards.

C. Department Heads. N/A

D. Instructors/Faculty. Supply numerical figures of authorized and on-hand civilian and military personnel, by department. Discuss any staffing priorities or difficulties through civilian staffing policies. What evidence exists of higher command support—both fiscal and philosophical—of the future of the institution?

VII. Admissions Practices and Enrollments

A. Admissions Practices. Describe what is required for admission into courses.

B. Enrollment Agreement. N/A

VIII. Advertising, Promotional Literature, and Recruitment Personnel

A. Advertising and Promotion. Describe the system in place for making the institution’s services known to prospective students. Supply copies of regulations, posters, and newsletters that announce course availability. Are recruiters, base education personnel, or training officers informed and a part of the institution’s network?

IX. Financial Practices

Supply a copy of the institution’s operating budget for the most recent two years. How is the budget formulated and by whom? Who in higher commands has authority to approve budgets? What percentage of the budget is devoted to course/program development?

XII. Research and Self-Improvement

B. Research and Self-Improvement. Describe how public relations efforts, attendance at DETC meetings, preparation of distance study research, etc., have helped enhance the institution’s image and the credibility of the service. How has the institution improved the distance study method?

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