

**TEMPLATE:**

*For use by institutions as a template or guide for developing the self-study for each program consistent with the instructions to the evaluators who will review the programs. This form is available in electronic format if desired. Contact Debbie Blanke for the electronic version or if you have suggestions to make the template more helpful.*

**TECHNICAL-OCCUPATIONAL  
DEGREE AND CERTIFICATE PROGRAMS  
SELF-STUDY TEMPLATE**

1. **Degree Requirements.** To award associate degree and certificate programs in technical-occupational areas, an institution must adhere to the minimum requirements for the associate in applied science technical-occupational degree and certificate programs as defined in section I.B. of the *Policy Statement on Undergraduate Degree Requirements and Articulation*. (Suggested documentation: college catalog, degree plan, transcripts.)

(Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to provide a complete picture of how the standard is met by the program.)

2. **Graduates.** The crucial criterion for judging technical-occupational degree and certificate program(s) is whether it produces competent graduates who enter the occupation and perform effectively. A program committed to preparation for employment shall engage in systematic efforts to evaluate the occupational competence and success of its students and former students; to improve the efficiency of instruction; and to keep instruction relevant to occupational requirements and student interests and abilities. (Suggested documentation: graduate surveys and data that includes the number of graduates; evidence of student interactions with employers, such as seminars, workshops, and internship experiences; industry job descriptions related to the program.)

3. **Program Objectives.** The objectives of the technical-occupational degree and certificate program(s) must be well defined, clearly stated, and achieved. Specifically, the program objectives must include attracting people in need of occupational skills, graduating students who are occupationally competent, and maintaining satisfactory job placement rates. *(Suggested documentation: program goals and objectives; explanation of how goals and objectives are achieved; summary account of advisory committee input into the goals and objectives; progress reports on meeting goals and objectives.)*

4. **Institutional Ethics.** The institution will demonstrate through institutional and program practices that it adheres to clear standards of ethics as it relates to recruiting, advertising, transcripts, fair and equitable student tuition refunds, and student placement services. Ethical practices are demonstrated in ways that include, but are not limited to:
- a. Publishing and widely disseminating materials that are factual, clear, accurate, and reflect the needs of its clientele. Published materials must include the following items:
    - (1) Admission policies and requirements for technical-occupational education programs;
    - (2) Licensing regulations and other factors that may affect employability;
    - (3) Expenses associated with the programs; and
    - (4) Disclosure of the institution's complete accreditation status in a manner that draws the attention of the reader.*(Suggested documentation: all published materials including college catalog, brochures, policies and procedures, and student handbooks.)*

- b. Administering fair and equitable refund policies for all students. Confirmation that institutions administer fair and equitable refunds includes providing information to consumers regarding refund policies and procedures and complying with state and federal policies as described

below:

- (1) **Consumer information.** The institution will publish refund policies and procedures for all current and prospective students. The policies and procedures must include details and examples of how refunds will be calculated and distributed. Communication of the policies may be in the form of the college catalog, semester class schedule, or included in a schedule of fees. Additionally, institutions must advise current and prospective students of changes in the refund policies or procedures.
- (2) **State Policy.** Changes in schedules and complete withdrawals from the institution during the defined add/drop period will result in full charges for courses added and full credit for courses dropped. The add/drop period will be printed in the college catalog, semester class schedule, or in a schedule of fees. No refunds will be made after the add/drop period for that session.
- (3) **Federal Policy.** Students receiving federal financial aid assistance who withdraw from all classes will be subject to the Return of Title IV fund calculations as specified in federal regulations.

*(Suggested documentation: policies and procedures manual; description of how/when the refund is disclosed; copy of the disclosure; list of publications where refund policy appears.)*

- c. Following federal Student-Right-To-Know and the American Disabilities Act regulations *(suggested documentation: all published materials including the college catalog, brochures, and student handbooks; student services strategy plan, plan of study, individual career plan, or accommodation);*

- d. Complying with the Federal Right to Privacy Act of 1974 and any other state or local policies concerning the confidentiality of records (*suggested documentation: all published materials including college catalog, brochures, policies and procedures, and student handbooks*);

- e. Maintaining a cumulative educational record for each student that contains such information as student identification, grades, prerequisites for admission, course of study, and graduation and withdrawal date (*suggested documentation: transcripts; degree plan; student service strategy plan, plan of study, individual career plan, or accommodation plan*);

- f. Protecting student records against use by unauthorized persons and against loss from improper handling, fire, and vandalism (*suggested documentation: policies and procedures manual; student handbook*);

- g. Issuing transcripts for a reasonable fee upon student request (*suggested documentation: college catalog, policies and procedures manual; student handbook*);

- h. Ensuring that each technical-occupational education student has a career objective and the school identifies the potential for employment in various occupational fields (*suggested documentation: placement report; counseling and guidance procedures; program advisory committee; employer job descriptions*);

- i. Providing counselors/advisors who are active in placement efforts (*suggested documentation: policies and procedures manual; student handbook*); and

- j. Ensuring that the student knows the full cost of the program, licensing regulations, and other factors that may affect employability (*suggested documentation: fee booklet; state/occupational job licensing information; employer surveys*);

- 5. **Advisory Committee.** An advisory committee composed of faculty, staff, employers, and practitioners assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the occupational community (*suggested documentation: list of committee members; minutes of meetings; examples of keeping the curriculum current; membership solicitation materials; copies of reports and recommendations*);

6. **Staffing.** The program must be staffed, administered, supplied, and conducted to meet the objectives of the program, develop the occupational competence of students, and contribute to the development of the student's citizenship and social conscience (*suggested documentation: organizational chart; credentials/certificate documents; job descriptions and resumes of administrative staff; student handbook*);

7. **Media and Materials.** Instructional media and materials must be current, appropriate, useful, and sufficiently comprehensive to serve the needs of students in the program (*suggested documentation: library resource inventory that includes program related material; evidence of computer labs and access media materials*);

8. **Supplies and Equipment.** There must be adequate and appropriate supplies and equipment to enable the program to achieve its stated objectives (*suggested documentation: list a description of program supplies and equipment; software or integrated learning system used*);

9. **Instructional Space and Facilities.** There must be adequate instructional space and facilities to allow the program to achieve its stated objectives (*suggested documentation: program equipment inventory that includes a description and year purchased; description of facilities assigned to the program*);

10. **Faculty.** There must be adequate and qualified faculty for the program, given the institution's mission and the character of the program. The number of faculty will meet external standards where appropriate. The qualifications of faculty must support the objectives and curriculum of the program. Faculty qualifications such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions which relate to the proposed program will be summarized. The institution must demonstrate that core program faculty possess the appropriate credentials to support the program (*suggested documentation: credentials, certificates, or special training documentation; resumes; professional development plan; examples of research papers or reports in the program area*);

11. **Internal Program Evaluation.** The institution must set forth program evaluation procedures for the program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements as established by State Regents' policies must be detailed. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and be consistent with the institutional mission (*suggested documentation: a copy of the student assessment plan that includes measures, indicators, tools, outcomes, and standards; a copy of the program objectives and outcomes plan; copies of program evaluation results; student, faculty, administrators, and departmental personnel survey instruments and reports*);

12. **Recruitment and Admission.** Policies and practices must contribute to fulfilling the institution's technical-occupational education purpose and objectives and to making technical-occupational degree and certificate program education available to qualified applicants. Qualified students are admitted regardless of sex, race, ethnic background, handicap, or any disadvantage (*suggested documentation: recruitment policies and procedures; college catalog; program marketing materials; brochures and any other publications/materials used for recruiting*);

13. **Research and Evaluation.** These activities must be conducted on a continuing systematic basis as integral parts of technical-occupational degree and certificate programs. All aspects of technical-occupational education must be evaluated and the results used to improve services to the clientele (*suggested documentation: employer, student, faculty, and administrator survey instruments and results; evaluation or program evaluation plan; reports on internal retention, remediation, and assessment; examples of ways clientele services were improved*);

14. **Guidance and Counseling.** An organized, coordinated program of guidance and counseling must exist. It should foster maximal development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a technical-occupational degree or certificate program and into gainful employment (*suggested documentation: academic advisor job description; policies and procedures regarding student achievement, aptitude, and interest assessment tools; student service strategy plan, plan of study, or individual career plans; enrollment documentation*);

15. **Placement.** A formalized procedure must be in operation which provides effective placement and follow-up services (*suggested documentation: student profiles; job placement plan and follow-up procedures; evidence of student contact beyond graduation; promotional materials for job fairs*);

16. **Student Progress.** Accurate and complete cumulative records of educational accomplishment must be securely and permanently maintained for every student, and transcripts are issued upon student request. Records are confidential and are used to help students achieve their occupational objectives (*suggested documentation: policies and procedures for student achievement, aptitude, and interest assessment; transcripts; student service strategy plan, plan of study, or individual career plan; student handbook*);

17. **Complaint Procedure.** A formalized and effective process to address student complaints must be in place (*suggested documentation: policies and procedures manual; a summary of how the information is publicized*);

**Self-analysis of program strengths, weaknesses, and recommendations for improvement.**