

# Self-Study Guidelines



Copyright 2004 All rights reserved. The forms in this book may be reproduced and/or modified as best suited for the institution. The text and model may not be reproduced by any means, transmitted, or translated into a machine language without written permission from the publisher.

# Table of Contents

Introduction .....	1
Self-Study Proposal.....	2
Organization of Self-Study Team .....	4
Timeline, Budget, and other Administrative Tasks .....	6
Committee Work.....	7
Self-Study Drafts .....	9
Approval of the Self-Study Report by President and Board.....	10
TRACS Review of the Self-Study Report .....	10
TRACS Accreditation Visit.....	11
Candidate Status, Accreditation, or Reaffirmation.....	11
<b>Appendices</b>	
Appendix A: Self-Study Report Format .....	13
Appendix B: Instructional Staff Listing (ISL) .....	21
Appendix C: Learning/Library Resource Center Materials Checklist.....	23

# **Self-Study Guidelines**

## **A Manual for Organizing and Preparing for the Self Study**

### **Introduction**

Accreditation, through the Transnational Association of Christian Colleges and Schools (TRACS), involves an on-going process designed to stimulate continuous self-assessment that helps an institution analyze its functions, appraise its performances, review its planning procedures, and discover means by which there can be institutional improvement. Accreditation is simply a judgment that an institution is providing the quality of education that society and an institution's peers have a right to expect.

**What is a research based Self-Study Report?** Simply stated, it means that the responses to each of the accreditation standards can be justified and validated by assessment documentation. To accurately respond to the accreditation standards, an institution will need to have assessment, strategic planning, and budget planning processes that link together. *The Institutional Effectiveness Manual*, a publication of TRACS, is a resource that provides helpful guidelines for establishing an effective linking process.

A self-study process will provide all personnel in the institution with the opportunity to work together in determining the institution's effectiveness in accomplishing its overall mission, meeting its goals, complying with accreditation criteria, assessing its learning outcomes, and functioning at an efficient and effective level in all programs. The Self-Study Report not only reflects compliance with the accreditation standards and criteria, but also includes evidences of an on-going institutional effectiveness process that demonstrates that the institution is accomplishing its mission and can demonstrate student learning.

These Self-Study Guidelines were developed based on years of experience in working with institutions initiating and conducting a self-study. This manual is organized in a sequential fashion to aid the institution in a step-by-step process for completing a successful self-study.

The TRACS office maintains several publications to aid in the self-study process. It is suggested that the Self-Study Director and other institutional representatives that are tasked with completing the Self-Study Report take the time to read and review these publications. Training workshops are made available at the annual meeting and at other times throughout the year for assistance in the organization of the institution, as well as the creation of the Self-Study Report.

1. Accreditation Manual
2. Policies and Procedures Manual
3. Benchmarks

4. Annual Report Forms
5. Annual Financial Report Forms
6. Planning and Assessment Guide
7. Institutional Effectiveness Manual
8. The Assessment of the Curricular Aspects of the Institution
9. The Assessment of the Co-Curricular Aspects of the Institution

The TRACS office also encourages the Self-Study Committee members to read the self-studies from other institutions. Other TRACS institutions normally will be willing to share their information. The TRACS Library at the home office is another place to find additional information.

Each institution should develop its own generic model for assessing institutional effectiveness using the TRACS manuals and materials. An outline of the model should be included in the Self Study Proposal.

If the institution has structured its planning and assessment process using the Institutional Effectiveness model as presented in *The Institutional Effectiveness Manual*, those individuals participating on the Strategic Planning Council may be able to effectively assume the responsibilities of the Steering Committee and sub-committees. See p. 9 of *The Institutional Effectiveness Manual* for the flow chart of the council structure. This should only be done if the number of faculty and staff is so small that the responsibilities cannot be spread around.

## **Steps To Accreditation**

1. *Self-Study Proposal*
2. *Organization of Self-Study Team*
3. *Timeline, Budget, and other Administrative Tasks*
4. *Committee Work*
5. *Self-Study Draft*
6. *Approval of Self Study Report by President and Board*
7. *TRACS Review of Self-Study*
8. *TRACS Accreditation Visit*
9. *Candidate Status, Accreditation or Reaffirmation*

# 1. The Self-Study Proposal

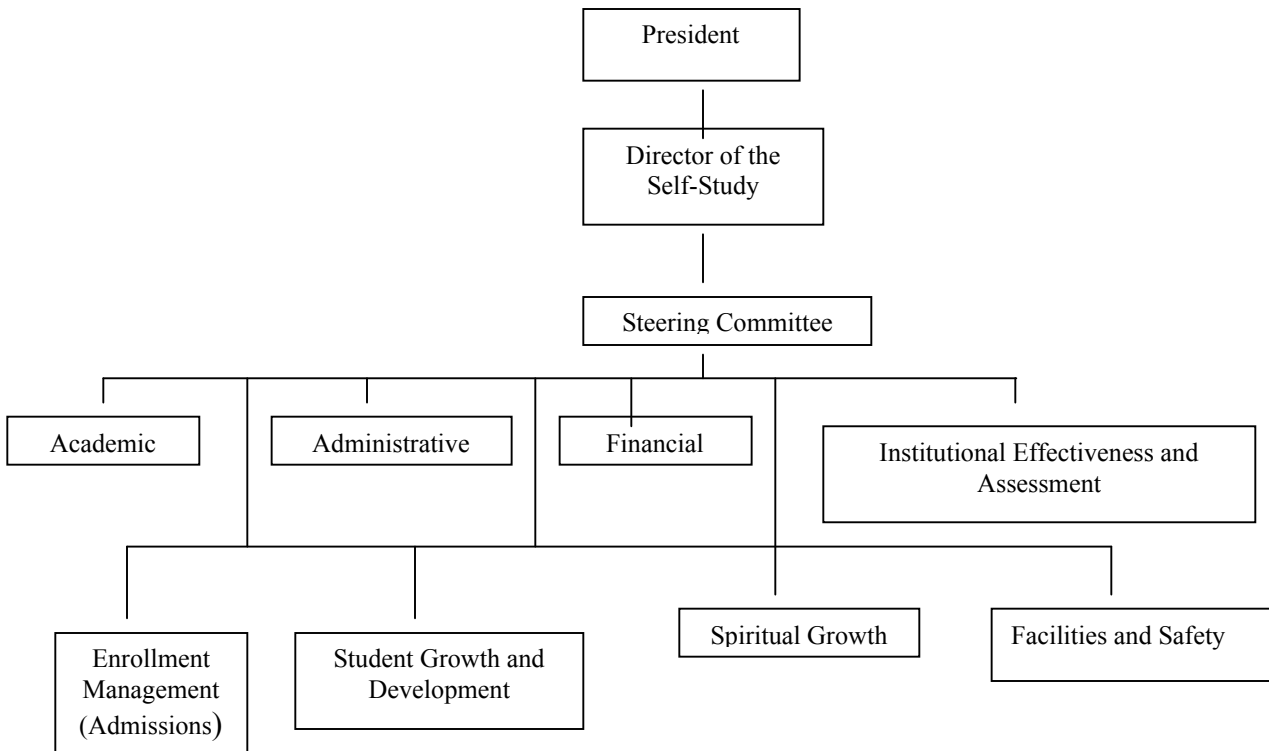
A Self-Study Proposal must be completed and submitted to the TRACS office for review and approval before initiating the formal self-study process.

The Self-Study Proposal format is as follows:

- I. Introduction and brief history of the institution
- II. Purpose of the Self-Study
- III. Goals of the Self-Study
- IV. Self-Study Timeline or Schedule
- V. Organization for the Self-Study
  - Role and scope of the committee
  - Names of the committees
  - Membership of the committees
  - Role and scope of the chairs of the committee
- VI. Materials and Resources
- VII. Budget for the Self-Study
- VIII. Response To Any/all Previous Recommendations/suggestions Not Completed
- IX. Copy of the Institutional Plan and Assessment Mechanism as Currently Implemented

## 2. The Organization of the Self-Study Team

**Sample Flow Chart for Organization of the Self-Study Process**



NOTE: Small institutions and seminaries may combine the sub-committees, as appropriate. However, each of the categories listed are an essential part of the self-study process and support and should not be eliminated.

### ***Self-Study Participants and Job Descriptions***

#### **President**

1. Appoint Self-Study Director, Editor, and Steering Committee.
2. Provide training for all of the committee members. Be sure all members understand their assignments and responsibilities.
3. Be sure that all members are familiar with the standards and criteria.
4. Be sure that all individuals involved know that the final document should be comprehensive.
5. Encourage honesty in research and assessment.
6. Develop a general time-line.
7. Approve the Self-Study Plan and Detailed Time-line.
8. Approve the participants appointed to each committee.

9. Assist the leadership team with the development a budget and set aside sufficient funds for research, materials, printing, of the report, consultants, and technical assistants.
10. Assist the Director as needed.
11. Approval of the draft of the Final Report.
12. Submit the Self-Study Report to the Board.
13. Submit the Self-Study Report to the TRACS office and establish a date for an evaluation team's visit.
14. Make sure arrangements required for the visit are made.
15. Host the team visit.
16. Respond to the team report, as needed.
17. Appear before the Commission, if requested and/or desired.

### **Self-Study Director**

1. Develop self-study goals.
2. Coordinate the selection of sub-committee membership
3. Establish a detailed self-study time line after receiving a general time-line from the President.
4. Serve as chair at the regularly called meetings of the steering committee. Each steering committee member will act as a chair of a sub-committee.
5. Oversee the schedule of the various committees for the purpose of keeping them on task.
6. Provide technical assistance as needed.
7. Read reports and submit to the editor for typing.
8. Assist the editor in completing the report by checking the data for accuracy.
9. Submit a draft report to the President.

### **Editor**

1. Establish the appropriate style for the report and submit acceptable forms.
2. Proofread the report.
3. Review with the Director any questionable issues.
4. Complete the Self-Study Report draft and final copy.

### **Steering Committee**

1. Each Steering Committee member chairs a sub-committee.
2. Compile the first draft of the Self-Study Report based on input from the sub-committees.
3. Rewrite the first draft based on input of the editor and any modifications determined on the second read.
4. Compile the final draft of the Self-Study Report

**Sub-Committees**

1. Based on the size of the institution, administrative, faculty, and staff members are selected to participate on sub-committees that cover the following areas of the institution:

- Academic
- Administrative
- Financial
- Institutional Effectiveness and Assessment
- Enrollment Management
- Student Growth and Development
- Spiritual Growth
- Facilities and Safety

A subcommittee may be responsible for more than one of the areas listed above.

2. The sub-committees review the institution’s strategic plan, interviews administration, faculty, staff, students, and alumni, as applicable
3. The sub-committees review assessment data for each of the areas listed above.
4. The sub-committees use the check-lists based on the accreditation standards and criteria provided in *The Institutional Effectiveness Manual* (pp.65-82).
5. The sub-committees compile a report to be submitted to the Steering Committee.
6. The sub-committees conduct additional research and review as requested by the Steering Committee
7. The sub-committees submit an updated report to the Steering Committee based on any new findings or conclusions.

**3. Timeline, Budget, and other Administrative Tasks**

The President will develop a general timeline based on conversation with the TRACS staff members. After the Steering Committee members have been selected, the committee’s first task will be to create a detailed timeline for the process. Examples of possible formats are given below.

**Sample Self-Study Timelines**

**Example One:**

12-18 Months	October – January	January – April	November
Initiate the self-study at lease 12-18 months prior to the desired completion of the self-study.	Complete the self-study and send to TRACS at least three months prior to the team visit.	TRACS team visit must be scheduled no later than April	TRACS Accreditation Commission action

\*This model time line uses a 14-month period as an example. For smaller institutions with fewer programs, this may suffice. For larger institutions with a broad scope of programs, 18 months to 2 years will be needed.

NOTE: The timeline becomes a part of the Self-Study Report.

## Example Two:

Agenda	Date
Steering Committee to meet to agree on the self-study process.	
Appointment of the Self-Study Director	
Appointment of Steering Committee and Sub-Committees	
First Draft—Committees investigate, interview, analyze, and develop preliminary reports.	
Steering Committee reviews the first draft and gives feed back to the sub-committees	
Second Draft—Committees incorporate input from the Steering Committee and submit Final Self-Study Report	
Steering Committee compiles First Draft of Final Self-Study Report.	
Editor reviews and edits the First Draft of Final Self-Study Report	
President receives and reviews copy of the First Draft of Final Self-Study Report	
Steering Committee compiles Final Self-Study Report	
Editor prepares the Final Self-Study Report for publication	
President submits the Final Self-Study Report to the Board for approval	
President sends copies of the Self-Study Report to TRACS and others	

Another task to be completed early in the self-study process is a detailed budget for the costs of the self-study including consultants, printing costs, TRACS staff visits, accreditation team visits, etc.

## 4. Committee Work

### Development of the Self-Study Report

The Self-Study Report is divided into two major categories: 1) Foundational Standards and 2) Operational Standards. Although most of the sections for the Self-Study Report can easily be assigned based on the responsibilities of the sub-committees, the Director of the Self-Study will determine those sections that are not readily identifiable.

The subcommittees are vital to the development and refinement of the self-study.

4. The first step in the process is the assignment of specific sections or standards of the Self-Study Report to specific subcommittees. In most instances, the assignment of the standard to the subcommittee will be obvious. The Foundational Standards may be assigned to a specific subcommittee or may become a task of the steering committee.

<b>COMMITTEE ASSIGNMENTS</b>	
<i>Section of Self-study Report</i>	<i>Sub-Committee Responsible</i>
<b>FOUNDATIONAL STANDARDS</b>	
Biblical Foundations	
Purpose and Objectives (Mission)	
Philosophy	
Ethical and Moral Values	
<b>OPERATIONAL STANDARDS</b>	
The Governing Board	
The Administration	
Support Staff	
Publications	
Policies and Procedures	
Undergraduate Education	
Graduate Education	
Non-Traditional Education	
Branch Campus	
Faculty—Undergraduate	
Faculty—Graduate	
Faculty Organization	
Student Development	
Financial Operations	
Institutional Advancement	
Institutional Effectiveness	
Library	
Laboratories	
Learning Materials and Equipment	
Physical Plant	
Health and Security	

## **Use of Assessment Data**

An established institution will have already accumulated information about the students, alumni, faculty, finances, facilities, programs, student services and library. The Self-Study Subcommittees will analyze this data and provide a plan for the future, if a strategic plan is not already in place.

For a developing institution that has not developed a system for planning and assessment, it will be necessary to compile historical data on each area of the institution. Pages 20-22 of *The Institutional Effectiveness Manual, 2<sup>nd</sup> Edition* provides a list of information that should be collected. After the data has been compiled, it must be analyzed. (The Manual may be obtained for \$75.00 from the TRACS Office.)

From the assessment data that has been collected and analyzed, the current strategic plan, and other published information, the Self-Study Subcommittees will seek to identify the institution's effectiveness in complying with the accreditation standards. The sole task of the subcommittee is to provide reasoned and documented statements that either indicates compliance or lack of compliance with the standards. It is the responsibility of the steering committee to determine how the weaknesses of the institution will be documented and conveyed in the Self-Study Report.

## **5. Self-Study Drafts**

The first draft of the Self-Study Report is compiled by the sub-committees. Each subcommittee submits its findings for the area(s) to which it has been assigned and reports on the compliance or lack of compliance with a specific accreditation standard.

The scope of the Self-Study Report is comprehensive and follows the format of the *Accreditation Manual*. The Steering Committee and Subcommittees, therefore, should refer continually to the standards and evaluative criteria provided in both the Foundational Standards and the Operational Standards.

Upon review of the first draft of the Self-Study Report, the Steering Committee will give feedback to the Subcommittees indicating additional information that is needed for inclusion in the document and/or needed for realistic decision-making.

The second draft of the report incorporates the additional input from the Subcommittees and the Steering Committee. At this point, the first draft of the Final Self-Study Report is given to the editor for compliance with the reporting guidelines and grammatical structure.

The Steering Committee will compile the Final Self-Study Report after receiving comments and corrections from the editor. This final report is edited one last time before publication.

## **Self-Study Report Format**

Most of the information can be provided in brief, narrative statements supported by charts, tables, and other primary documentation. The Self-Study Report should reflect the current status of the institution and long term plans, as well. A copy of the current Strategic Plan must be included. **Every statement in the Self-Study Report must be documented and supported by analyzed assessment data.**

Any supplementary information that is not specifically requested in the guidelines may be submitted as appendices.

The report should be printed and bound in a three ring binder or a similarly suitable binder.

For a detailed example, with key questions, of the format for the Self-Study Report, see Appendix A.

### **Materials to include with the Self-Study Report**

- Self-Study Report narrative with attachments and documentation
- Catalog
- Student Handbook
- Faculty Handbook
- Financial Aid Manual
- Personnel Manual
- Board Manual
- Job Descriptions
- Strategic Planning Document
- Assessment Plan
- Policies and Procedures Manual
- Audit

## **6. Approval of Self Study Report by President and Board**

The President and Governing Board must review and approve the Self-Study Report prior to submission to the TRACS office. Questions raised by the President or the Board need to be sent back to the Self-Study Director and Steering Committee for clarification or rewrite. Minutes indicating the approval of the Self-Study Report by the board need to be included with the documentation.

## **7. TRACS Review of the Self-Study Report**

The final Self-Study Report and all of the additional materials requested, as indicated in section 5, should be mailed to the TRACS office no later than three (3) months prior to the desired accreditation visit. Upon receipt of the documents, the TRACS office will review the package of materials for completeness. Then the final date for the accreditation visit, selection of accreditation team members, and travel details will be completed. All information and evaluation materials will be mailed to each team visitor.

## **8. TRACS Accreditation Visit**

Information concerning the details of a TRACS Accreditation visit is available in the TRACS, *Accreditation Manual*. The visit brings the beginnings of closure to the Steering Committee. This is the opportunity for each of those who have worked carefully to develop a thorough and comprehensive document to affirm the contents of the report.

## **9. Candidate Status, Accreditation or Reaffirmation**

The Commission meets twice a year, in November and April, to review the recommendations of the accreditation team and the documents that have been submitted by the institution. The items that the Commission reviews include: the institution's self study, the on-site visiting team report, the institution's response to the team report, and the team chair letter. Institutions are required to send at least one representative to the Accreditation Commission meeting.

## **APPENDICES**

Appendix A	Self-Study Report Format
Appendix B	Instructional Staff Listing (ISL)
Appendix C	Learning/Library Resource Center Materials Checklist

## Appendix A Self-Study Report Format

### INTRODUCTION

1. Application  
Using the application materials (available from the TRACS office), provide the pertinent institutional characteristics requested plus required materials.
2. Letter of Transmittal/Certification  
Accompanying the Self-Study Report must be a letter from the chairman of the governing board requesting that the institution be considered for the level of recognition desired. The information and data submitted are to be certified to be correct by the chief administrative officer of the institution.
3. Charter/Bylaws  
Attach a copy of the charter and bylaws and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.
4. History of the Institution  
Provide a brief history of the institution highlighting key events that provide an adequate summary. Include the initial contact with TRACS and the request for recognition.
5. Description of the Self-Study Process and Institutional Effectiveness Process, including Assessment and Strategic Planning  
Submit a listing of the committee structure and a timeline to complete the Self-Study Report. The design and methodology used to gather the data, complete the data, analyzed the data, write the report, and establish a system for follow-up on those areas of non-compliance.
6. Previous Team Evaluations  
A detailed progress report, when applicable, responding to the previous evaluation team's recommendations should be submitted as a part of the Self-Study Report.

The Self-Study Report should address the following suggestions under each standard plus the criteria listed after the standard in the accreditation manual. It should reference the assessment data and analysis that has been used to arrive at the conclusions.

### I. Foundational Standards

#### A. Biblical Foundations

- Provide a copy of your biblical foundations statement.
- When and by whom was the biblical foundations statement developed? Include a history of changes.
- Respond to each criterion by describing and documenting compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified by the institution related to the biblical foundations statement? What steps have been taken (or are contemplated) to remedy these weaknesses?

#### B. Mission/Purpose and Objectives

- Provide a copy of the institution's mission/purpose and objectives statement.
- When and how was the statement designed and adopted? Briefly include any subsequent modifications.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified by the institution related to purpose and objectives of the

institution? What steps have been taken (or are contemplated) to remedy these weaknesses?

**C. Philosophy**

- Provide a copy of the institutional philosophy.
- When and by whom was the statement developed?
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified by the institution related to the institutional philosophy? What step have been taken (or are contemplated) to remedy these weaknesses?

**D. Ethical and Moral Values**

- Provide a copy of the code of conduct.
- When and by whom was the code of conduct adopted?
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the code of conduct? What steps have been taken (or are contemplated) to remedy these weaknesses?

**II. Operational Standards**

**A. Infrastructure: The Organization Structure**

- The Governing Board
  - Describe the legal control and governance of the institution.
  - Specify membership of the governing board citing the tenure for each, the manner of appointment, duties, and responsibilities.
  - Submit a copy of the organizational chart depicting the management structure of the institution.
  - Respond to each criterion by describing and documenting the compliance level.
  - Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the governing board? What steps have been taken (or are contemplated) to remedy these weaknesses?
- The Administration
  - Attach a copy of the official document that delineates the duties of each administrator.
  - Respond to each criterion by describing and documenting the compliance level.
  - Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the administration? What steps have been taken (or are contemplated) to remedy the weaknesses?
- The Support Staff
  - Describe the support staff (positions, responsibilities).
  - Respond to each criterion by describing and documenting the compliance level.
  - Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the support staff? What steps have been taken (or are contemplated) to remedy the weaknesses?

**B. Publications, Policies and Procedures**

- Publications
  - Student Handbook
    - ◆ Provide a copy.

- ◆ Respond to each criterion by describing and documenting the compliance level.
- ◆ Based on the TRACS standard evaluative criteria, what weaknesses have been identified related to the student handbook? What steps have been taken (or are contemplated) to remedy the weaknesses?
- Faculty Handbook
  - ◆ Provide a copy.
  - ◆ Respond to each criterion by describing and documenting the compliance level.
  - ◆ Based on the TRACS standard and evaluative criteria, identify the weaknesses related to the faculty handbook. List steps that have been taken.
- Catalog
  - ◆ Provide a copy.
  - ◆ Respond to each criterion by describing and documenting the compliance level.
  - ◆ Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the catalog? What steps have been taken (or are contemplated) to remedy the weaknesses?
- Policies and Procedures
  - Policies and procedures have been developed, appropriate, codified, and disseminated for administrative operations, financial practices, academic procedures, and student development.
  - Provide a copy of the following
    - ✓ Organizational structure
    - ✓ Job descriptions
    - ✓ Personnel policies
    - ✓ Recruiting policies
    - ✓ Enrollment policies
    - ✓ Academic policies
    - ✓ Graduation policies
    - ✓ Financial policies
    - ✓ Due process provisions
    - ✓ Standard of conduct
  - Have the policies been approved by an appropriate body?
  - Are the policies administratively feasible?
  - Are the policies in agreement with the institutional purpose?
  - What weaknesses have been identified?

**C. Educational Program**

- Chart the academic administration.
- List the programs and name of degree or certificate (including abbreviation) to be conferred and the current FTE for each program.

It suggested that the following format be used:

		Certificate	Diploma	Associate	Bachelor	Master	Doctor	Other
Total F.T.E	Program							

- For each program, prepare a curriculum display based on the following information:
  - General education courses.
  - Required major courses and options.

- Required courses for minor and options.
- Elective.
- List the number of students in each program and the institutional resources – headcount for two academic years.
- Describe the official process whereby the curriculum is developed and controlled. Indicate the responsibilities in curriculum development assumed by:
  - The governing board.
  - The administration.
  - The faculty.
  - Lay advisory committees.
  - Other, (specify)\_\_\_\_\_
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the educational program? What steps have been taken (or are contemplated) to remedy the weaknesses?
- Admission
  - Describe the procedures used for selecting students for admission.
  - What is the usual minimum requirement for admission to the institution as a first-time student?

(Check all that apply.)

- \_\_\_\_\_ Ability to benefit from instruction
- \_\_\_\_\_ H.S. graduation or recognized equivalent
- \_\_\_\_\_ H.S. graduation plus an indication of more than ordinary performance such as standing, grades, etc.
- \_\_\_\_\_ H.S. graduation plus satisfactory score on tests or examinations
- \_\_\_\_\_ Two-year college graduation
- \_\_\_\_\_ Four-year college graduation
- \_\_\_\_\_ Other \_\_\_\_\_

How were the admissions policies established?

- Summarize the composition of the freshman class the current and previous years showing school origins and other pertinent factors.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to admissions? What steps have been taken (or are contemplated) to remedy the weaknesses?

#### D. Faculty

- Provide a list of present faculty members (full-time and part-time) assigned to each program (undergraduate and graduate) offered. The following information should be provided:
  - Name
  - Rank
  - Area of teaching specialty
  - Degrees earned, area of study, institution awarding the degree and date degree was awarded
  - Courses assigned the past two academic years
 (See sample form in Appendix B)
- Describe the average work schedule for full-time and part-time faculty. Indicate the average time devoted to actual teaching, preparation, tutoring, public service, and other professional duties.

- List all measures designed to upgrade the professional status of the faculty such as leaves, grants for study, released time, funds for professional membership, journal subscriptions, and other provisions.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard evaluative criteria, what weaknesses have been identified related to the faculty? What steps have been taken (or are contemplated) to remedy the weaknesses?
- Describe fully the faculty organization in place and address each criterion with documentation concerning the rights, duties and privileges of faculty.

**E. Student Development**

- List the objectives of the student development program and describe how they relate to the institution's purpose and how they support the education programs.
- List all available student services. Include orientation, advisement, counseling, testing, financial aid, career development, placement, health service, food service, housing, bookstore, and student government.
- Describe and provide examples of the record keeping procedures for student and alumni records, including admission, testing, official transcripts, placement and follow up, and any other pertinent educational records.
- Describe and document all available student financial assistance programs.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to student development? What steps have been taken (or are contemplated) to remedy the weaknesses?

**Intercollegiate Athletics (If Applicable)**

- Describe the intercollegiate athletic program.
- Describe affiliation with any athletic association (NCAA, NAIA, NCCAA)
- Respond to each criterion by describing and documenting the compliance level.

Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to intercollegiate athletics? What steps have been taken (or are contemplated) to remedy the weaknesses?

**F. Financial Operations**

- Complete the financial report forms.
- Present the most recent audited financial statement and auditor's report related to the institution's internal accounting controls.
- Provide income and expenditure totals for the past five years.
- Provide income and expenditure estimates for the next five fiscal years.  
Provided data must include:
  - Intended annual salaries and related costs (fringe benefits) that will be associated with the institutional and its program.
  - Intended operating expenses such as travel, office supplies, repairs, etc. and document the adequacy of these expenses in terms of the education program.
- Describe the financial management structure and practices used by the institution.
- Describe the oversight of the institution's financial and budgetary process including:
  - The process of developing, adopting and monitoring the budget including the administrators involved. Does the board have final authority over the budgeting process?
  - Demonstrate that the budget gives first priority to the teaching-learning process.

- Attach a copy of most recent budget.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the financial stability and integrity? What steps have been taken (or are contemplated) to remedy the weaknesses?

**G. Institutional Advancement**

- Describe any financial development program.
- Describe public relations program.
- Describe alumni relations program.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the institutional advancement? What steps have been taken (or are contemplated) to remedy the weaknesses?

**H. Institutional Effectiveness**

- Enclose a copy of the planning document.
- List the criteria and describe the procedures by which the institution plans to evaluate the program during the next three years. Describe provisions made both for internal and external evaluations.
- Describe the evaluation process used in evaluating the progress of students.
- Illustrate how the assessment results were used in institutional changes.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the institutional effectiveness? What steps have been taken (or are contemplated) to remedy the weaknesses?

**I. Instructional Support (See Checklist in Appendix C)**

- Library
  - Describe the philosophy utilized in provide library support services for the education program.
  - Describe the Library/Learning Resource Center facilities as follows:
    - Total square feet of floor space allocated to library functions \_\_\_\_\_
    - Of the total, estimate square feet devoted to:
      - Stack areas for shelving volumes \_\_\_\_\_
      - Seating areas \_\_\_\_\_
      - Staff office and work areas \_\_\_\_\_
      - Other areas (i.e., media production, learning labs, listening rooms) \_\_\_\_\_
  - Number of users who can be seated at one time \_\_\_\_\_
  - What are the Library/Learning Resource Center hours?
    - Weekdays \_\_\_\_\_
    - Saturdays \_\_\_\_\_
    - Sundays \_\_\_\_\_
    - Total per week \_\_\_\_\_
  - Describe the collection as of the end of the most recent academic year. (see the checklist for library resources in the Appendix)
  - Respond to each criterion by describing and documenting the compliance level.

- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the library? What steps have been taken (or are contemplated) to remedy the weaknesses?
- Laboratories
  - Describe the laboratory facilities available and assess the adequacy relative to the institution's programs.
  - Respond to each criterion by describing and documenting the compliance level.
  - Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to laboratories? What steps have been taken (or are contemplated) to remedy the weaknesses?
- Computers
  - Describe available computer support and assess the adequacy relative to the institution's program. Indicate where and when on-site learning resources are available.
  - Respond to each criterion by describing and documenting the compliance level.
  - Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the computers? What steps have been taken (or are contemplated) to remedy the weaknesses?
- Equipment
  - Describe the equipment provided to meet the learning objectives. What is the acquisition procedure?
  - List the available equipment to support the educational program.
  - Respond to each criterion by describing and documenting the compliance level.
  - Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to equipment? What steps have been taken ( or are contemplated) to remedy the weaknesses?
- Materials
  - List policies and procedures for procuring materials to support the educational program.
  - Respond to each criterion by describing and documenting the compliance level.
  - Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to materials? What steps have been taken (or are contemplated) to remedy the weaknesses?

**J. Physical Plant**

- Describe the physical resources of the institution (such as buildings, grounds, etc.) and assess the adequacy of these physical resources related to the purpose of the institution.
  - Number of acres, which comprise the total campus. \_\_\_\_\_
  - Total number of buildings on campus. \_\_\_\_\_
  - List all college buildings used for instruction, for housing, and for student activities. Then administrative residences. Rate each building on each of the qualities and scale on the following table. Size should be interpreted in terms of the needs of the building.
  - How many students can be housed in each residence hall?
  - Chart the organization for the housekeeping staff and for the builds and grounds staff.

Building	General Adequacy	Size	Fireproof Quality	Present State of Repair	Lighting

1 – Excellent 2 – Good 3 – Satisfactory 4 – Below Standard 5 - Unsatisfactory

- Present evidence that the facilities meet the regulations established by the state health department, local building inspector, and fire marshal that have been certified by the appropriate agencies.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to the physical plant? What steps have been taken (or are contemplated) to remedy the weaknesses?

**K. Health and Security**

- Describe the system of campus security.
- Describe the provision for health services.
- Respond to each criterion by describing and documenting the compliance level.
- Based on the TRACS standard and evaluative criteria, what weaknesses have been identified related to health and security? What steps have been taken (or are contemplated) to remedy the weaknesses?

# INSTRUCTIONAL STAFF LISTING (ISL)

## FOR FULL-TIME AND PART-TIME FACULTY

Name of Institution: \_\_\_\_\_

Site Location (if not main campus): \_\_\_\_\_

Academic Term(s): \_\_\_\_\_

Date Form Completed: \_\_\_\_\_

Name of Academic Department/School: \_\_\_\_\_

NAME (Last name first)	DEGREES AND DISCIPLINE	COURSES TAUGHT	OTHER QUALIFICATIONS OR EXPERIENCE
Smith, Joseph P. (full-time)	M.A. History – Ideal University (1985) B.A. Political Science – Ivy College (1980)  History (25 GSH) Political Science (12 GSH)	HI 101 (U) US History HI 303 (U) History of the South	<ul style="list-style-type: none"> <li>• Made 25 speeches to civic and professional groups</li> <li>• Holds AAAA Social Studies Educator License in Secondary Education</li> <li>• Board Member of the State Historical Society</li> <li>• One book in publication</li> <li>• Published in professional journals</li> </ul>
Jones, David S. (part-time)	Ph.D. Marketing – City University (1979) M.B.A. Soho University (1975) (21 graduate hours – Accounting) B.A. Accounting – Giant College (1970)  Marketing (24 GSH) Accounting (18 GSH)	MKT 680 (G) General Marketing ACCT 201 (U) Intro to Accounting	<ul style="list-style-type: none"> <li>• 5 years work experience in professional sales with Parke-Davis</li> <li>• 2 years experience as Director of Marketing at University of M.</li> <li>• 6 Regional Admissions Awards</li> <li>• 1 National Award Advertising</li> <li>• Director of Business Development at the University of G.</li> </ul>
Miller, Jean B. (part-time)	B.S. Business Education – Wilson State University (2000) A.A. Office Technology - Soho Technical College (1998)  General Business Courses (18 GSH)	AOT 2213 (U) Office Systems AOT 1233 (U) Intro to Records Management Teaches only non-transfer occupational courses	<ul style="list-style-type: none"> <li>• AA Certification in Computer Applications from Grand University</li> <li>• 29 years teaching experience at the High School level</li> <li>• Member of National Business Education Association</li> <li>• Senior College MBEA board representative</li> <li>• National Future Business Leader of America Advisor of the Year</li> </ul>

# INSTRUCTIONAL STAFF LISTING (ISL)

## FOR FULL-TIME AND PART-TIME FACULTY

**Instructions:** For current programs, please provide information for all faculty teaching in each academic discipline using the appropriate guidelines (I – IV) enumerated below.

- I. **ANNUAL REPORTS:** include credit courses taught during the two semesters or three quarters (exclude summer terms) of the calendar year to which the Annual Report applies.
- II. **SELF-STUDIES:** include courses taught during the term (semester or quarter) in which the self-study is due along with those taught during the preceding two semesters or three quarters (exclude summer terms).
- III. **APPLICANT INSTITUTIONS:** include courses taught during the term (semester or quarter) in which the application is submitted along with those taught during the preceding two semesters or three quarters (exclude summer terms).
- IV. **NEW PROGRAM (Substantive Change):** include the requested information on the courses that will be taught as part of the new program or major.

If an institution has twenty (20) or more full-time faculty, they should be grouped by departments or disciplines. Arrange faculty alphabetically by last name. If a faculty member is teaching in two or more discipline areas or departments, list the faculty member under the discipline in which the heaviest teaching load occurs.

**Column One.** State the name of the faculty member (last name, first name, and middle initial) and indicate full-time (FT) or part-time (PT) status. In categorizing faculty as either full-time or part-time, please use the following definitions: **Undergraduate**—those who are qualified and contracted to teach the equivalent of 12-15 hours per semester, or 24-30 hours per academic year at the undergraduate level. (Do not include administrators such as President, Provost, Vice President, who are considered part-time faculty.) **Graduate**—those who are qualified and contracted to teach the equivalent of 9-12 hours per semester, or 18-24 hours per academic year at the graduate level. (Again, do not include administrators such as President, Provost, Vice President.) Also in this column, indicate those professors who have oversight responsibility for each major/degree program including general education. Include the Head Librarian in this column as well.

**Column Two.** List all degrees and disciplines (including concentration or major); institution which awarded the degree and year awarded; and the **total number of graduate semester hours in each teaching discipline in which courses have been taken.**

**Column Three.** Using information from the catalog, list the course prefix and number along with the course title and hours of credit for all courses taught by each professor for the semesters/quarters that apply as determined from Roman numerals I – IV above. If applicable (and if not obvious), use a (U) or (G) to identify undergraduate and graduate courses. Two-year institutions should indicate whether the courses are transfer (T) or non-transfer (N).

**Column Four.** List additional qualifications or experiences, honors or awards, professional licensure(s)/certifications or any other relevant documentation to justify each faculty member's teaching assignment.

***It is the responsibility of the institution to keep on file for all full-time and part-time faculty members' documentation of academic preparation such as official transcripts, and (if appropriate for demonstrating competency) official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications. In cases where experience, certifications, or special training are offered in lieu of formal academic preparation, please have available other pertinent materials for each case.***

## Appendix C

### Learning/Library Resource Center Materials Checklist

<b>Learning/Library Resource Center Materials by Type</b>	
Number of volumes held at end of previous year	
Number of volumes added during the year	
Number of volumes withdrawn during the year	
Total number of volumes held at end of year	
Number of reels of microfilm held at end of year	
Number of microfiche held at end of year	
Number of serial titles, excluding duplicates, being received at end of year	
Number of periodical titles, excluding duplicates being received at end of year	
Number of on-line search data bases to which you have subscribed	

<b>Analysis of Resources</b>				
<b>Area</b>	<b>Classification</b>		<b>Percent of Total Collection</b>	<b>Percent of Total Acquisition</b>
	<b>D.C.</b>	<b>L.C.</b>		
Humanities and General Works	000.100 200.400 700.800	A.B. M.N. P.Z.		
Social Science	300.900	C.D.E. F.G.H. J.K.L.		
Physical Sciences, including Mathematics	500-599	Q-QE		
Biomedical Sciences	560-599 610-619	QH-QR R.S		
Technology (engineering)	600-609 620-699	T.U.V.		
Unclassified Materials (including unclassified bound periodicals)				