



# THE COUNCIL OF PRIVATE COLLEGES OF AMERICA

## Candidate Level Requirements and Actions Worksheet 7

Institution \_\_\_\_\_ Date Started \_\_\_\_\_

Institution Certification Coordinator \_\_\_\_\_

Phone Number \_\_\_\_\_ Email address \_\_\_\_\_

Assigned Certification Facilitator \_\_\_\_\_

**VII. A. Student Inquiries and Submissions:** 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 has a process for maintaining and protecting the confidentiality of student records, e.g., grades, test results, etc.

- \_\_\_ 1. Describe the process for handling student inquiries (written, electronic, and oral) related to program content and requirements. Provide samples of responses to students.
- \_\_\_ 2. State the average time (in days or hours) it takes to respond to a student's inquiry concerning program content and requirements.
- \_\_\_ 3. Discuss the process for responding to administrative requests and give the average response time to these requests.
- \_\_\_ 4. Describe the process for instructors/faculty in receiving, handling, correcting, and assessing assignments/lessons/submissions/examinations and for returning the results to students. Provide examples of student submissions.
- \_\_\_ 5. Describe how instructors/faculty provide counseling and answer student questions. Include what metrics or performance standards are used to measure these tasks.
- \_\_\_ 6. Describe the process for maintaining and protecting the confidentiality of student records, e.g., grades, test results, etc. Provide a sample of where the institution publishes its grading policies.
- \_\_\_ 7. Describe how the institution requires all students to develop a dissertation or research project requiring basic, original or applied research. State if the topic of any dissertation or research project approved by a dissertation committee appointed by the institution.
- \_\_\_ 8. Explain if doctoral candidates' final project or dissertation requires any oral defense with a dissertation committee and how he/she presents it.

\_\_\_ 9. Explain if the majority of the dissertation committee approved the dissertation or final project before the institution awards a doctoral degree.

\_\_\_ 10. Explain if and how the institution assists students in disseminating and publishing the outcomes of their research or project.

**VII. B. Individual Differences:** 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, as required, 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.

\_\_\_ 1. Explain what services are available to meet the individual differences of students with diverse backgrounds, prior achievements, employment, and other relevant circumstances.

\_\_\_ 2. Explain what counseling and guidance services are provided, as required, 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.

\_\_\_ 3. Explain what advisory services are available for students having difficulty satisfying program requirements.

\_\_\_ 4. Explain what advisory services are available for student having difficulty with administrative and logistical issues.

**VII. C. Handling Unsatisfactory Student Progress:** 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/projects. Describe how grades are assigned for repeating an assignment/lesson/project.

\_\_\_ 2. State the institution's policy on student failure of a program and academic dismissal, and where it is published.

\_\_\_ 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.

\_\_\_ 4. Explain how the institution monitors satisfactory academic progress in accordance with its policy.

**VII. D. Encouragement of Students:** 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. Provide samples of motivational commentaries on student assignments/lessons, examinations, and other submissions.

- \_\_\_ 2. 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.
- \_\_\_ 3. If letters, telephone calls, or electronic media are used to encourage submission of assignments/lessons, provide samples and explain the sequences and scheduling of their use. Provide samples
- \_\_\_ 4. Explain how efforts to encourage academic progress are separate from efforts for the collection of delinquent tuition or other financial obligations.

**VII. E. Student Evaluation of Courses:** Opinions 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.
- \_\_\_ 2. Give examples of 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.
- \_\_\_ 3. If end-of-course surveys are used, describe how they differ from regular, periodic course evaluation. Provide examples.
- \_\_\_ 4. Provide information on the institution's "revision of course" file and describe how it 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.

**VII. F. Appropriate Technology:** The institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instructional and educational services.

- \_\_\_ 1. Describe and give examples of how the institution uses appropriate and readily accessible technology to optimize interaction between the institution and the learner and enhance instruction and educational services. (When appropriate, provide access and passwords to the Certification Facilitator to view online courses.)
- \_\_\_ 2. Discuss the institution's overall plans in adopting new technology.
- \_\_\_ 3. Identify any equipment or technology that might be used to improve student services and instruction, and explain why such technologies have not been adopted.
- \_\_\_ 4. Provide evidence that when technology is used for any part of a degree program, the institution provides adequate training and support in the use of that technology to students, faculty, and involved participants.

**VII. G. Resident Training:** Resident training or face-to-face learning sessions and electronically delivered, online, or other distance study method when working together in a course must support each other whenever it is necessary to attain the stated institutional and program objectives and intended student learning outcomes.

- \_\_\_ 1. List the objectives of the resident portion of the program and describe at what point a student enters the resident program.
- \_\_\_ 2. State what percentage of the total instruction the resident program constitutes, and list the tuition charged for each portion. State the capacity (in number of students taught per year) of the resident program included with each combination program offered.

**VII. H. Achievement of Student Learning Outcomes and Benefits:** The institution articulates student learning outcomes has a systematic and ongoing process for assessing student learning, provides documented evidence that show that the results are used to improve programs, curricula, instruction, faculty development, and services, and the results meet appropriate benchmarked standards.

- \_\_\_ 1. Provide evidence of an institution's formal written plan for regularly conducting student learning outcomes assessment for all programs on an annual basis. Provide a copy of any outcomes assessment guides or plans.
- \_\_\_ 2. Provide data for the institution's outcomes assessments and demonstrate how it has been used to enhance its programs and services. Provide specimen copies of any surveys the institution uses as part of its outcomes assessments.
- \_\_\_ 3. Provide evidence that the results from the institution's outcomes assessment meet appropriate benchmarked standards.
- \_\_\_ 4. 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.
- \_\_\_ 5. 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).
- \_\_\_ 6. Provide tables 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.
- \_\_\_ 7. Provide data that demonstrates that the institution delivers to student the intended learning outcomes and benefits.
- \_\_\_ 8. Provide evidence that the institution can demonstrate that graduates of its degree programs have attained the require skills, knowledge, and abilities in the educational program objectives for the program.

**VII. I. Student Satisfaction:** The institution regularly collects evidence that students are satisfied with the instructional and educational services provided.

- \_\_\_ 1. 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.
- \_\_\_ 2. Describe how the student satisfaction data gathered above are used for quality control and improvement of the program content, instruction, and educational services.

- \_\_\_ 3. Provide evidence and data from the student's employer surveys and other instruments used to gather opinions on student performance. Include summaries and an analysis of the data.
- \_\_\_ 4. Provide samples of other institutional surveys of students taken during and/or upon completion of individual courses/programs. Describe how survey results have been acted upon for program improvement.
- \_\_\_ 5. There are three questions that must be asked when surveying for student and/or alumni satisfaction. The institution must include in its surveys the following three questions.
  - a. Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started the course or program?
  - b. Would you recommend these studies to a friend?
  - c. All things considered, were you satisfied with your studies with us?

Provide the data collected on these three questions, including when these three questions were asked in or after a student's program.

- \_\_\_ 6. Describe how the institution has in place an on-going program to assess student achievement with respect to the stated degree program outcomes and must demonstrate how this ongoing program has been used to enhance degree offerings and services.
- \_\_\_ 7. Explain and demonstrate how this ongoing program has been used to enhance degree program offerings and services.
- \_\_\_ 8. Explain how the graduates of its programs have attained the required skills, knowledge, and abilities specified in the educational program objectives for the degree program.

*(Note: As part of the survey validation process, the CPCA will surveys up to 100 students from within the institution. The survey results from the CPCA will be compared to the institutional-administered surveys to establish the validity of the survey results.)*

**VII. J. Progress through the Course/Program:** The institution documents that students complete their studies at rates that compare favorably to those of similar courses/programs offered by similar CPCA certified institutions.

- \_\_\_ 1. Provide data on the institution's completion/graduation rates of each course/program it offers.
- \_\_\_ 2. Describe any follow-up studies done on a continuing basis concerning student course completions and program graduation rates.
- \_\_\_ 3. Describe how these studies have been used to improve completion/graduation rates.
- \_\_\_ 4. Explain how the institution conducts measurement of graduation rates, professional placement, career satisfaction, and other outcome measures on an ongoing basis and the results of these measurements must be readily available to interested parties in the institution's data files.