ACCSC

Accrediting Commission of Career Schools and Colleges

Maximizing Program Advisory Committees

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ACCSC

Accrediting Commission of Career Schools and Colleges

Webinar Logistics

Webinar Logistics

There will be a slight pause between slides in order to ensure all participants are "on the same" page as the presenter.

This is a **RAPID FIRE** session;

- The goal of this webinar is to get you to start thinking differently about how you engage with you Program Advisory Committee(s).
- There is a significant amount of text on each slide as the webinar slides are designed to be a resource for schools;
- A recording of the webinar and copies of the slides will be made available at www.accsc.org under the Events / Webinar section after the conclusion of the webinar.

Staff will attempt to answer as many questions as possible at the end of presentation.

- Please keep in mind that there are over **700** participants on this webinar so we may not have an opportunity to answer all questions this afternoon;
- Hopefully, most questions will be addressed in the presentation, so it might be helpful to wait to see if your question gets answered as we go along.
- However, as a companion piece, ACCSC staff are available at any time to answer any questions regarding Program Advisory Committees.

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Webinar Agenda

Webinar Agenda

- The rationale behind ACCSC's Program Advisory Committee Standards

- The specific requirements outlined under *Section II (A)(5), Substantive Standards, Standards of Accreditation*

- Maximizing Program Advisory Committees
  - Creating a Budget
  - Recruiting PAC Members
  - Creating an Effective Agenda
  - Documenting PAC efforts through comprehensive minutes
  - Recognizing/Rewarding PAC Members
  - Responding to Team Findings
  - Potential Commission Actions

Why Program Advisory Committees?

Why Program Advisory Committees?
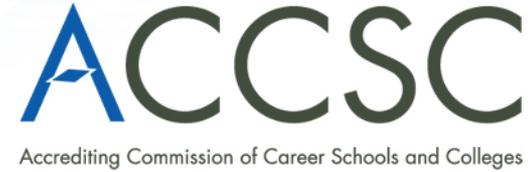
No organization exists in a vacuum
- This adage aptly to educational institutions – particularly those that serve to embellish the workforce – in significant ways.
  - Those institutions that don't embrace change, fall behind and ultimately fail.

ACCSC's Program Advisory Committee standards are a critical component to our accountability framework.
- Particularly given the increasing scrutiny regarding the validity and appropriateness of "career" education.
- Our shared emphasis on student achievement

The Commission is interested in gaining an understanding of the school's efforts to ensure that its program offerings keep pace with industry, and that the school's resources reflect current occupational trends and practice
- Essentially, does the school's programs provide sufficient training to afford a graduate to gain initial employment in the field?

ACCSC believes that the opportunity to obtain input, feedback, ideas, and multiple perspectives from a PAC is a paramount component to the success, growth, and improvement of a career school or college.

Requirements under the Standards of Accreditation

Section II A (5), Substantive Standards, Standards of Accreditation

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Requirements Under the Standards of Accreditation

Each school has an **independent** Program Advisory Committee for each occupational program or each group of **related** occupational programs

- **Independent:** Non-School Employees

- **Related:** Medical Assistant, Phlebotomy, Medical Front Office, Medical Transcriptionist = One (1) PAC

- **Unrelated:** Medical Assistant / Dental Assistant / Surgical Technology = Multiple PACs

For each non-degree program area, the school must have a diverse Program Advisory Committee that includes representatives from the employment community, practitioners, and others from the field of education, regulators, etc. as appropriate.

In all instances, Program Advisory Committee meetings must include at least **three members** in attendance that **represent the employment community and/or practitioners** from the program area.

- If three members from the employment community/practitioners are not in attendance, this does not demonstrate compliance.

Requirements Under the Standards of Accreditation

In addition:

For each undergraduate degree program area, the PAC must include at least **<u>one</u>** individual qualified to review and comment on the program's **<u>applied general education or general education</u>** component.

For each master's degree program area, the Program Advisory Committee must include at least **<u>two</u>** individuals with **<u>graduate level education experience</u>** qualified to review and comment on the school's graduate level education.

Examples:

- Teaches/Taught General Education Courses

- Curriculum Development Experience

- Experience on curriculum committees

- Appropriate academic experience
    - College Dean, Director of Education, Department Chair, or other academic administration position

Requirements Under the Standards of Accreditation

In addition:

For institutions with distance education programs must also have at least <u>one</u> additional individual with experience in the **delivery and administration of distance education programs** who can review and comment on the school's distance education platform, methods, processes, procedures, and infrastructure in the context of the program/course content and objectives.

Examples:

- Knowledgeable about the use of a Learning Management System (LMS)

- Knowledgeable of online pedagogy (theory and practice)

- Experience with online course development

Requirements Under the **Standards of Accreditation**

Multiple affiliated schools may use a single Program Advisory Committee to review the same established curricula of a program area and student achievement outcomes across the system of schools

However, the physical review of a school's learning resources, facilities, and equipment must be fulfilled via an **on-site review** at each individual campus.

- For example, a school may use a non-local Program Advisory Committee for all affiliated schools to review the curriculum of a program area and use a local Program Advisory Committee for the physical review of the school's learning resources, facilities, and equipment.

  - The meeting minutes must be specific to reflect the on-ground/on-campus review.

Requirements Under the Standards of Accreditation

At least **two regularly scheduled meetings** must be conducted annually, **one of which must be held at the school.**

- This affords the PAC to conduct a hands-on assessment of the facilities and equipment on each campus, for each program.

- Institutions may also use technology (conference calls; webinars, etc.), for the off-campus meeting, but must demonstrate the **exchange of ideas and perspectives** amongst PAC members.

  - Providing a survey to PAC members, and considering the responses provided **does not** demonstrate compliance

  - An email exchange **does not** demonstrate compliance;

  - Having a meeting with two (2) PAC members, with a third member providing email comments after the fact **does not** demonstrate compliance

Requirements Under the Standards of Accreditation

Written and detailed minutes of each meeting must be maintained and include:

- A description of all members in attendance (i.e., titles and affiliations);
- The date, time, and location of the meeting; and
- A comprehensive and clear description of the review of and commentary made by the school representatives and the Program Advisory Committee members that reflect, at a minimum, compliance with *Section II (A)(5), Substantive Standards, Standards of Accreditation.*

Program Advisory Committees must review (and the minutes must reflect):

- The established curriculum of the program and comment as to the appropriateness and adequacy of the program objectives, program length, curriculum content, learning resources, and the adequacy of facilities and equipment (Annually).

- Student graduation, graduate employment, and where required, state licensing examination outcomes of each program (Annually).
  - ACCSC Annual Report Due November of each year.
    - Would dovetail nicely into a PAC discussion

And for each new program, the appropriateness of curriculum objectives, program length, and curriculum content prior to the Commission's approval of the new program.

Consideration of PAC Feedback

The school must provide evidence that it gives consideration to Program Advisory Committee input.

Evidence can take many forms, one such being the disclosure of the school's consideration recorded in Program Advisory Committee meeting minutes, whereby a school describes whether recommendations were implemented, or not, and explains the school's decisions.

Although ACCSC's *Standards of Accreditation* are subjective in a number of areas, using terms like reasonable, sufficient, and adequate, the requirements for PACs as defined in the Standards are specific.

Yet, when we look at how school's are performing, the number of school's that struggle with managing an effective PAC is evident:
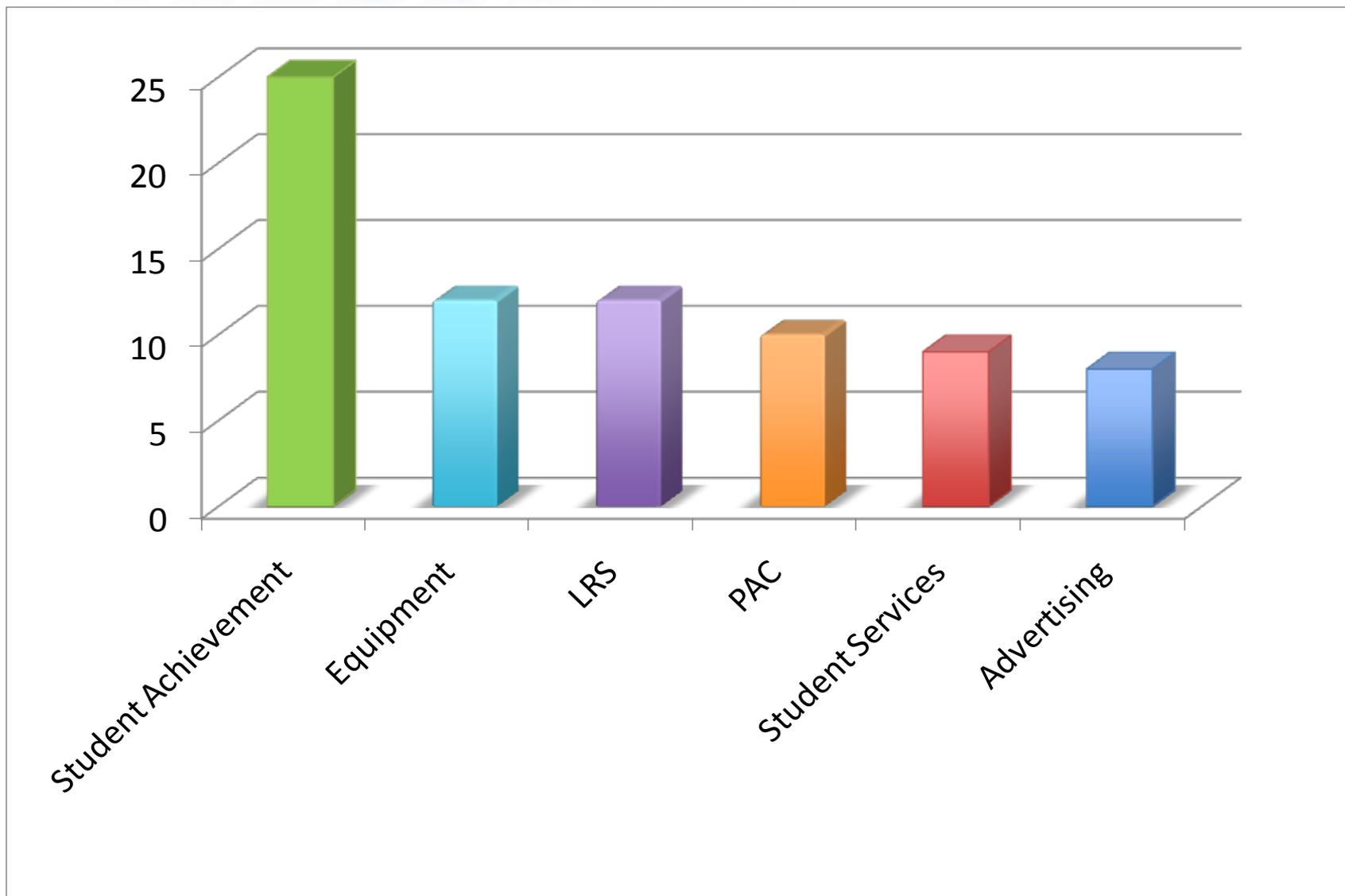
Total Findings by Area in Team Summary Reports (181)
November 2010 Commission Meeting

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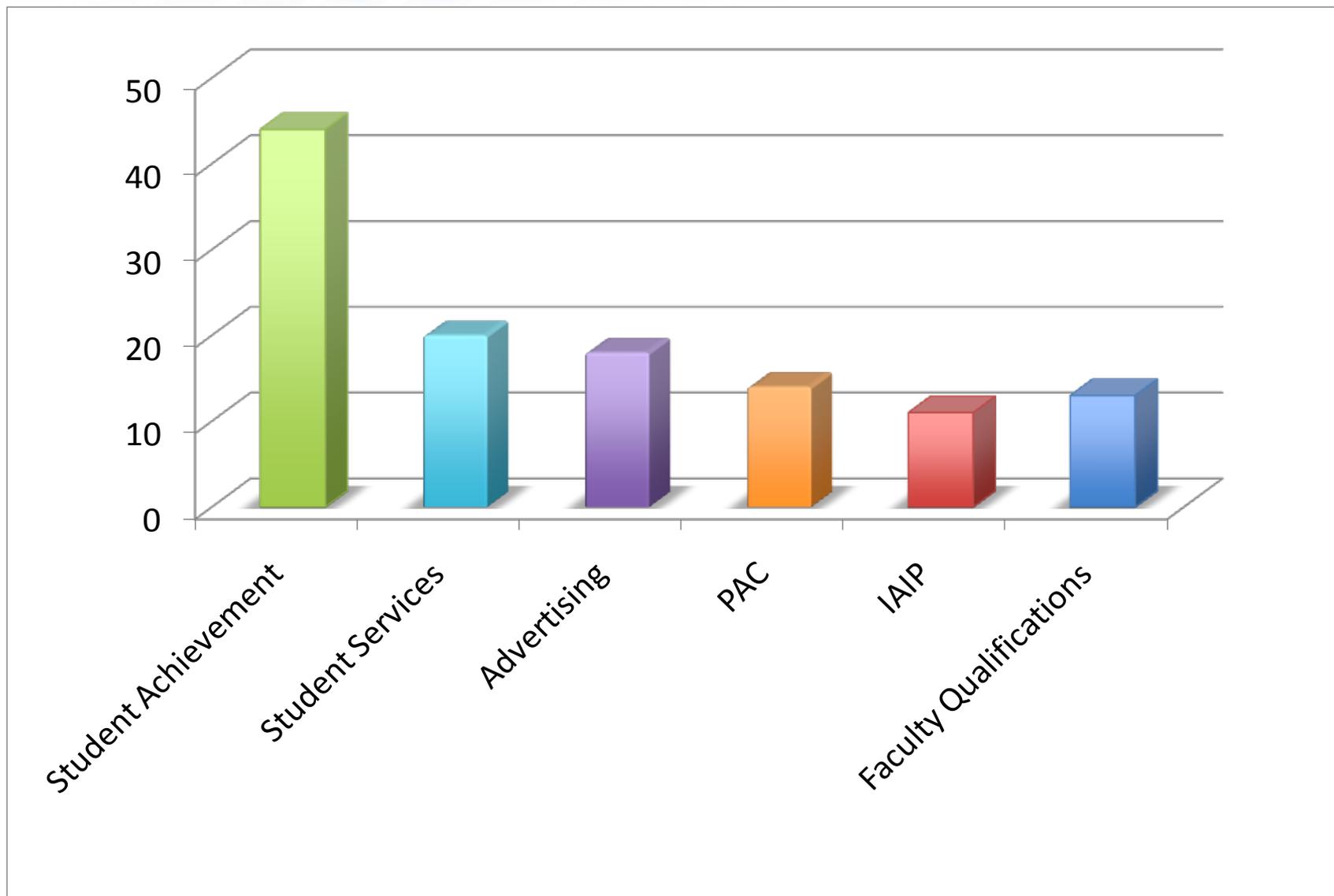
Total Findings by Area in Team Summary Reports (148)
February 2011 Commission Meeting

Why Program Advisory Committees?

This begs the question, why are institutions struggling to demonstrate compliance with an "explicit" accrediting standard?

Many accreditation citations focus on vague and unclear minutes, some on the fact that not all required elements are reflected in the minutes, while others focus on the fact that there were not three (3) employers in attendance as required.

The more concerning trend is **substantive non-compliance** throughout the term of accreditation. Those schools that are simply are not holding **any** PAC meetings as required.

Is there a **lack of appreciation** for the role and value of PACs?
        • Question from a recent Accreditation Workshop.

Is this simply seen as another **"regulatory hoop"** that an institution must jump through?

Is the challenge getting individuals to commit their time and energy by participating on a PAC? And if yes, how do we overcome that challenge?

This is our focus today.
But before we do so, let me offer one more comment on "why" PACs are critical.

The Evolving Role of Accreditation

"Regulation is good for enforcing minimum standards. But the mission of accreditation is to go far beyond "minimum" to **stay ahead** in an ever-more competitive world.

That is why colleges accept the demands of accreditation, agreeing to hold themselves accountable to the entire group. It is in the interest of every college to make and keep American higher education the best it can be."

Testimony by Sylvia Manning
President, Higher Learning Commission, North Central Association of Colleges and Schools
Senate Committee on Health, Education, Labor and Pensions
March 10, 2011

ACCSC believes that the reliance on Program Advisory Committees provides an opportunity for an institution to **stay ahead**, to examine employment trends and practices, and to provide the essential feedback from employers that is critical for an institution focusing on developing the next generation of skilled workers.

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Planning for your success:

Create a Budget

Budgeting for Program Advisory Committees

The benefits of a PAC are evident and far outweigh the costs, yet to establish a committee means to first establish a budget.

If you do not establish a realistic budget, you will invariably fall short when it comes time for implementation.

The financial outlay for the PAC includes items such as:
- Paying for meeting space (if it is not at the school);
- Hosting an offsite event for the PAC at a restaurant or other venue;
- Providing meeting refreshments / school "schwag" (pens, hats, etc.);
- Purchasing recognition gifts (certificates of appreciation, etc.);
- Paying stipends/honoraria, or covering the travel expenses of PAC members; and
- The cost of copying and distributing minutes, orientation packets, and other PAC-related communications such as conference calls.

Budgeting for PAC Meetings

Questions to consider:

- What did you spend on PACs during the last budget cycle?
    - If this is your first time budgeting, track these expenses as you go forward.

- How many PAC meetings, by program, are on the schedule during the budget cycle?

- Where are these events taking place (one at school, but also offsite?)
    - Will there be any rental fees incurred?
    - Is there a food/beverage budget for these meetings?

- Are any PAC members cycling off the committee? If yes, are you providing any recognition (certificate of appreciation)?

- What about teleconference expenses?

- Do you offer an honoraria or stipend?
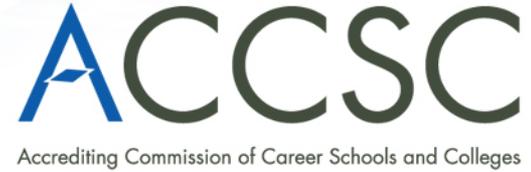   - Do you cover travel expenses?

All of these areas will have a fiscal impact. Create a budget to support your success.

Recruiting PAC Members

Recruiting PAC Members

Each PAC should include industry experts who can understand how the jobs relate to the education and training provided at the institution, and can communicate the desired qualifications of an ideal job candidate.

Some of the resources for finding members include:

• Employers in the community

• Professional organizations;

• Trade representatives and trade associations;

• Recommendations by current or former PAC members

• Recommendations from staff, faculty, graduates, employers, and local business partners

Success Strategies

Reach out to employers that have hired graduates, as they have some familiarity with the school and have benefited from the talents brought forth by a graduate from your institution.

- As an added benefit, the employer will be able to provide specific feedback (strengths and weaknesses) regarding not only the employment trends, but the types of employees they are looking to hire and their experiences with graduates they have hired.
  - Strengths and Weaknesses

Create a position description that explains the role and responsibilities of a PAC Members

- Be specific: What is the level of involvement? What is the time commitment? Is there a term limit?

If you want to recruit senior level "talent" then do not simply make recruitment an administrative assignment for a program coordinator.

- "CEO to CEO" is a better approach.
  - Will take an investment of your time and energy, but think about the desired results
  - Case Study: Fremont College

Success Strategies

•Identify a specified number of committee seats to fill each term in order to ensure that the size of the committee remains manageable

•Interview committee candidates and choose carefully as it is often more difficult to deal with a committee member who is not working out than it is to select carefully.
  •Avoid "filling slots"
  •Be Selective! Your institution is a special place. Take the time to find the best candidates that will serve the institution and the students you serve.

• Consider establishment of a Code of Conduct / Conflict of Interest
  • PAC members will have access to "sensitive" institutional information (curriculum, lesson plans, rates of student/graduate performance, etc.)

•Consider Term Limits
  •Terms limits for general members might be 2-3 years

•Expand the number of standing PAC members;
  •If you have five (5) standing PAC members, how many will show up for a meeting?

Success Strategies

Go beyond the minimal compliance (3 employers/practitioners), and seek out a diverse PAC:

- Consider a guidance counselor, teacher, or administrator from your local high school as a means to show how well your school takes care of, and prepares students for, success in the workplace.
  - May help in overcoming the perception that career colleges are not a "first" choice for high school students

- Consider a local community/local college librarian to assist in the review of your own learning resource system.
  - May help in establishing a library partnership to allow your students access to the local college's library

Success Strategies

Consider a representative of your local Chamber of Commerce as means to show how your school contributes to the local economy and workforce development.

- May result in increasing the school's reputation in the business community
- Local Students / Local Graduates

Consider including a student representative on the PAC.
- Some institutions have facilitated a student body election, providing an opportunity for the students to elect their designated PAC representative.
    - Builds a sense of community and provides a voice on student issues.

The institution should also identify faculty and staff members to support the committee, take minutes, talk about program specific objectives and activities, as well as outline admissions trends and other institutional activities and initiatives.

- Consider having a designated staff liaison for each PAC member
    - Staff can answer questions, coordinate logistics, distribute meeting materials (agendas, meeting minutes)
    - Creates leadership opportunities for staff
        - Build your bench

Let's talk more about Communication Strategies

Communication Strategies

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If your PAC meets only two or three times per year, this creates a lag time in communications between the institution and the PAC.

- One way to overcome these communication gaps between meetings is to make a sustained effort to keep PAC members updated on school news and events

Success Strategies:

- Provide a copy of the school newsletter or annual report to PAC members
    - Show them the impact of their role as valued advisors
    - Profile a different PAC member in each newsletter / rotate monthly online profile

- Invite PAC members to attend/speak at graduation, serve as a guest lecturer, participate in a career day, judge a student competition, or to be involved in a community service initiative.
    - This will deepen the connection between the PAC and the institution

- When you meet with VIPs (local community leaders, members of Congress, state legislators), have members of your PAC with you
    - Provides the employer's voice, underscoring the value the school is adding in terms of job growth and development

- Ensure that the PAC member feels valued and part of the fabric of the institution
    - Help them to see the impact of their involvement on the lives of students
        - Provide regular updates on student success
        - In short, reach out to PAC members throughout the year, not just when it is time to have another meeting.

New Member Orientation

Another communication strategy that will maximize the impact for new PAC members is to have an New Member Orientation:

Success Strategies:
• Create new member orientation materials which provide information not only about the institution and the programs offered, but also copies of PAC policies and procedures,

• Have a designated committee liaison for the PAC or for each individual PAC member

• Create a document with brief member biographies and contact list (networking opportunities),

• Create a document highlighting the group's purpose, current goals, and summary of accomplishments;

• Create a welcome letter from the program leader and PAC chairperson;

• Send the most recent meeting minutes, the logistical information, including an agenda for the next meeting;

All of these communications will help a new PAC member to understand their role and responsibilities, as well as to help minimize the ramp-up time which should result in more meaningful participation from the start.
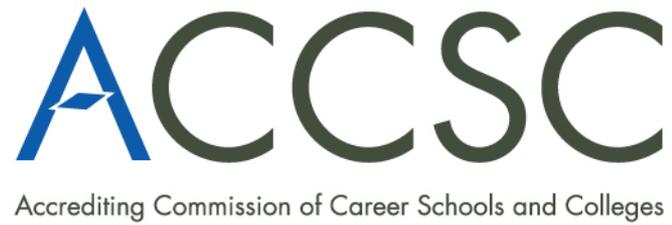
Creating an Effective Agenda

A comprehensive agenda is often a leader's most effective tool for accomplishing the business at hand in the most effective and efficient manner.

For a PAC meeting, a typical agenda will be driven by the requirements in *Section II (A)(5), Substantive Standards, Standards of Accreditation*, as well as by the PAC members and institutional leaders.

- As a recommendation, the staff assigned to take the minutes should have a strong understanding of the program in question and not simply an administrative staff person with no real understanding of the program (terminology/acronyms, etc.)
    - Otherwise, the minutes might not accurately reflect the PACs review and commentary.

Practical Example

Creating the Agenda

<u>Success Strategies:</u>

Provide a tentative agenda to PAC members well in advance of the meeting and ensure that PAC member are encouraged to add agenda items for consideration by the group.
- By providing this opportunity, there is an increased opportunity for strong member participation.

Provide copies of meeting minutes from the previous meeting well in advance of the next scheduled meeting:
- Include an action memorandum that highlights the institution's efforts since the previous meeting well in advance of the meeting.
    - This will demonstrate the impact that the PAC has made, furthering the connection between the committee and the institution;
- Keep in mind the requirement as stated in the Standards that the school must provide evidence that it gives consideration to Program Advisory Committee input.

Assign a committee liaison from the school's staff to reach out to each individual PAC member to ensure they have all necessary information for the upcoming PAC meeting.
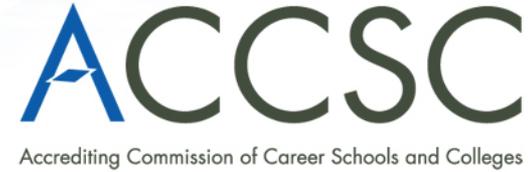- As a bonus, this will develop communication and leadership qualities for junior staff members

Taking Effective Minutes

Taking Effective Minutes

PAC meeting minutes serve as the official record of the PAC's review and commentary on the school's program, objectives, equipment, etc.

- Accordingly, this document is evaluated by ACCSC in order to determine compliance with *Section II (A)(5), Substantive Standards, Standards of Accreditation.*

- Thus, it is crucial that these minutes accurately reflect the substantive nature of the PACs review.
    - At a minimum, the minutes from any PAC meeting, whether face to face, or via telecommunications, must demonstrate a review and commentary of all required areas, and must show an exchange of ideas and perspectives.

Too often, the minutes are vague and unclear and do not afford the Commission with an opportunity to evaluate the school's efforts in this regard.

It makes sense, given all of the effort, time, and energy that went into recruiting PAC members, scheduling meetings, and ensuring a strong turn-out, that the minutes accurately reflect the PAC's review.
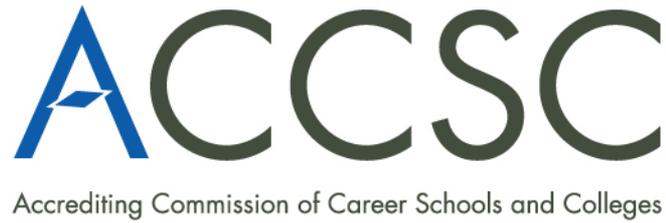
Let's take a look at a couple of examples.

The first, what **not** to do:

Sample Minutes

The second, an actual example from an ACCSC-accredited institution, SpecsHoward School of Media Arts located in Southfield, Michigan.

Sample Minutes

Recognizing and Rewarding PAC Members

Recognizing and Rewarding the PAC

As part of the efforts to maximize the effectiveness of the PAC, one area that does not often get enough attention is how the institution recognizes and rewards the dedication of the PAC members.

Given that one of the goals for any institution is to develop and maintain strong relationships with its PAC, an effort should be made to pay tribute to those individuals that have dedicated their time and effort to helping the institution succeed.

Success Strategies:

- Provide a Certificate of Appreciation / Certificate of Dedicated Service to PAC members upon the completion of their term;

- Consider implementing a PAC "Wall of Fame" at the institution, or online, that includes a photo of each participating member and identifies the organization they represent, and a biography outlining professional accomplishments;

- Include the roster of all PAC members, with photos and organization information in the school catalog;

Recognizing and Rewarding the PAC

Success Strategies:

•Take an advertisement out in the local paper thanking the PAC member and the company they represent for their service;

•Invite the PAC members to guest lecture or to speak at special events, such as graduations or career days;
    •Recognized PAC members during graduation;

•Provide institutional gifts, such as sweatshirts, hats, or other memorabilia ("schwag")that carries the institution's name and brand;

•Provide an opportunity for PAC members to have complimentary access to the facilities for their corporate meetings and events; and

•Provide an opportunity for PAC members to audit classes as part of their own professional development.

All of these activities should help reinforce the relationship that the institution has with its PAC and send a message that this relationship is one to be celebrated. Further, these initiatives provide additional incentives to serve as a member of the PAC.

Considering PAC Feedback

Consideration of PAC Feedback

The school must provide evidence that it gives consideration to Program Advisory Committee input.

Evidence can take many forms, one such being the disclosure of the school's consideration recorded in Program Advisory Committee meeting minutes, whereby a school describes whether recommendations were implemented, or not, and explains the school's decisions.

Success Strategies:
When an institution is directed by the Commission to demonstrate that equipment or learning resources are in compliance with accrediting standards, do not simply just provide a narrative response with copies of invoices and purchase orders.
- Take the next step by having the PAC review and assess of the appropriateness/ relatedness of the new purchases that supports the school's narrative summary.

If an institution is directed to demonstrate successful student achievement in terms of rates of student graduation and graduate employment, the institution should facilitate a PAC meeting to talk about occupational trends, employment trends, success of students regardless if two meeting have already taken place that year.

Let's talk more about Student Achievement…

Student Achievement

The overall goal of each and every ACCSC accredited institution is successful student graduation and graduate employment in the career field for which training was provided.

During each PAC meeting, there should be a comprehensive evaluation and discussion on the quality of the program, the rates of student graduation, and the rates of graduate employment, including any licensure exam results, when applicable.

Success Strategies:
Provide the applicable statistics to the PAC prior to each meeting so that the PAC can review and comment on the trends shown in the data and make recommendations for areas needing improvement.

With respect to the rates of graduate employment, consider these three guiding questions:
- Do graduates demonstrate the foundational skills (soft skills) needed to perform at an exceptional level in their field of study?
- Do graduates demonstrate the workplace competencies needed to perform at an exceptional level in their field of study?
- Do graduates demonstrate the technical competencies needed to perform at an exceptional level in their field of study?
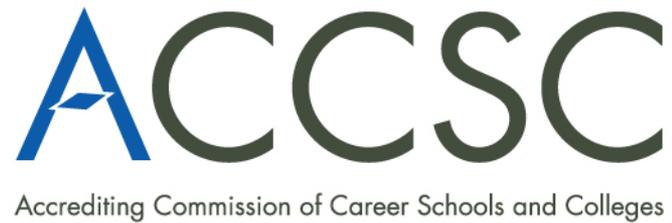
Responding to a Commission Finding on PACs

Team Findings

Team Findings originate from an onsite evaluation to the institution and identify areas in which the school appears to be out of compliance with the *Standards of Accreditation.*

- These findings are included in the Team Summary Report which serves as the official record of the accreditation evaluation.

- The school must submit a written response addressing the team findings raised in the Team Summary Report.

Resource - ACCSC Webinar:

Preparing an Effective Response for Commission Consideration

Available at
http://accsc.org/Content/Events/Webinars/

Success Strategies:

Focus on three distinct areas in your response:

Past –Explain the circumstances that impacted the school's ability to demonstrate compliance with *Section II (A)(5), Substantive Standards, Standards of Accreditation.*

Present – Demonstrate to the Commission that you have taken corrective action, and include documentation available to support your position

Future – Identify your plan to ensure that this area of non-compliance will not be a repeat finding.

Responding to a Team Finding

Team Finding – Example #1

The team is concerned that the school did not have two (2) Program Advisory Committee meetings in 2010 as required by *Section II (A)(5), Substantive Standards, Standards of Accreditation.*

Specifically, based on a review of the minutes from the school's PAC meetings in 2010, and as confirmed via conversations with the school's staff, the school only hosted one meeting for the Culinary PAC in 2010.

Team Finding – Example #2

The team is concerned that the school did not have any Program Advisory Committee meetings since its last renewal of accreditation in 2005 as required by *Section II (A)(5), Substantive Standards, Standards of Accreditation.*

Specifically, based on the team's review, and as confirmed via conversations with the school's staff, the school did not facilitate any PAC meetings for any programs since it earned accreditation in 2005.

Past –

The school is aware of the requirements regarding Program Advisory Committees as outlined in *Section II (A)(5), Substantive Standards, Standards of Accreditation.*

The school agrees with the team's finding in this regard, and noted that there were a number of scheduling complications that prevented the school from having two meetings for the Culinary PAC in 2010.

Additionally, upon further examination, school officials noted that there was no internal policy regarding the requirements for PAC meetings, which lead to some confusion among staff and resulted in a shortfall in the required number of meetings for the Culinary program.

Since the on-site evaluation, the school has established a new internal policy regarding Program Advisory Committees (**See Exhibit A** for a copy of this policy) and has created a new administrative position that is responsible for the coordination of all PAC meetings on a go-forward basis (**See Exhibit B** for a copy of the position description; **See Exhibit C** for a copy of the Staff Personnel Report for the newly hired PAC Coordinator, Ima Ontopofit). As part of her responsibilities, Ima reviewed the Commission's monograph series brochure, *Maximizing Program Advisory Committees*, and also attended the most outstanding webinar on the same topic.

The school also **hosted** a Program Advisory Committee for the Culinary program on January 2, 2011. Attached are copies of the minutes from that meeting which clearly identify the members of the school's PAC that were in attendance, and outline the PAC's review and comments on all areas outlined in *Section II (A)(5), Substantive Standards, Standards of Accreditation* (**See Exhibit D).**

Success Strategy: In order to demonstrate corrective action, respond with a "have done" not with a "will do."
   •Accordingly, do not simply provide an agenda for the next regularly scheduled meeting as that does not demonstrate that action has been taken.

Future –

As referenced in our response, we have implemented new policy regarding PACs.

Accordingly, we have scheduled the next two meetings for the Culinary PAC to ensure that the school maintains compliance with accrediting standards on a go forward basis.

See Exhibit E for a tentative agendas for the next Culinary PAC meeting that is scheduled for May 1, 2011 and October 1, 2011, respectively.

Example A (One Meeting in 2010)

Accept Response – Consideration that there was only one meeting missing over the school's term of accreditation and that the school provided documentation to demonstrate corrective action on a go-forward basis.

The Commission may also elect to include an Institutional Enhancement Enclosure which, as part of the official record, directs the school's continued attention towards ensuring compliance with Section II (A)(5), Substantive Standards, Standards of Accreditation
   • Impact of repeat findings

Example B (no meetings in last term of accreditation)

Substantive Non-Compliance – Even considering our example response, the Commission could elect to defer action, or place the school on PAC reporting.

If response was incomplete, vague, or unclear, and there are other areas of substantive non-compliance it may result in the Commission's concern being elevated to that of a Show Cause, Probation, or other adverse action.

PAC Reporting

PAC Reporting typically includes the following:

A list of the school's PAC members, including the name, title, place of employment and description of the qualifications of each member for each of the school's programs;

Copies of the agendas and comprehensive minutes for all meetings held over a period of time designated by the Commission for specific programs, which clearly reflect:

- the date, time, and location;

- the PAC members in attendance and each member's affiliation;

- the scope of the PACs review and comment on all areas required by *Section II (A)(5)(e)(i-iii), Substantive Standards, Standards of Accreditation*; and

- evidence to show that the school gives consideration to the recommendations of the PAC as required by *Section II (A)(5)(f), Substantive Standards, Standards of Accreditation*.

Q & A

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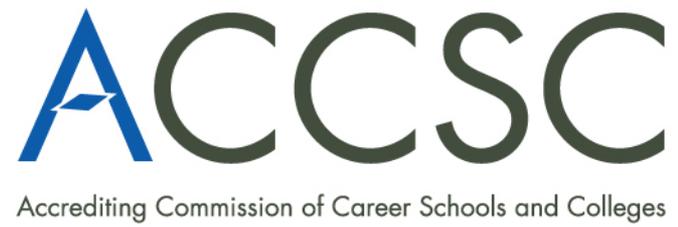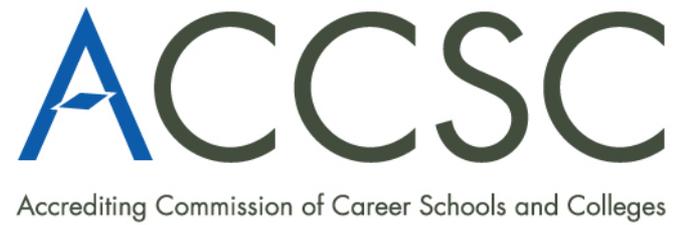
Resources

ACCSC's Webinars

http://accsc.org/Content/Events/Webinars/

- Transcend Compliance: Best Practices in Accreditation

- Preparing an Effective Response for Commission Consideration

- Preparing for the OnSite Evaluation: Strategies for Success

- The Graduation and Employment Chart: A Line by Line Analysis

- Electronic Submissions for Commission Consideration

- A Conversation with ACCSC's Executive Director – Quarterly Updates

ACCSC's Monograph Series Brochures

http://accsc.org/Content/Resources/Publications/MonographSeries/

- Maximizing Program Advisory Committees

- Learning Resource Systems

- Faculty Improvement Planning/Implementation

- Self Evaluation Processes and Practices

- Institutional Assessment and Improvement Planning

Save the Date!

2011 ACCSC Professional Development Conference
September 19-21, 2011
Westin Long Beach
Long Beach, California

Entering its 5th year, the ACCSC's Professional Development Conference remains the only conference of its kind in the career college industry – a membership-driven event that provides an opportunity for leaders from the ACCSC community of institutions to collaborate on enhancing the success of the hundreds of thousands of students that attend accredited institutions each year.

Maximizing Program Advisory Committees

Christopher Lambert
Director of External Affairs