ACCSC Forms and Reports
Application for Renewal of Accreditation
Application for Initial Distance Education
Application for a Change of Name
All submissions and notifications to the Commission must be organized and prepared in accordance with any specific instructions issued by the Commission and with the following specifications.
In accordance with ACCSC’s Instructions for Electronic Submission, all submissions and notifications must be:
Typewritten, clear, and legible
(photocopies must be legible
and photographs must be
digital originals or clear copies)
Organized as required by the ACCSC Instructions for Electronic Submission (e.g., bookmarked using required software, etc.)
Identified with the school’s ACCSC reference number and include a signed certification attesting to the accuracy of the information; and
Uploaded to ACCSC’s Electronic Record Management System (submissions and notifications not uploaded will not be considered to have met notification or submission requirements).
ACCSC requires that all documentation be submitted in English or accompanied by an appropriate English translation.
All information submitted for Commission consideration must be submitted within required time frames, include fees as required, and be certified as true and correct by the highest ranking official at the school.
Applications must include required exhibits
Tips and helpful guidance:

1. Use the current applications available on the website under Form and Reports.

2. Add the appropriate narratives after each item.

3. Add attachments after each item rather than at the end of the response.

4. Customize responses to the school and the specific program (don’t copy and paste from prior apps).
Substantive and Non-Substantive Applications

5. If you have questions contact ACCSC before submission!

6. Know your timeline – 30-45 days for review. (consider state approval, implement the program or change upon approval, Dept of Ed)

7. Review the application after completion.

8. Have one other person review the application before submission.

9. Upload (include payment asap)
Application for Renewal of Accreditation

Collects information about the school and its programs, and determines compliance with ACCSC eligibility criteria
SCHOOL INFORMATION

Address
Contact Information
Director
Workshop Attendance
Name
Ownership
SEPARATE FACILITY INFORMATION

Information about the main campus, if the school applying for renewal of accreditation is a branch

Information about any additional locations (branch, satellite, facility expansion) associated with the school applying for renewal of accreditation
SUPPLEMENTAL INFORMATION

- Eligibility Criteria
- State licensure
- Other accrediting body/regulatory agency
- Programmatic accreditation
Application Exhibits

- Application Processing Fee
- Additional information If the school’s name includes the term University
- Accreditation Workshop
- Ownership of the School and list of current owners
- Outline all changes of control in the previous two years
Licensure, Approval, & Accreditation

- Cohort Default Rates (Campus Specific)
- Corporate Affiliations with Other Schools
- Current Organizational Chart
- Current state license
- State Program Approvals (Clock / Credit Hour)
- State Authorization for Distance Education
Program Information

Other Accreditations (Notices)

Programmatic or Other Regulatory Approval Required for Employment

ACCSC Program Chart

Avocational or Continuing Education List
DISCLOSURES and CERTIFICATIONS

Attestations

“This application is submitted by the chief executive officer of the school for which accreditation is sought, and that official hereby attests to the following”
Disclosures

<table>
<thead>
<tr>
<th>Lost or was denied accreditation</th>
<th>Closed or entered into bankruptcy</th>
<th>Lost or was denied eligibility to participate in Title IV Funding programs</th>
</tr>
</thead>
</table>
Alanna Marx
amarx@accsc.org

Jaye Bishop
jbishop@accsc.org
Best Practices for Serving Student Veterans & Financial Aid Recipients

Carrie Wilson

c.wilson@pagunsmith.edu

Pennsylvania Gunsmith School
PART I
SERVING FINANCIAL AID RECIPIENTS
• How Much (or How Little) Do People Know?
• What You Can Do For Your FA Recipients
• Advice From The FAA Office
• Resources
HOW MUCH (OR HOW LITTLE) DO PEOPLE KNOW?
“Should I call FAFSA?”
College Confidence Survey

- 585 H.S. Juniors
- 550 Parents of H.S. Juniors

https://www.salliemae.com/about/leading-research
Familiarity with the FAFSA

- Very familiar: 16%
- Somewhat familiar: 28%
- Heard of, but know almost nothing: 30%
- Have not heard of: 21%
- Don't know: 5%
I DON'T THINK WE WILL QUALIFY FOR ANY AID
IT'S TOO COMPLICATED
DON'T KNOW ENOUGH ABOUT IT
NOT SURE HOW TO APPLY
DON'T KNOW
OTHER

Reasons for NOT planning to submit the FAFSA
**Language of Financial Aid**

- ISIR
- AGI
- Prior
- Prior
- Verification
- FAFSA
- Dependent / Independent
- NSLDS
- FAA
- MPN
- FSA ID
- Award
- Offer
- Direct
- Loan
Funding Options are NOT just for “College”

- Financial Aid
- Grants
- Scholarships
- VA Benefits
- 529 Funds
But I hardly made any money last year!

But I will not have any income while I’m in school!
WHAT YOU CAN DO FOR YOUR FINANCIAL AID RECIPIENTS
Be Kind
Be Patient
Be Supportive
We’re all good at different things!
1. Have you been through the FA process before??

2. Step by step directions (beginning with getting an FSA ID)

3. Provide Award Offer (or Drafts) as early as possible
For Applicants Still in High School
Informed Borrowing

- Loan Options (Federal Direct 1st, PLUS, Private)
- Approximate Monthly Payment for How Many Years
- Entrance Counseling
- Master Promissory Note
<table>
<thead>
<tr>
<th>FAFSA YEAR</th>
<th>Born &gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>1-1-99</td>
</tr>
<tr>
<td>2023-24</td>
<td>1-1-00</td>
</tr>
<tr>
<td>2024-25</td>
<td>1-1-01</td>
</tr>
<tr>
<td>2025-26</td>
<td>1-1-02</td>
</tr>
<tr>
<td>2026-27</td>
<td>1-1-03</td>
</tr>
<tr>
<td>2027-28</td>
<td>1-1-04</td>
</tr>
<tr>
<td>2028-29</td>
<td>1-1-05</td>
</tr>
</tbody>
</table>
Encourage Responsible Borrowing

“If your total student loan debt at graduation, including capitalized interest and loan fees, is less than your annual starting salary, you can afford to repay your student loans in ten years or less.”

Source: https://www.collegeavestudentloans.com
Good Entrance and Exit Counseling Can

Your Cohort Default Rate!!
Inform applicants and students (in writing) of all deadlines.
Audience
Input Time
1. How do you help with FAFSA completion?

2. How do you inform applicants about aid availability and eligibility? (state, federal, institutional)

3. How do you insure that students are fully informed about their student loans?

4. How do you ease a student’s worries about FA?
ADVICE FROM THE FAA OFFICE
HELP STUDENTS GET THE MAXIMUM AID FOR WHICH THEY ARE ELIGIBLE
Know the Rules
And
Be a Rule Follower
Be Proud!!

You are helping to make people's dreams come true.
RESOURCES
Keep Current

- Join a FAP Association (and be an active member)
- Daily news from associations
- FSA Partner Connect and FSATech Emails
- Attend webinars and trainings at conferences (FAP, school associations, FSA) and webinars
- Know where to look for information (https://fsapartners.ed.gov)
- Get a mentor
PART II
SERVING STUDENT VETERANS
TODAY’S TOPICS

• The Basics
• 15 Things Veterans Want You To Know
• What You Can Do For Your Veterans
• Advice From The Trenches
• Resources
THE BASICS
Characteristics of Student Veterans

- Male: 73%
- Female: 27%
- 1st Generation: 62%
- 38%
More Characteristics of Student Veterans:

Only 15% are traditionally aged college students
Most are between 24 and 40

Over 45% are married
Over 45% have children
VA Benefits and Financial Aid

- DOE defines a veteran differently than the VA
- Veterans non-education benefits must be reported on the FAFSA
- Federal veterans education benefits are not considered when packaging FA
Veterans are Different
15 THINGS VETERANS WANT YOU TO KNOW
Our Mission: Educating a Nation

PsychArmor® Institute provides critical resources to Americans so they can effectively engage with and better support military service members, Veterans and their families across our nation.
15 Things Veterans Want You to Know

Heidi Squier Kraft, PhD
Navy Veteran and Clinical Psychologist
Audience
Input Time
What will you remember from this video?
WHAT YOU CAN DO FOR YOUR VETERANS
Be Kind
Be Patient
Be Supportive
Let Veterans know you are on their side

Show your appreciation by helping making their education dreams come true

Help navigate and translate

Offer help – they most likely will not want to ask
- Know about benefits
- Encourage responsible borrowing
- Refer to available resources
- Let them help each other (sometimes)
Know the current MHA:
https://www.defensetravel.dod.mil/site/bahCalc.cfm

Paid in ARREARS!!
Celebrate Veterans Day
No amendments to certifications
Print out certs the following day
Keep current – workshops, webinars

Use the SCO Hotline

Email your ELR

Know your SAA people
Make sure Veterans are aware of all deadlines.
A few hours can = $5,260
Work with veterans one-on-one

Write it down
When needed, use your authoritative voice!
Audience
Input Time
1. How do your veteran students differ from other students?

2. How do you get answers from the VA?

3. How do you celebrate Veterans Day?

4. How do you help veterans in distress?
RESOURCES
Electronic Announcements about Veterans Education Benefits and FA:

SCO Handbook:

SCO Hotline: (855) 225-1159
- PyschArmor: https://psycharmor.org
- Direct Deposit for education benefits: (888)442-4551
- Veterans Crisis Line: (800) 273-8255
Blue Ribbon Response

Lisa J. Miles
ACCSC
FUNDAMENTAL CONCEPT | THE WRITTEN RECORD
**Questions about Compliance May Come Up Through Various Processes**

<table>
<thead>
<tr>
<th>On-site evaluation Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Reports</td>
</tr>
<tr>
<td>Stipulations</td>
</tr>
<tr>
<td>School Action Letters</td>
</tr>
<tr>
<td>(deferral, warning, probation)</td>
</tr>
</tbody>
</table>
WHEN PIECES OF THE PICTURE ARE MISSING

The school is given an opportunity to respond and provide a complete picture
THE BURDEN RESTS WITH THE SCHOOL TO FILL IN THE BLANKS
STEP ONE – IDENTIFY THE GAP

- Where do we need to be?
- Where are we?
WHERE DO WE NEED TO BE?

- The letter or report includes a standard citation.
- Make sure you understand the requirements of that standard.
- Your presentation (response) must demonstrate that the school is operating in current compliance with this standard.
WHERE ARE WE?

- The letter/report should describe the team’s or Commission’s specific findings.
- It may be the truth, or the perception from the written record.
It may be that you are in compliance but appeared to be not in compliance through some strange combination of gamma rays, incomplete documents, circumstances, solar flares, fragmented narratives, or bad hair days.
STEP TWO - ASSESSMENT

- Why are we over here?
- How are we going to get back over there?
<table>
<thead>
<tr>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execution</td>
</tr>
<tr>
<td>Documentation</td>
</tr>
<tr>
<td>Management/Oversight</td>
</tr>
</tbody>
</table>
STEP THREE - PLAN OF ACTION

Map it out based on your assessment
STEP FOUR

Now... the response
SUCCESSFUL RESPONSES

- Strong narrative for every item
- Documentation to show corrective action
- Organized in an easy-to-understand manner
THE NARRATIVE

Tell the Story
A narrative explanation regarding the overall response

Describe the school’s process for addressing compliance findings
COMPREHENSIVE NARRATIVE FOR EACH AREA

Past: Focus on the factors that contributed to the gap in compliance

Present: Demonstrate current compliance with standards

Future: Explain efforts to ensure ongoing compliance
TIPS

- Stay focused, don’t let your story get derailed by extraneous information
- Don’t skip important details
COMPREHENSIVE. PRECISE. DOCUMENTATION

- Illustrate your point
- Avoid the Avalanche
THE FIX: REVISED POLICY

- Updated internal P&P
- Revised catalog or addendum
- Memo showing distribution of new policy/effective date
- Documentation of implementation of new policy
- Oversight mechanisms to ensure consistent application of new policy
THE FIX: EXECUTION

- Training session
- Documentation of current compliance of operations
- Results of audits
- Results of performance evaluations
THE FIX: DOCUMENTATION

- New internal P&P
- Retraining
- Documentation of current compliance of operations
- Results of performance evaluations
- Results of audits
THE FIX: MANAGEMENT

- Oversight mechanisms
- Results of audits
- Results of performance reviews
- Documentation of current compliance
- Results of metrics assessment
INSTRUCTIONS FOR ELECTRONIC SUBMISSION

- Compile into one Portable Document Format (“PDF”) file
- Prepared using Adobe Acrobat software (version 8.0 or higher) and which has a .pdf extension as part of the file name
- Submitted via upload to the School Submission Center
Personal or confidential student or staff information that is not required for the Commission’s review (e.g., social security numbers, dates of birth, etc.)
INCLUDE

- A cover letter identifying the institution by name, address, ACCSC school number; an explanation of the content and the title of the document(s); and a name, phone number, and e-mail address for a point of contact at the school
- A bookmarked Table of Contents
- A copy of the Commission letter
- A signed Certification Statement attesting to the accuracy of the data contained in the response.
BOOKMARKS

- Clearly label each bookmark with an easily understood name.
- Bookmark each document that has been compiled into the PDF (e.g., include bookmarks for the Team Summary Report and the school’s response).
- Bookmark each Team Finding or Commission action letter item and bookmark the school’s narrative response to each item – this is a good place to use sub-level bookmarks;
- Bookmark and label all exhibits.
Use the Adobe link tool to create a dynamic hyperlink from the narrative response to a specific location or document in the file (e.g., to the specific exhibit that supports that section of the narrative response)
Blue Ribbon Response

Comprehensive Narrative

Precise Documentation

ACCSC Resources
WHAT DO YOU PICTURE WILL HAPPEN IF YOU ASK A QUESTION?
IN REALITY...?

Just waiting for the opportunity to be helpful!
BE COURAGEOUS AND PICK UP THAT KEYBOARD

- lmiles@accsc.org
- heichhorst@accsc.org
YOUR TURN

- What is the standard?
- What is the problem (compliance gap)?
- What is the school’s response?
- Are there unanswered questions?
- Did the school demonstrate compliance with standards?
THE STANDARD

The school must be able to justify the classification of each graduate as employed in a training related field. One requirements is that the employment is directly related to the program from which the individual graduated and aligns with a majority of the educational and training objectives of the program (Appendix VII Guidelines for Employment Classification, Substantive Standards, Standards of Accreditation).
THE PROBLEM

Upon review of the information submitted to support the data, the Commission noted that the response does not make clear, based on the job titles, how the following graduates are employed in a position that aligns with a majority of the educational and training objectives of the program.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Program</th>
<th>Job Title</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>JACK-078</td>
<td>Master Carver</td>
<td>Stem Trimmer</td>
<td>Polly’s Pumpkin Patch</td>
</tr>
<tr>
<td>JACK-982</td>
<td>Journeyman Carver</td>
<td>Cashier</td>
<td>Jill’s JackOLantern Jackpot</td>
</tr>
<tr>
<td>JACK-438</td>
<td>Journeyman Carver</td>
<td>Customer Service Representative</td>
<td>Gary’s Gourd Gallery</td>
</tr>
</tbody>
</table>
RESPONSE #1

The school provides a narrative that explains that the pumpkin carving industry has taken a hit from the COVID-19 pandemic, as more families are carving their own jack o' lanterns at home rather than investing in the luxury of designer Jack O Lanterns.
RESPONSE #2

• The school’s narrative explains that the school has hired a new Career Service representative, who mistakenly classified the graduates as employed in field based on the place of employment.

• The school has now fired the previous Career Services representative and has hired a new Career Services representative who has 15 years experience in the field, and personally knows someone who works for ACCSC. See attached resume.
RESPONSE #3

- The school’s narrative acknowledged that there was a lack of understanding at the leadership level, about the definition of “employed in field.” The team has written a new policy, copy attached, which includes definitions of reasonable and sustainable.

- The leadership team explained the new policy at a general staff meeting on April 22, 2022 and followed up with a hands-on training with the Career Services Representative to practice application of the new policy (see minutes of both meetings attached).
A COMPLETE RESPONSE WILL INCLUDE

- A description of the school’s policies and procedures for recording and verifying graduate employment
- A copy of the verification form or other tool the school is currently utilizing to verify employment.
A COMPLETE RESPONSE WILL INCLUDE

• A table of information for each graduate who gained employment in the career field for a particular timeframe
  - Graduate ID
  - Program
  - Graduation Date
  - Placement of Employment
  - Employer Point of Contact
  - Date of Initial Employment
  - Descriptive Job Title
A COMPLETE RESPONSE WILL INCLUDE

• A copy of the school’s completed verification form for each graduate employed;
• For each graduate classified as self-employed, provide a signed statement from the graduate verifying that the employment is valid;
• For each graduate classified as career-advancement, a signed statement from the graduate or employer regarding the connection between the training and career advancement.
THE STANDARD

• The school is attentive to its students’ educational and other needs as a means to support retention (Section VI (A)(1), Substantive Standards, Standards of Accreditation)
THE PROBLEM

- Of the students surveyed during the on-site evaluation, 48% were dissatisfied with student services; 47% were dissatisfied with the training equipment; 27% were dissatisfied with the facilities; and 50% would not recommend the school to a friend.
RESPONSE #1

- The school’s narrative indicates that there is a group of students that are a bunch of jerks who don’t want to work hard. They don’t know what they are talking about when it comes to equipment and are never satisfied with anything. We’ve got the best equipment we can afford. Also, they expect to have their hands held every minute of the day. In order to be successful in this field, they need to get their act together and act like adults.
RESPONSE #2

- The school’s narrative describes how the school solicits input from students, including student surveys and a suggestion box.

- As documentation, the school submits a copy of the student surveys that were conducted prior to the on-site evaluation.
RESPONSE #3 (PART ONE)

- The school’s narrative that the school’s leadership met to evaluate the underlying cause of student dissatisfaction. It appears that the COVID-19 pandemic negatively impacted faculty and staff retention. There was a vacancy in the student services position, which the school attempted to fill by having the remaining staff “pitch in” to cover student services. The patchwork nature of coverage resulted in student feeling a lack of support. In addition, due to supply chain issues, the school has had difficulty getting certain supplies replenished.
RESPONSE #3 (PART TWO)

- The school has hired a new student services coordinator (resume attached)
- The school has been able to received backordered items, and has established a new procedure for ensuring extra stock on hand (see PAC review of current equipment, and a copy of the new policy)
- A re-survey of students after the on-site evaluation, showing all satisfaction levels have risen above 80% (copy of survey instrument, and survey results attached)
THE STANDARD

- The school demonstrates successful student achievement by maintaining acceptable rates of student graduation and employment in the career field for which the school provided education as well as acceptable pass rates on licensure/certification exams where required by governmental entities to work in a particular career field (Section VII (B)(1)(b) and Appendix VI, Substantive Standards, Standards of Accreditation).
REALISTIC ASSESSMENT

• Conduct a realistic assessment of the viability of program offerings and the factors impacting student achievement.

• It is expected that a school will take appropriate and responsible action regarding any program offering that is not meeting expectations.
VIEWED THROUGH THE LENS OF

- History
- How many programs
- How many students
- Actions taken
- Trend Data
THE PROBLEM

- The school reported student graduation rates in its 2021 Annual Report that do not meet ACCSC’s minimum benchmarks. Using a July 2021 Report Date, the school reported the following student achievement information:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Program Length in Months</th>
<th>Reported Graduation Rate</th>
<th>Benchmark Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Pumpkin Carving</td>
<td>2</td>
<td>75%</td>
<td>84%</td>
</tr>
<tr>
<td>Advanced Pumpkin Carving</td>
<td>12</td>
<td>40%</td>
<td>55%</td>
</tr>
</tbody>
</table>
RESPONSE # 1

• The school provided a narrative indicating that COVID-19 resulted in an unusual number of drops from the school (see attached comparison between 2020 G&E Charts and 2021 G&E Charts).

• The school provided a list of the students categorized as withdrawn or terminated (line 8) and identified 24 of the 34 withdrawals were due to COVID-19 reasons.

• The school provided an updated G&E Chart based on the December 21, 2021 Accreditation Alert, which show that the graduation rate for the Basic program is 85% and the graduation rate for the Advanced Program is 67% (see attached charts and supporting documentation).
RESPONSE #2

- The school provided a narrative indicating that the poor economy has hit the local geographic area particularly hard, resulting in several plant and company closures. The school has received an influx of students that received state funds to spend for training for new careers; however, those students don’t seem ready to take on the rigors of the school’s programs and require an inordinate amount of the faculty’s time in remediation. The school intends to hire additional recruiters to try to find cash-paying students.
RESPONSE #3A

- The school conducted a study of student drops in the last six months and found that students do not seem adequately prepared for the rigor of the program.

- The leadership team met and considered two options: increasing admissions requirements and implementing an extended orientation program to address the deficiencies in study skills, fundamental math and English, as well as create a connection to the school community (see minutes of the leadership team meeting).
RESPONSE #3B

• The leadership team decided to implement the extended orientation program first and to assess after three starts. If retention rates do not indicate a likelihood of acceptable graduation rates, the school will implement more rigorous admissions criteria (see orientation curriculum attached, as well as documentation for the first class start to take the extended program).

• A description of the school’s new peer mentor program, which pairs high-performing upper-level students with new students to facilitate integration into the student community.
RESPONSE #3C

- Updated G&E Charts, showing the graduation rates have not improved over the benchmark (see attached, with supporting documentation).

- Retention charts for the two programs, showing the most recent starts, which are indicative of an upward trend in rates of student graduation.
Be courageous and pick up that keyboard

- lmiles@accsc.org
- heichhorst@accsc.org
CAREER AND STUDENT SERVICES - IT’S NOT A “BREAK IN CASE OF EMERGENCY” SERVICE

Yvonne M. Keathley
REGIONAL DIRECTOR OF OPERATIONS
SOUTH TEXAS VOCATIONAL TECHNICAL INSTITUTE - MCALLEN

CO-CREATORS: DR. KIMBERLY M. RODRIGUEZ & MRS. VANESSA PARDO
The purpose of this session is to explore effective ways to engage students throughout the student life cycle and connect them with employment opportunities.

- **Define**: To clearly define WHAT Career & Student Services DO and what services they offer.
- **Explain**: To explain WHY Career & Student Services are so vital to any campus aspiring to meet student needs.
- **Debunk**: To debunk myths and misconceptions about Career & Student Services.
- **Bridge**: To learn strategies to bridge the communication gap between students & Campus staff.
- **Theory-Practice**: To learn how to put theory into practice & provide useful resource information to students.
- **Impact**: To understand the impact Career & Student Services has on student retention & placements and the overall success of any campus.
Debunking myths of WHAT it is, exploring WHY students might not utilize this service.
WHAT IS STUDENT SERVICES?

It is a department or division whose main purpose and responsibility is to provide services and support to students in higher education.

So why is it so critical?

**REASON 1:**
THESE SUPPORT SERVICE ARE CREATED TO HELP STUDENTS BE SUCCESSFUL IN THEIR ACADEMIC CAREERS. (Distractions and Obstacles)

**REASON 2:**
OUR STAFF SEEK TO ENGAGE STUDENTS THROUGHOUT THE STUDENT LIFE CYCLE (Building Rapport & Trust)

**REASON 3:**
WE SEEK TO FOSTER THE PERSONAL AND PROFESSIONAL DEVELOPMENT OF STUDENTS AT OUR INSTITUTION. (Service Learning)
WHAT DO STUDENTS NEED FROM US?

STUDENTS NEED:

● MENTORSHIP
● SUPPORT & AFFIRMATION
● RESOURCE INFORMATION
● GROWTH OPPORTUNITIES
  ○ Personal:
    ■ Meaningful connections with peers
    ■ Life Development/Coping Skills
  ○ Professional:
    ■ Academic Advising
    ■ Career Development Skills
Abraham Maslow (1943) first introduced the Hierarchy of Needs framework in a paper entitled “A Theory of Human Motivation.” He proposed that a person’s behavior is dictated by 5 categories of human needs.

“He found that basic human needs are organized into a hierarchy of relative prepotency,” (Maslow, 1943, p. 375). This means that before the motivation for “higher” needs can emerge, one’s basic needs must first be more or less met.
**CREATING A STUDENT-CENTERED MINDSET**

- **IF** STUDENTS BASIC NEEDS ARE **NOT** MET,
  - Water, food, shelter
  - Emotional & financial security, health
  - Sense of belongingness
  - And self-esteem

- **THEN** STUDENTS WILL NOT BE AS MOTIVATED TO REACH THEIR FULL POTENTIAL WITHIN THEIR ACADEMIC CAREERS,

- **THEREFORE,** STUDENT SERVICES IS **VITAL** TO THE SUCCESS & RETENTION OF STUDENTS!
  - Because having a great student services strategy = great retention
STUDENT SERVICES AT STVT-MCALLEN

Student Services

Life & Coping Skills

Advising Referral Services

Transportation Solutions

Childcare Options

Housing Assistance

Learning Resources

Life & Career Development

Military & Veterans Support

When Life Happens
We Are Ready to Assist You

South Texas Vocational Technical Institute
LETS HEAR FROM YOU

- What was your experience using Student & Career Services?
- Do you wish you would have taken advantage of these services?
- What is different from your experience then as a Student to now as an Administrator?
CHANGING THE PERCEPTION OF STUDENT SERVICES

TOGETHER WE NEED TO CHANGE THE PERCEPTION THAT CAREER AND STUDENT SERVICES ARE ONLY A “BREAK IN CASE OF EMERGENCY” SERVICE AND TO PROVIDE STRATEGIES TO DEBUNK THIS MYTH EFFECTIVELY.
<table>
<thead>
<tr>
<th>REACTIVE</th>
<th>PROACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Sought out <em>after</em> a problem or emergency has occurred. The focus is only provided once something goes wrong.</td>
<td><strong>Definition:</strong> Sought out <em>before</em> any problems, emergency, or crises. The focus is to avoid and prevent any potential obstacles.</td>
</tr>
<tr>
<td><strong>Example:</strong> A student no longer has anyone to take care of their children, thus they start to miss classes consecutively. Once their absences begin to negatively impact their grade, the instructor reaches out to student about attendance issues. Instructor then recommends student to reach out to Student Services.</td>
<td><strong>Example:</strong> A student reaches out to instructor about concerns that childcare issues could potentially impact their performance. Student is recommended to Student Services at onset of semester to explore options (e.g., childcare resources in the community, schedule change).</td>
</tr>
<tr>
<td><strong>Example:</strong> A student reports that their car broke down and start having more inconsistent attendance as a result. They then go to Student Services at the end of the semester to ask if there is any information available about transportation resources because they failed their classes this semester.</td>
<td><strong>Example:</strong> During orientation a student discloses having an unreliable car. Student Services has a resource table at orientation &amp; provides student with information about public transportation systems (Bus route schedules &amp; fees), student carpool options, and transportation companies (Uber/Lyft).</td>
</tr>
</tbody>
</table>
Whose responsibility is it to ensure students are *educated* about Student Services? Whose responsibility is it to shift the *perception* that students can use your services *PROACTIVELY* vs *REACTIVELY*?

*IT MAY NOT BE WHO YOU THINK IT IS...*
SHARE THE LOVE

**MYTH:** IT IS THE SOLE RESPONSIBILITY OF THE STUDENT SERVICES DEPARTMENT TO ENSURE STUDENTS KNOW ABOUT THE SERVICES THEY PROVIDE AND TO ENCOURAGE THEM TO USE IT MORE PROACTIVELY.

**TRUTH:** IT FALLS ON STUDENTS, STAFF, FACULTY, LEADERSHIP, & THE CAMPUS CULTURE AS A WHOLE TO MAKE THIS INFORMATION MORE ACCESSIBLE TO STUDENTS. FROM TOP-TO-BOTTOM, THE CAMPUS MUST...

**Validate** that Student Services is a **NECESSARY** resource!

**Normalize** that Student Services can be accessed by **ANY AND ALL STUDENTS**!

**Educate** everyone on the What Services are provided & how they are **NOT** only there in the case of an emergency!

**Affirm** when **STUDENTS, STAFF, FACULTY, & LEADERSHIP** use and/or make referrals to Student Services!
NEW STUDENT/TRANSFER STUDENT ORIENTATIONS
Ensure students have a packet with information about Student Services. A representative from this department should be present at orientation to start the process of building a connection.

INTEREST SESSIONS WITH ADMISSIONS
During visiting tours or consultations with representatives from Admissions

ANNOUNCEMENT BOARDS
Post psychoeducational handouts about Student Services that debunk misconceptions about this resource.

EMAIL BLAST
Send out email announcements offering information about Student Services, outreach events where students can come get to know the staff from this department better, and links to resources on the SS webpage so students can share the responsibility of proactively reaching out to ask for help.
STRATEGIES TO BRIDGE THE GAP

SOCIAL MEDIA (#STVTMcAllen)
Encourage students to share testimonials of how they found Student Services helpful. Post short videos introducing Student Services staff & providing brief explanations of how they service students.

CLASSROOM PRESENTATIONS/SYLLABI
Every faculty member should know what Student Services offers so they can validate, normalize, educate, and positively reinforce students who seek out these services.

RESOURCE FAIRS
Host both virtual and in-person resource fairs on campus for students so they can be provided with information about on-campus and local community resource options available.
GROUP ACTIVITY: SHARING SESSION

Now let’s have everyone at each table count off from 1 to 5. Once everyone has been assigned a number, you will need to go join your assigned group.
1. A student has abruptly withdrawn from school due to financial issues.

2. A student’s attendance has been spotty & they have been having consecutive absences.

3. A student’s academic performance has suddenly become drastically different & has declined.

4. A student struggling with imposter syndrome and is feeling isolated.

5. A student abruptly lost their child care services and is increasingly confused about what to do now.

6. A student sits by themselves in the classroom and finds it hard to make friends.
THINK ABOUT STUDENT SERVICES AT YOUR CAMPUS

- What is your campus currently doing to provide support in these type of scenarios?
- What are at least 3 resources that you can provide information for?
- How could these situation been prevented (Proactive vs Reactive)
- Which category on the Hierarchy of Needs is not being met?
LET’S ALL COME BACK TOGETHER
and Share

Successville, right? Population Us!
USEFUL RESOURCES TO OFFER STUDENTS

**HOUSING:** 2-1-1 TEXAS, APARTMENT LOCATORS, TEMPORARY SHELTERS, LOCAL HOUSING ORGANIZATIONS

**TRANSPORTATION:** BUS ROUTE SCHEDULES & FEES, STUDENT CARPOOL, UBER, LYFT

**HEALTH:** TROPICAL BEHAVIORAL HEALTH SYSTEMS, NUESTRA CLINICA DEL VALLE, DENTISTS WHO CARE, HIDALGO COUNTY HEALTH & HUMAN SERVICES, COPING SKILLS HANDOUTS

**CHILDCARE:** WORKFORCE SOLUTIONS CHILD CARE SERVICES (CCS) PROGRAM, TEXAS CHILD CARE SOLUTIONS
PUTTING THEORY INTO PRACTICE

STVT CAMPUS CULTURE:

● AS A CAMPUS, WE GENUINELY CARE ABOUT EMPOWERING OUR STUDENTS WITH TOOLS & RESOURCE INFORMATION SO THAT THEY CAN FEEL ADEQUATELY EQUIPPED FOR PERSONAL & PROFESSIONAL GROWTH

● HERE ARE EXAMPLES OF HOW WE PUT THEORY INTO PRACTICE TO VALIDATE & AFFIRM OUR VALUE OF STUDENT SERVICES
MEANINGFUL CONNECTIONS & SERVICE
SERVICE LEARNING

● PAYING IT FORWARD
  ○ We want to students to feel empowered to be part of the process of building a strong connection with Student Services.
  ○ When students are invited to be involved, they are sharing the responsibility of increasing awareness of the importance of SS.
  ○ Students will feel more motivated to volunteer at campus events as well as to participate in grass-roots community events.
RETENTION STRATEGIES

IT IS IMPERATIVE TO ENGAGE EARLY & OFTEN
- We must consistently communicate information about resources available as soon as students express an interest to become part of the campus community.
- Admissions → Orientation → Classroom

CORE VALUE OF THE CAMPUS
- Validate, Normalize, Educate & Affirm that Student Services is part of the Campus Culture.
RETENTION STRATEGIES

- **FOSTER MEANINGFUL CONNECTIONS**
  - Build student relationships with peers, staff, faculty, advisors, & student leaders in the campus community
  - Try to develop strong bonds by being a consistent presence for them
  - Teach students how to build a community on campus so they gain a sense of belonging

- **IMPLEMENTING PROACTIVE VS REACTIVE STRATEGIZE**
  - Try to minimize the risk of an “emergency” occurring
    - Contingency Planning with Admissions Representatives
    - Educate students early on about Student Services, the resources they provide, and how/when to use these services.
RETENTION STRATEGIES

● PROACTIVELY MONITOR STUDENTS
  ○ Be informed about & pay attention to potential warning signs
  ○ As soon as issues begin to arise, intervene promptly & proactively
  ○ Develop concrete intervention plans & guided resource options for students to choose from so they can feel empowered and part of the problem-solving process.

● REINFORCE WHEN STUDENTS REACH OUT
  ○ Affirm a student’s proactive behaviors to seek out Student Services
  ○ When students recognize that they can come to you without being judged, it helps to foster trust.
  ○ This also increases the likelihood of them staying in school, thus improving retention rates & the overall success of a campus.
OUTLINE

Part 1: Student Services

Part 2: Career Services

Part 3: What did you learn?

Part 4: Go Forth & Prosper
PART 02
CAREER SERVICES

Debunking myths about Career Services, exploring why students might run away or avoid this service, and how to bridge the gap.
WHAT IS CAREER SERVICES?

Career Services is responsible for the professional development of students and successfully match students with employment opportunities.

So why is it so critical?

**REASON 1:**

FOSTER MEANINGFUL RELATIONSHIPS EARLY ON TO BUILD THEIR TRUST (Career Coaching)

**REASON 2:**

SELF ACTUALIZATION (SHIFTING FROM STUDENT IDENTITY TO WORKFORCE)

**REASON 3:**

MEETING PLACEMENT BENCHMARKS (MatchMaking)
WHAT DOES CAREER SERVICES OFFER?

SERVICES OFFERED:

- Professional Development
- Classroom Engagement through Workshops
- Graduate Employment
- Employer Engagement
- Student Engagement Activities
- Job Order/Lead Development
- Career Coaching
- Career Fairs
- Externship Site Development
HIERARCHY OF NEEDS

- Physiological
- Safety
- Love/belonging
- Esteem
- Self-actualization

Motivation decreases as needs are met

Deficiency Needs

Being (growth) Needs

Motivation increases as needs are met
CAREER SERVICES AT STVT-MCALLEN

Career Services

Cover Letters
Helping You Get The Employer's Attention

Resumes
Highlighting Your Skill To Employers

Interview Preparation
First Impressions Matter - Making Sure You Are Ready

Alumni Associations
Building A Network Of Graduates & Current Students

Where Preparation Meets Opportunity

South Texas Vocational Technical Institute
CHANGING THE PERCEPTION OF CAREER SERVICES

REACTIVE

Oh my god, I need help.

PROACTIVE

I GOT THE JOB!!
AN INTENTIONAL APPROACH TO CAREER SERVICES

- Introducing Career Services
- Frequency of interactions with students
- Providing general support to students when not meeting directly with students

Early and Often
Meet with in the first two weeks of class

Creating a Resume Early
It is Never too early to create a resume

Planned Events
Calendar Events
Employer Presentations
Field Trips

Emails
Send out part time job postings in the area
STRATEGIES TO BRIDGE THE GAP
INTENTIONAL APPROACHES FOR STUDENT SUCCESS

- Build Trust and Rapport
- Educate Students on Career Services
- Matching students to employment opportunities
- And Externship Sites
- Solicit Honest Feedback
Interview Runway Fashion Show

Judges will base rankings on clothing, hair / grooming, and shoes.

November 13
11:30 A.M.

STVT
South Texas Voc-Tech

Communication Skills & Cupcakes
11am - Assembly Hall
INDICATORS THAT YOU HAVE A GREAT CAREER & STUDENT SERVICE STRATEGY

- Drop Rate
- Student Surveys
- Graduation rate
- Licensure rate
- Placement rate
- Student Referral Program
OUTLINE

Part 1: Student Services

Part 2: Career Services

Part 3: What did you learn?

Part 4: Go Forth & Prosper
PART 03

WHAT DID YOU LEARN?

Let’s test your listening skills and see how much knowledge you have gained!
TRIVIA TIME

● LET’S SEE WHAT YOU LEARNED

○ Everyone please take out your mobile devices and go to:
  ■ kahoot.it
○ Then tap “Enter PIN”
○ Click the “spin” button to choose a nickname & join!

https://play.kahoot.it/v2/lobby?quizId=60aeac9a-6727-4691-883f-54c850dfb96d
PART 04

GO FORTH & PROSPER!

Utilize what you have learned here today & continue to impact students lives in a meaningful way!
GREAT CS STRATEGIES = GREAT PLACEMENTS!!!

GREAT SS STRATEGIES = GREAT RETENTION!!!

EARLY + OFTEN
TOGETHER WE CAN...

● REACH MORE STUDENTS PROACTIVELY

● EMPOWER THEM WITH TOOLS NEEDED TO BOTH PREVENT & RESOLVE ARISING ISSUES

● FOSTER A CAMPUS CULTURE THAT:
  ○ Genuinely values SS & CS
  ○ Positively reinforces asking for help
  ○ Educates all about accessible resources
  ○ Strives to reduce the risk of an "emergency"
Questions?

- Yvonne M. Keathley  
  Regional Director of Operations  
  STVT Institute-McAllen  
  ykeathley@stvt.edu

- STVT Institute Facebook

- STVT Institute Twitter

- STVT Institute Instagram

- STVTMcAllen TikTok #stvtmcallen
CONNECTING THE COMMUNITY WITH
STUDENT AFFAIRS

ELIZABETH HERRON
CARS

BEN CLARK
AIM/CENTURA
Today.....
We will brainstorm.
We will connect.
We will learn and share.

We will have fun!

WE MAKE A LIVING BY WHAT WE GET. WE MAKE A LIFE BY WHAT WE GIVE.

WINSTON CHURCHILL
"There is no power for change greater than a community discovering what it cares about."

MARGARET J. WHEATLEY

What communities make up your institution?
How do you connect your students to the community?

To increase student engagement and ownership of learning, we should give students opportunities to do meaningful work - work that makes a difference locally, nationally, and globally.

~ Eric Williams
COMMUNITY CONNECTIONS – THROUGHOUT THE LIFECYCLE

STUDENT LIFECYCLE
Complete Student Lifecycle

- Attract
- Contact
- Visit

- Graduate
- Promote
- Legacy, Give

- Intern
- Career Dev.

- Enroll
- Orient
- Arrive

- Apply
- Visit

- Learn
- Grow
OPPORTUNITIES TO CONNECT WITH COMMUNITY

- Admissions
- Student Finance
- Education
- Student Service
- Career Services
USE WHAT YOU CAN
Focus on two-way interactions that yield a win-win for both academics and the community.

- Planning to compensate for contributions: Can be through financial or in-kind compensations or benefits.
- No “parachute in and parachute out” approach: Continue following up with communities to maintain strong relationships.
- Not missing the mass population: Not only selecting community champions.
- Focus on capacity building: Opportunities to develop skills that allow them to progress through their careers.
- Listening with a blank slate: Start conversation by asking community members what they think the issues are.
- Community service with no strings attached: Conduct activities that are beneficial to the community, not only for research data.

Meaningful community engagement activities towards forming partnerships with the community.
Thank you for your participation today!

Ben Clark
bclark@centura.edu

Elizabeth Keifer Herron
ekherron@collegiatersvp.com
Creating a Community of Stigma Free Mental Health Awareness at Your School

Dr. Julie Basler and Libby Gilliland
Platt College and LaSalle University
• Discuss stigmas related to mental health
• Discuss the missed signs
  (how involved should we be?)
• Discuss the creation of mental well-being
<table>
<thead>
<tr>
<th>Julie Basler</th>
<th>Libby Gilliland</th>
</tr>
</thead>
<tbody>
<tr>
<td>• President of Platt College</td>
<td>• Senior at LaSalle University</td>
</tr>
<tr>
<td>• Has always had high functioning anxiety</td>
<td>• Noticed mental health issues in 7th grade</td>
</tr>
<tr>
<td>• Seeks perfectionism and won’t stop until its achieved (which it never is)</td>
<td>• Was scared to speak up, by 8th grade depression and anxiety</td>
</tr>
<tr>
<td>• On the enneagram, is a type 2 (the helper)</td>
<td>• Hit breaking point after her 1st of college, self sought help</td>
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<tr>
<td>• Has trouble saying no</td>
<td>• Started working on podcast project</td>
</tr>
<tr>
<td>• Doesn’t want others to see any faults and never wants to disappoint others</td>
<td>• Personality of a work-a-holic until exhaustion</td>
</tr>
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What's the Connection?
According to Boston Univ School of Public Health (Sarah Lipton and Healthy Minds Network) study for 10 years 2031-2021 with 350K survey participants and 300 campuses:

- 75% of lifetime mental health problems will onset by 24 years of age
- Increase of 135% for depression and 110% for anxiety
- By race:
  - White (non Hispanic) increase in non suicidal self-injury and eating disorders
Statistics at a Glance

• By race:
  • (During COVID) American Indian, Alaskan Native, Asian/Islander Pacific Islander, Desi American (South Asians) are experienced a high statistical growth of mental health issues
  • Arab Americans experienced a 22 percent jump in mental health issues, but had an 18 percent decrease in treatment over the eight years of the study, highlighting a critical gap between onset of symptoms and accessing help
Shame Associated with Mental Health

Casually using terms such as “depressed” or ‘OCD” to describe daily feelings

Referring to others as “psycho” or “crazy”

Labeling someone based on their illness

Judging or mocking someone based on their abnormal behavior
Question 1: (Libby)

What are barriers to accessing mental health help in college?
Question 2: (for Julie)

How did you overcome the stigma of “coming out” with a mental health crisis?
It seems we talk a lot about mental health, when something happens-but how can we tackle it right away? And why is that important?
Question 4: (for Julie)

You have commented that mental health stigma grows as you age? What do you mean by that?
Question 5 (for Libby)

What do you think is the most important thing your first semester or quarter a school can do to make you feel mentally sound?
Question 6 (for Julie)

Why would an employee ever confide in a co-worker?

Question 7 (for Libby)

How can college students be accountability partners for one another?
Question 8: (for Julie)

From an administrative perspective, what changes have you seen since 2020?

Question 9: (for Libby)

What had your college experience been like and what have you noticed in the attitudes of incoming classes?
BUILDING A WELLNESS PLAN

WHAT ARE IDEAS THAT WORK FOR STUDENTS?
Health and Wellness Ideas

Students:
- Peer on peer discussions/clubs/meetings
- Student check ins (classroom questionnaires)
- Virtual and in person mental health and wellness fairs
- Anonymous platform for immediate help

Employees:
- Discussion of mental health benefits at every evaluation and posted in employee portal or breakroom
- Mindfulness exercises at faculty/staff training and included in syllabi
- Therapy animals during finals
- Checking in with anonymous notes on cars with help identified
Our contact:

Dr. Julie Basler
(Julie.basler@plattcolorado.edu)

Libby Gilliland
(egilliland12@gmail.com)

Mental Health University Podcast
with Dr. Joel Ingersoll
DEI starts with an IDEA

Marjorie Rosen, Dr. Justin Harper
MARJORIE ROSEN, MBA-MDR, RHIA, APPROVED RCM TRAINER

Marjorie Rosen is a national Advocate for the Health Information industry. To lead her programs, she commonly uses a conglomerate of Trust principles along with adapted cognitive behavior techniques and a Growth Mindset approach. She has received several awards for her innovations and process improvement implementations. She consults with universities and other facilities in their process and designs new efficient models. She is the Dean/Program Director for Bryan University over the Healthcare Programs and Chief Solutions Facilitator for Educational Resolutions. She is the 2017 recipient of Bryan University’s “Distinguished Faculty Award” and is currently pursuing her Doctorate of Education in Learning and Leadership with an emphasis in Healthcare Leadership.
Dr. Justin Harper

Dr. Justin Harper is the program director for the Bryan University exercise science department and served as the Inclusion, Diversity, Equity, and Awareness committee coordinator. In his program director role, he oversees all operations of the exercise science department. As the IDEA committee coordinator he was responsible for implementing DEI initiatives for all faculty at Bryan University. Dr. Harper is 2018 recipient of Bryan University’s “Distinguished Faculty Award”, and has a doctorate in education from Grand Canyon University.
Implicit Bias

How well do you know you?

- Take out your phone
- Open your camera
- Scan QR Code (point camera)
- Click on link that pops up
- Take the “Gender Career” Quiz
What is DEI?

Diversity, equity and inclusion (DEI) is a term used to describe policies and programs that promote the representation and participation of different groups of individuals, including people of different ages, races and ethnicities, abilities and disabilities, genders, religions, cultures and sexual orientations.

Bryan University’s Approach:

The Inclusion, Diversity, Equity and Awareness (IDEA) Committee is dedicated to making BU a more inclusive and equitable environment for employees, students, and our local communities. The goal is to bring more awareness to under-recognized holidays, groups and causes, develop unique solutions aimed at closing education attainment gaps for our diverse student population, create inclusive and equitable experiences for the entire BU community, and be of service to underserved populations locally and domestically.
Gratitude Pilot - Healthcare

Tis the Season to give THANKS

Give Thanks to a Past or Present
INSTRUCTOR
COACH
ACT MEMBER
that has helped you along your journey at Bryan University

Each "thank you" submitted will count as 1 vote for that Bryan team member.

4 Winners

You could receive a

$25 Amazon E-Gift Card

Tis the Season to give THANKS

Instructors • Coaches • ACT Team
Additional Prizes will be awarded to those with
Highest Retention Rate &
Most Thanked

You could receive a

$25 Amazon E-Gift Card
GRATITUDE PROJECT - HEALTHCARE (PILOT) DATA

165 Thanks during the campaign

116 Thanks for Healthcare Dept

81 Entries into raffle

15 Peer student-to-student thanks

4 student “winners”

I Very humbled PD from reading the comments.
Gratitude Project - Campus wide DEI

- Planning
- Approvals
- Communication
- Teams involved

Give Thanks!
May 30th - July 1st

What better way to cool off from the summer heat, let's make it rain prizes!
Grand Prize: $100
2nd prize: $50
3rd prize: $30
* Additional prizes included
Gratitude Project-
Campus-wide Data
Barriers & Awareness from IDEA committee, Engagement

- Buy in for project
- Participation for departments
- Response time from leaders
- Awareness- still people didn’t know what the project was about
- Went over budget
Lessons Learned

LARGER PROJECT THAN ORIGINALLY PLANNED
APPROVE BUDGET AND COMMUNICATE EARLY
OVER COMMUNICATION IS THE KEY
EMOTIONAL CONNECTIONS AND WARM FUZZY FEELINGS
CELEBRATION OF EACH OTHER AND AWARENESS OF THE IMPACT WE MAKE WHEN INTERACTING WITH EACH OTHER
BRANDING-WINNER’S CIRCLE
Wanna Play a quick game?
Gratitude Project Implementation Plan
(Scan QR Code)
Contact Information

Marjorie Rosen
Program Director | Bryan University
marjorie.rosen@bryanuniversity.edu

Justin Harper, Ed.D.
Program Director | Bryan University
justin.harper@bryanuniversity.edu
doesn’t happen by accident.
Accidents.
I didn’t see that coming
I didn’t see that coming
I didn’t see that coming
MISTAKES

It could be that the purpose of your life is only to serve as a warning to others.
We can be smarter,

but...
Tool for evaluating your condition.
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<tr>
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<td>disaster, existential threat, fear, petrification</td>
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**Realm of:**
- known:
  - expertise, productivity, efficiency
  - rut, groupthink, complacency, stagnation

- unknown:
  - discovery, exploration, learning, research
  - expensive, frustration, failure (fire)

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**Realm of:**
- known:
  - intuition/6th sense, collaboration,
  - underutilized resources, “disruption”
  - cultural/structural elements, bureaucracy
  - red-tape, narrowmindedness

- unknown:
  - paradigm shifts, quantum leaps, innovation
  - disaster, existential threat, fear, petrification

AKA: we are clueless
Summary & Reflections

Zone 1: core competence, sweet spot
Zone 2: innovation thru discovery
Zone 3: innovation thru recognition
Zone 4: be ready for anything
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Mood Elevator
(Senn Delaney)

“How are you doing?”

Human nature: our moods fluctuate on a daily, hourly, minute-by-minute basis.
Your Mood

- grateful
- wise
- creative
- resourceful
- hopeful
- appreciative
- patient
- sense of humor
- flexible
- curious
- impatient
- irritated
- worried
- defensive
- judgmental
- self-righteous
- stressed
- angry
- depressed

Outcome

- Conference
- Discussion
- Meeting
- Conversation/Discussion
- Altercation
- Confrontation
- Argument

© 1994 – 2022 Heidrick & Struggles / Senn Delaney / Larry Senn.
Your Mood
- grateful
- wise
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- judgmental
- self-righteous
- stressed
- angry
- depressed

Conference
Discussion
Meeting
Conversation/Discussion
Altercation
Confrontation
Argument

Outcome
- Trust
- better relationship
- supported
- leader validation
- appreciation
- clarity
- complaints
- accusation
- confusion
- resentment
- anger
- dis-trust
The Law of Changing Culture

1) Elevating personal behavior (i.e., starting at/coming from “curious”)

2) Facilitating win-win situations/relationships that build trust.
Questions & Observations?

For further information or to schedule an in-depth and interactive training for your organization at a reasonable expense, contact:

thwicke@gmail.com
<table>
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<tr>
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Examples:
ACCSC: Institutional Review and Development

Distance Education and other Substantive Changes
Alanna Marx:
Director of Institutional Review and Development
amarx@accsc.org

Nora Delgado:
Lead Analyst – Institutional Review
ndelgado@accsc.org
Distance Education

- Before, during, and after COVID-19
  - Temporary, permanent, and resource based
- State approval of DE
- The July 2022 Alert
  - Visits required, rescind DE
- Department of Education: online participation and attendance requirements
- Questions?
Other Substantive Changes

- Application edits – what's new?
  - Additions to applications
  - Additional Info fee (deferral)
- Use July 2022 application versions
- Membership Support: Helpful guides and forms available online
  - Bubble forms
- Questions?
"I TEACH, THEREFORE I AM"
(aka, Acting On Your Teaching Philosophy)

P. Michael Lanouette, Ph.D.
Centura College / Aviation Institute of Maintenance

“If you teach a teacher to teach, _____________________”
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

ISSUE #1
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

ISSUE #2
Develop an “attention getter”
Write the objectives on board
Guide Learners
Invoke questions
Assess performance
Give objective feedback
REPEAT
My Philosophy

My emphasis as an educator would be supporting and enlightening the young impressive minds of those individuals in which need to learn the basic fundamental of life and social surroundings, emphasizing on those who are eager to learn with or without educational difficulties. A purpose of being teacher is to be able to teach any individuals is to work on critical thinking, problem solving, writing, arithmetic, and social skills. Teaching the basic fundamental will allow students to continue their education successfully. Every educator is equipped with the fundamental skills to mentor a student that desire the need to be educated. The successful rate will determined by student’s abilities to retain and later demonstrate their abilities to communicate their educational processes.
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

RULE #1
K.I.S.S.
Keep It Short and Simple

RULE #2
Feel free to use words like:
“Know”
“Learn”
“Understand”

RULE #3

RULE #4

RULE #5
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

(philosophy may change at anytime depending on content of 3 x 5 cards)
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

Play, Learn and Grow... Together!

(philosophy may change at anytime depending on content of 3 x 5 cards)

“Do you know what my favorite part of the game is? ...”

Your learning should take on a form of __________..”
What percent of students are “high-risk”? 

a) < 25%  
b) 25%– 33%  
c) 34% - 50%  
d) > 50%  

Which student email address is fake?  

a) crazygirl@Hotmail.com  
b) sexyblessed@gmail.com  
c) nosebleed@yahoo.com  
d) steelfox@gmail.com  

DR. MIKE’S 1st GRADE REPORT CARD  

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>MATH</td>
<td>A</td>
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<tr>
<td>SCIENCE</td>
<td>A</td>
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<td>ENGLISH</td>
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<tr>
<td>GYM</td>
<td>A</td>
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“IF YOU TEACH A TEACHER TO TEACH FISH ...”

Play(ers) → Students?

f(play) =
- Enjoyment / Fun
"IF YOU TEACH A TEACHER TO TEACH FISH ..."

Play(ers) $\rightarrow$ Students?

f(play) =
- Enjoyment / Fun

Two BIG administrator “hallway” questions!
f(play) =
- Enjoyment / Fun
- Struggle / Effort
f(play) =
- Enjoyment / Fun
- Struggle / Effort

“It’s not whether you get knocked down; it’s ...”
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

f(play) =
- Enjoyment / Fun
- Struggle / Effort
- “Try Again”
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

“It’s not the will to win that matters – everyone has that. It’s the will to ________ to win that matters.”

\[ f(\text{learn}) = \]
- Everyday

? =
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

\[ f(\text{learn}) = \]
- Everyday

---

Play, Learn
Grow... Together!

---

ACCSC
a community
of partners
in education
f(learn) =
- Everyday
- No one way
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

“A teacher who is attempting to teach without __________ the pupil with a desire to learn is hammering on cold iron.”
Horace Mann

\[ f(\text{learn}) = \]
- Everyday
- No one way
- Inspire
"IF YOU TEACH A TEACHER TO TEACH FISH ..."

f(learn) =
- Everyday
- No one way
- Inspire

“Learning is a part of learning.”
"IF YOU TEACH A TEACHER TO TEACH FISH ..."

f(learn) =
- Everyday
- No one way
- Inspire
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

f(learn) =
- Everyday
- No one way
- Inspire

“Your best.”

“Teach them something they can use today.”
"IF YOU TEACH A TEACHER TO TEACH FISH ..."

"Play, Learn and Grow... Together!"

f(GT) = -1 + 1 > 2

"To teach the student the most distance in the classroom."

"So often in time it happens, we all live our life in chains, and we never even know _________"
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

\[ f(GT) = -1 + 1 > 2 \]
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

”You're good, Spaniard, but you're not that good. You could be …”

\[ f(GT) = -1 + 1 > 2 \]
- Mentorship

Play, Learn and Grow...Together!
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

Play, Learn and Grow... Together!

\[
f(GT) = 1 + 1 > 2
\]

- Mentorship
- Independence
“IF YOU TEACH A TEACHER TO TEACH FISH …”

COMMENCEMENT PHILOSOPHY

“YOU ARE NO LONGER TADPOLES”

“TAKE A CHANCE”

“STAY HUNGRY, STAY FOOLISH”

“CHANGE”

“LESSONS OF FAILURE”

“BE RECKLESS”

“VILLAIN TO VANQUISH”
“IF YOU TEACH A TEACHER TO TEACH FISH ...”

f(playing) =
- Enjoyment / Fun
- Struggle / Effort
- Try Again

f(learning) =
- Everyday
- No One Way
- Inspire

f(growing) =
- 1 + 1 >2
- Mentorship
- Independence

“Some fish for a living, some fish for joy of it.”
Dr. Mike

P. Michael Lanouette, Ph.D.
mlanouette@centura.edu

“Teaching is the only professional that .....”
Improving The Student Life Cycle

While keeping to our mission of ‘providing education programs built on industry-standard best practices taught in real-world environments, with experienced faculty supporting our students through a dynamic curriculum delivered in an engaging, diverse, and creative environment.’
Key Questions

1. How can we better prepare incoming students for success?
2. How can we prepare students who are returning to complete their program?
3. How can we support students in school/work/life balance?
4. How can we provide students with flexibility through online offerings while still providing practice based curriculum?
5. How can we increase our minimum employment rate expectations from 70% to 80%?
The Student Life Cycle

1. Lead
   - Student's Initial Contact

2. Applicant
   - Student Begins Application Process

3. Enrolled
   - Admissions Requirements are Met

4. Active
   - Student Attends Classes

5. Graduate
   - Student Completes Educational Path and Is Ready for Employment

Student Completes Educational Path and Is Ready for Employment
Round Table

What Student Pain Points have you seen/identified?
Pain Points in the Cycle

- Meeting Financial Obligations
- Realistic Time Management/Scheduling
- Physical Document Collection

Student’s Initial Contact
Pain Points in the Cycle

- Loss of Contact
- Distance Enrollees
- Student Follow Through
Pain Points in the Cycle

- Technology/Sign Ins
- Orientation Overload
- Returning to Academic Environment
Pain Points in the Cycle

- Second Semester Burnout
- Knowledge of Supports
- Tuition Payments
- Lack of Counseling Services

Student Attends Classes
Pain Points in the Cycle

- Job Search/Employment
- Staying in Communication
- Tuition Payments

Student Completes Educational Path and Is Ready for Employment
Round Table

How have you solved your unique Student Pain Points?
Pain Point Review: Lead

- Meeting Financial Obligations
- Physical Document Collection

Student’s Initial Contact
Solutions

1. Finalization of Financial Aid Prior to Classes
2. National Registrar, Administrative Assistants

Student’s Initial Contact
Pain Point Review: Applicant

- Loss of Contact
- Distance Enrollees
- Student Follow Through
Solutions

- Increased Focus on Texting
- Highlight of Hybrid/Blended Class Options
- Returning Student Coordinator
Pain Point Review: Enrolled

- Technology/SIGN Ins
- Orientation Overload
- Returning to Academic Environment

Admissions Requirements are Met
Solutions

- Improved Orientation
  - New Student
  - Re-Entries
- Student Success Course Pilot
Pain Point Review: Active

- Second Semester Burnout
- Knowledge of Supports
- Tuition Payments
- Lack of Counseling Services

Student Attends Classes
Solutions

- Student Advisors = Student Success Managers
- Student Account Management
- Well Connect Service
- Refresh Staff Training on S.A.E. Model
Student-centered Active Education (S.AE)
Pain Point Review: Graduate

- Job Search/Employment
- Staying in Communication

Student Completes Educational Path and Is Ready for Employment
Solutions

- Increased integration of Academic Board feedback
- Weekly and Daily Run Rates for Career Services

Student Completes Educational Path and Is Ready for Employment
How Can You Improve the Cycle?

- Determine your school’s Student Life Cycle
- Examine Each Cycle Stop
- At each point, evaluate:
  - What is easy for the student to overcome?
  - What steps are roadblocks for the students?
  - What steps are bottlenecks for your organization?
  - What supports can you offer?
Contact Information

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Improving the Student Life Cycle

Presented by Dr Michele Ernst & Kyle Goldman
LET’S GET LOCAL: BUILDING BRIDGES IN YOUR COMMUNITY

GINA QUINN

ANCORA EDUCATION
Let's Get Started!

• The process is not linear...
• Approach from a place of authenticity
• What can you do to serve?
• Start Where You Are!
Everyone creates ripples & pathways of influence~ Jenna Kutcher
Definition of Networking

: the exchange of information or services among individuals, groups, or institutions

Specifically: the cultivation of productive relationships

"Be brave enough to be bad at something new."

-JON ACUFF
Your Local Market

- Who are you?
- What is your mission?
- What do you offer to the community?
- Volunteer Your Time!
Creating a Community Presence

- Local non-profit organization
  - Food Drive
  - Clothing Drive
  - Be a donation pick up
  - ARC Blood Drives
  - Volunteer Opportunities
  - Beach Clean Up
INVITE THE COMMUNITY TO YOU!

The Little Free Library sponsored by New River Rotary Club

Walk In Free Health Screenings for the Community!

Walk Into Wellness: Community Health Screenings

Join us for a Walk Into Wellness: Community Health Screenings.

Visit Miller-Motte College and take advantage of our complementary biometric screenings. We will be conducting blood pressure checks, height and weight, calculating body mass index, and cholesterol. Receive learning materials about health sciences, and ways to improve your overall health.

Our Community Partner: Starr Medical

The greatest gift that someone can ask for is the gift of health itself.

To learn more, contact us at:
(910) 778-9304 • www.miller-motte.edu
105 New Frontier Way, Jacksonville, NC 28546
COMMUNITY EVENTS

Join us for a fun, carnival theme BACK TO SCHOOL event!

All students and their children can participate in this event and win tickets to “Buy” school supplies.

We will have a participation raffle where one child will win a basket of school supplies.

THURSDAY - AUGUST 11, 2022 | 4:00PM - 7:00PM

NEW RIVER ROTARY
service above self
COMMUNITY PARTNERSHIPS

MML Money and Mocktails Event

September 13
Tuesday, 6:00pm - 7:00pm

Join us

MMC Jacksonville and Marine Federal Credit Union are co-hosting a “Money and Mocktails” event!

TOPIC:
Budgeting & Where to Start?

BUDGET

We will serve light refreshments and our mocktail of the month!

To learn more, contact us at: (910) 778 9304 • www.miller-motte.edu
105 New Frontier Way, Jacksonville, NC 28546
COMMUNITY PARTNERSHIPS

Future PAC Members!
BREAK OUT INTO GROUPS!

Best Practices!
Community Partnerships!
Volunteer Opportunities!
I was once afraid of people saying...
“Who does she thinks she is?”
Now I have the courage to stand and say...
“This is who I am.”
~ Oprah
Let’s Connect!

Gina Quinn
virginia.quinn@miller-motte.edu
@whatgqsaid
www.linkedin.com/in/ginatquinn

Thank you!
WELCOME TO THE SHOW

- Theresa Miulli Hotham, Founder and CEO of The Intentional Classroom
- Debra Weninger, Consultant, Team Leader, and all-around Education Guru
- Your fellow audience...all of you superstar educators, administrators, and school leaders
SHAMELESS PLUG

THERESA MIULLI-HOTHAM
Teacher Training
Professional Development
Check out my book!

DEBRA WENINGER
Consulting Services in Higher Education
Administrative Training
Leadership Training
Compliance Guru
TODAY’S OBJECTIVES

- Explore magical moments in each department that assist in student retention
- Collaborate with each other to discover the magical moments you already have in place
- Identify warning signs that a problem may exist
- Work holistically to improve the student experience
The magic begins with you...

Let's see what is in those cell phones!!!!
• Empower students to achieve their mission and goals.
• Putting students first means they are the reason for our day, not an interruption.
• Students trust you and need your help to attain their goals.
• Losing a student could impact them forever
• Each of us, in every department, has a role to fill to create magic for our students
WE EACH HAVE A ROLE THROUGHOUT THE STUDENT’S JOURNEY
Let’s break down that journey

- When does the journey begin?
- Let’s break into groups
- In your group, write out the stops a student makes on their journey as a student.
We can create magic in every one of these steps of the student journey!!
Let’s start with the Admission process. This includes that first inquiry, the admissions interview, and any other touchpoints a student may encounter prior to enrolling.

What are some common cues that a student may struggle in their journey?
CUES

- Failure to be engaged in the interview
- Failure to show for appointments
- Poor test results
- Online readiness
- Lack of follow-through
MAGIC

- Talk with excitement
- Show them you believe in them
- Help them solve problems
- Be informed
- Be reliable
- Be available
- Thank them
Many students have never been through the financial aid process and have no idea what to expect.

The unknown causes FEAR!

How “hands on” are you?
CUES

- Lack of documentation
- Inability to think critically about their budget
- Assumptions on what they do know
MAGIC

- Walk them through the process
- Help them secure the documentation needed
- Respect the knowledge they have
- Help them create a personalized budget
ORIENTATION

welcome to the show!
Magic Moment #1
Make it shareable and postable
What are you doing that makes students want to post?

Magic Moment #2
Where is the fun?
Games, Collaboration, Food!

Magic Moment #3
Include a Week of Welcome (WOW)
as part of your Orientation
Day 1 does not “secure” the student!

Magic Moment #4
Introduce your campus culture.
Focus on culture, not rules!
IT’S TIME FOR DAY 1…

- Who is responsible for creating magic on the first day of class?
- Where is the team? Admissions? Campus Director? Administration?
- Day 1 is all about earning the respect of the students.
CUES

Let’s learn about Jill, a new student in your schoolhouse...
THE REALITY IS, MANY OF OUR STUDENTS AREN’T GREAT AT MANAGING LIFE. DAY 1 CAN BE TOUGH!

Heck.. day 300 can be tough!
MAGIC

◦ Identify potential issues on day 1 by getting to know each student
◦ Work with Admissions to highlight any areas of opportunity
◦ Create a plan
◦ Above all, create a welcoming environment
THE DAILY GRIND

What does the daily classroom experience look and feel like?

Creating magic is a daily intention, not just at the notable touchpoints.
CUES

Poor attendance
Lack of participation
Lack of follow-through
Lack of communication
Remember the 80/15/5 rule!
MAGIC

- Show them you care
- Put the effort in. Students know if you aren't prepared.
- Go the extra mile.
- Do a little hand holding!!!!
- Where is the fun?
LAST DAY OF TERM

- Whew…they made it through the term. They should be good to go, right?
- How do we ensure they return for the next term?
- What about during the holidays?
MAGIC

- Dangle the carrot
- Check in between terms
- Loop admissions back into the classroom
- Celebrate success
- Highlight what is to come!
COMPLETION AND GRADUATION

Magic Moment #1
How are we celebrating completion? What are you doing to celebrate every student that finishes their requirements?

Magic Moment #2
What does your graduation look like?
Do it right and you’ll have students boasting about your school!
BRING GRADUATION TO LIFE

- Guest speakers
- Family and friends
- Music
- Shareable content!
- Photo ops!
GET TO WORK!

- How are you celebrating every single graduate that goes to work?
- How is your total team involved in the placement process?
- Bring placement to life with career fairs, field trips, guest speakers, and student panel!
Now That We Have Moved Through The Student’s Journey, Let’s Tackle The Magical Moments Each Role Brings To The Table.
CAMPUS LEADERSHIP

⚬ Set’s the tone for the entire campus
⚬ Develops goals for each department
⚬ Inspires and motivates
⚬ Knows and engages with students
⚬ Creates a welcoming culture

MAGICAL MOMENTS

⚬ Coffee Talk
⚬ Orientation
⚬ Student check-ins
⚬ Student assemblies
BUSINESS OFFICER

○ Works with students to create financial plans and assist in payments
○ Manages student ledgers

MAGICAL MOMENTS

○ Business seminars
○ Guest speaking on financial literacy
○ Continued budget planning with students
○ Make yourself known!
**ACADEMIC LEADERSHIP**

- Program Directors, Dean of Education, Director of Education
- Leads the faculty and sets the tone for the department
- Coach for both teachers AND students

**MAGICAL MOMENTS**

- Welcoming each student by name
- Inspiring and training your faculty
- Celebrations and community collaboration
- Be involved!
- Don't forget your evening students
STUDENT AFFAIRS

- Assist students with resources
- Build community within and outside of the school
- Listen and engage with students

MAGICAL MOMENTS

- Get into those classrooms!
- Plan and host community events
- Coach your students monthly
- Listen and make it known you care
CAREER SERVICES
- Assisting students throughout their entire journey
- Guiding students through the resume and interview process
- Making connections with employers

MAGICAL MOMENTS
- Get into those classrooms!
- Organize job fairs
- Schedule guest speakers
- Don't wait for graduation!
- Be involved in externships
• Celebrate students’ small successes to build confidence. They likely are not “small” to the student.
• Quickly identify and assess obstacles to learning that destroy a student’s confidence.
• Instructional delivery must be engaging and tailored to adult learning styles
• Create campus events that keep students involved
FINALLY MAGICAL MOMENTS FOR YOUR CAMPUS CULTURE
Magical Moments for Inclusivity

- Quiet study areas/LRC
- Diverse Student Activities
- Professional Development
- Adult Learner Support Services
- Evening services
- Communication/Feedback
- Opportunities to build confidence
- Regular Celebration
- In-House Competition
Final Thoughts…

Magic happens around every corner in our schools.

However, they don't just happen all of the time. We must be intentional in creating these moments.

With magic, we create retention. With great retention we create great graduates!
One more shameless plug...

Show Price
$15
Cash or PayPal

BECOMING A Bad* Educator
A FOUL-MOUTHED APPROACH TO EDUCATOR GREATNESS
THERESA MIULLI-NOTHAM
Contact Information

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DEBRA WENINGER
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My What Big Data You have:
Taking a Byte out of Data Through Dynamic Dashboards
Trekking Through the Data Forest

1. Big Data vs. Actionable Data
2. Who knew? - The hidden answers data helps us identify
3. Moving from observation to intervention with data
4. Connecting the data dots
5. Optimizing Processes & Creating efficiencies
6. Designing dashboards to be consumable
7. Bringing it together: Moving the dial on outcomes
8. Creating your own data plan
How do you feel about "Big" Data - what comes to mind?
Big Data Is...

- One piece of the question you are trying to answer
- Not specific enough to be helpful
- Slow, time consuming, cumbersome
- Lagging versus leading indicator
- Historical monitoring mechanism
Why is it important to make data byte sized?
Actionable Data Is...

- Small, focused, and specific
- Easily paired with other small "bytes" of data
- Easy to interpret (fast!)
- Used for real-time intervention
Who knew?
The hidden answers data helps us identify

Assumptions about outcomes based on **experience** vs. **clarity through data**

Optics on the execution of expectations

Causation & Correlation

YoY and QoQ Trends & Patterns

Can we measure what we expect? - Do we have the right measurements in place?

Inefficiencies, weakness/single-points of failure, blind-spots
What do you want to know or be able to do?

- Make a list
- Ask more questions.
- Ideate without limitation
  - Just make the list 😊

What do you need?

- Identify data sources
  - Don't think about the technical pieces
- Identify actions
  - Calculations
  - Automations
Visual Examples
Walk-Through
Data Dashboard
Guided "Building" Activity
What takes most of your time?
- Think about routine support tasks and key functions.

What's most important?
- Build for your most important functions and responsibilities

Who needs what you have?
- How often are you asked for data, information, or reports?
- What types of questions are you asked?

Quick Access
- Links to sites
- BOGOs (multiple use data)
- Automations
  - Batch Comm.
  - Surveys
  - Activities
Data Dashboard
Guided "Building" Activity
Designing for Consumption

- See more, think less
- Leverage contrast and color
- Use graphs and charts
- Get creative with "deltas"
- Hover to give byte-sized snips of data
- Drill-through to investigate
- Easy filters to refine
- Consider "conversations" - know your audience
Visual Examples
Walk-Through
Data Dashboard
Guided "Building" Activity
Bringing it Together: Moving the Dial on Outcomes
Outcomes of Dynamic Dashboards

- Increased Efficiency and Team Output
- Real-Time Intervention
- Agile & Iterative
- Optics & Accountability
- Data-Centered Conversations and Decision-Making
- Improve Performance
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JStanfill@unitek.com
ORIENTATION, NOT JUST A DAY

JASON MONGAN

PIA PITTSBURGH INSTITUTE OF AERONAUTICS

SARAH KIEPPER

ETI TECHNICAL COLLEGE OF NILES
Speaker Bios

Sarah Kiepper
Dean of Compliance and Education
ETI-Niles - in-person, hybrid, and online Certificate, Diploma, & Degree Programs in Business, Legal, Nursing, and Trades

Jason Mongan
Executive Director for Academic and Student Affairs
PIA - Certificate, Diploma, & Degree Programs in Aviation Maintenance and Electronic Technology
2022 PDC Conference Theme

A student-centered approach to accreditation
T/P/S: What is Orientation Like on Your Campus?
Identifying common themes...
Identifying orientation best practices #favorites
T/P/S: How to reconnect with students once the “day” is over throughout the student-life cycle:

(1) What can I do if I am not the one managing orientation?

(2) How can I incorporate new ideas or best practices like touch points or freshman experience throughout the student life-cycle?

(3) Is my team just checking the boxes for a new class, or are we introducing the students to the campus culture?
(1) But this is how we do it / This is how it’s always been done…

(2) We fear change … #Garth

(3) Why fix what's not broken?
Identifying best practices for student-life cycle

#favorites
Take -a- ways?
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Present (Rather than Perfect) Student Engagement

Jennifer Paugh-Macomber
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• There is no perfect campus.

• There is no flawless school.

• There is no one who has it all figured out.

• However, YOU determine how you build your toolbox.
“No one will take better care of my student than I will.”

- No regulator
- No attorney
- No other school
Listen Well.
“We need to stop just pulling people out of the river. We need to go up stream and find out why they are falling in.”

- Desmond Tutu
Be cognizant of your mood elevator.

Read the room.

Lay the groundwork. Clear is kind!

Don’t listen just to respond.

Set the stage for productive interactions.
<table>
<thead>
<tr>
<th>MOOD ELEVATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grateful</td>
</tr>
<tr>
<td>Wise, Insightful</td>
</tr>
<tr>
<td>Creative, Innovative</td>
</tr>
<tr>
<td>Patient, Understanding</td>
</tr>
<tr>
<td>Ground Level: Curious, Interested</td>
</tr>
<tr>
<td>Impatient, Frustrated</td>
</tr>
<tr>
<td>Worried, Anxious, Defensive</td>
</tr>
<tr>
<td>Judgmental, Self-Righteous, Angry, Hostile</td>
</tr>
</tbody>
</table>
Respond Well.

Remember: Vanilla is Powerful.

Apologies can be powerful, but they must always be sincere.

The only apology that counts is changed behavior.

Throwing your staff member under the bus is a cheap win.
Be human. Does your policy really work? Does it need to be reconsidered?

Trust transactions apply with students too.

Be a resource. Train your staff to do the same.

Never take your foot off the gas of developing your staff and instructors.
Be Whole-Hearted.
Take the tough meetings.

Be the kind of leader you wish you had.

Laugh more.

Don’t just give lip service to work-life balance. Emulate it.
Student engagement isn’t about what activities you offer your students. Student engagement is your approach to student experience, student interaction, and student satisfaction.
Present (Rather than Perfect) Student Engagement

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READY, AIM, ALUMNI!

WHAT IS YOUR ALUMNI ENGAGEMENT STRATEGY?

LYNDA LECIEJEWSKI & NANCY RODRIGUEZ

BEONAIR NETWORK OF MEDIA SCHOOLS

lleciejewski@beonair.com  nrodriguez@beonair.com
WHY WOULD YOUR ALUMNI WANT TO ENGAGE?

- THEY HAD A GREAT EXPERIENCE
- NETWORKING AND THE OPPORTUNITY FOR PROFESSIONAL GROWTH
- AN INVITATION TO GET INVOLVED AND RE-ENGAGED

Deonte Brown
2020 Alumni
Ohio Media School
Video Editor, Hearst Corporation
TODAY WE WILL EXPLORE:

- A deeper understanding of how to leverage social media to build your alumni community
- Best practices to meet your alumni where they are and reconnect them to your school
- Tools that will build success
- A media kit to drive your own alumni success

Ryan Sudol
2004 Alumnus
Illinois Media School
Sportscaster Tampa Bay Rays
THE CO-BRANDING ECOSYSTEM: WHERE ALUMNI ENGAGEMENT COMES TO LIFE

☑️ THE MISSION IS TO RAISE BRAND AWARENESS WITH ALUMNI, EMPLOYERS & GREATER COMMUNITY

☑️ HOW TO EFFECTIVELY USE SOCIAL MEDIA TO TELL YOUR SUCCESS STORIES: ALUMNI SPOTLIGHTS, #IGOTAJOB

☑️ THE IMPORTANCE OF SHARING YOUR BRAND PROMISE

☑️ THIS IS ABOUT INVESTING IN YOUR SCHOOL BRAND AND CO-BRANDING OF YOUR ALUMNI

Michael Courier
2021 Alumni
Colorado Media School
Multimedia Journalist for KVIA ABC 7
GATHER YOUR BRAND AMBASSADORS: BUILD YOUR TEAM!

WHEN PLANNING YOUR ACTIVITIES IT IS ESSENTIAL TO REMEMBER THAT EACH ACTIVITY WILL DRIVE (AT LEAST!) ONE OF THE FOLLOWING:

- INCREASE IN REFERRALS & ENROLLMENTS
- MORE ENGAGEMENT WITH YOUR CONTENT
- INCREASE IN BRAND RECOGNITION
- MORE USER-GENERATED CONTENT
- GROWTH IN BRAND INFLUENCE
WORKING TOWARDS OUR GOAL: HOW WE GOT STARTED (2017-2019)

KEY ACTIONS
- DEVELOPED WEEKLY CORE PURPOSE PLACEMENT RECOGNITION: CORE PURPOSE PLACEMENTS
- REINFORCED BRAND PROMISE: PROFESSIONAL REFERRALS FOR ALUMNI INVOLVEMENT & INSTRUCTOR RECRUITMENT

KEY THRUSTS
- BUILD ACTIVE ALUMNI NETWORK
- LEVERAGED EXISTING AND EMERGING SOCIAL MEDIA CHANNELS FOR EDUCATION, CAREER SERVICES, AND BRAND AWARENESS GROWTH.

ANNUAL GOALS
- ALUMNI EVENTS RESULTING IN "X" NUMBER OF GRADS ATTENDING CAMPUS EVENTS
WORKING TOWARDS OUR GOAL:
YEAR 2020: STRATEGY MEETS THE PANDEMIC

FACING THE REALITY THAT WE HAD TO CONNECT IN THE VIRTUAL WORLD TO ENSURE THAT OUR GRADUATES WOULD BE POISED FOR RE-ENTRY AND GRADUATE SUCCESS IN THE WORKFORCE

- RAMPED UP OUR EFFORTS ON ALL SOCIAL PLATFORMS:
  PROVIDED INDUSTRY EXPERTISE TO ENGAGE OUR STUDENTS & ALUMNI

- OVERCOMMUNICATED!

- REIMAGINED CAMPUS GUEST SPEAKERS AS NATIONAL VIRTUAL WEBINARS (CAREER SMARTE SERIES)
WHY WERE WE SUCCESSFUL?

- EVERYTHING WAS BUILT ON RELATIONSHIPS: TRUST IN THE MESSENGER
- ONE ROBUST “BRAND VOICE”: TO TELL OUR STORIES
- ATTENTION TO FREQUENCY AND TIME OF DAY
- THE STRATEGY IS ALWAYS MINDFUL: THOUGHTFUL AND IN LINE WITH OUR INSTITUTIONAL CORE VALUES
INITIATIVES TO SPRINGBOARD OUR GOALS

PROFESSIONAL DEVELOPMENT SPEAKER SERIES:
COLLABORATE WITH INDUSTRY PROS TO LEAD VIRTUAL WORKSHOPS

CREATING THE SOCIAL COMMUNICATION CHANNEL:
CONNECTING & UNITING WITH OUR ALUMNI

CONNECTING TO OPPORTUNITY: THRU INDUSTRY MENTORS,
JOB OPPORTUNITIES AND BRAND GROWTH

MONDAY MAY 2nd, 2022
1:30PM EST

www.BeOnAir.com
Choosing the Platform to Tell Your Stories: Why Each Is Important
WHY USE LinkedIn?

- TELLING YOUR STORY
- REPUTATION MANAGEMENT
- BRAND AWARENESS
- NETWORKING
- INDUSTRY EXPERT
- JOB OPPORTUNITIES
WHY USE LinkedIn?

WE USE LINKEDIN TO SHARE OUR STUDENT & GRADUATE SUCCESS STORIES

ALUMNI SPOTLIGHTS

LEVEL-UP ANNOUNCEMENTS

CO-BRANDING

#IGOTAJOB

I'm very honored to have been contacted by my broadcasting school Illinois Media School to be an "Alumni Feature Spotlight". Such a wonderful experience and a great opportunity to LEARN about this amazing field that I'm so lucky to be a part of. See more...
WHY USE LinkedIn?

WE USE LINKEDIN TO TALK ABOUT CAMPUS SUCCESS

CAREER FAIRS

AWARD ANNOUNCEMENTS

GUEST SPEAKERS

PR
WHY USE LinkedIn?

ALUMNI RELATIONS

WE USE LINKEDIN TO SHARE OUR COLLABORATIONS

EMPLOYER RELATIONS

JOB FAIRS

INTERNSHIP PARTNERS

Beonair Network of Media Schools
707 followers
1w • Edited • 📌

#thankyou
A special thank you to Vice-President/Market Manager at Hubbard Broadcasting, Inc., Jeff England...see

HUBBARD RADIO CHICAGO

Nexstar

media group, inc.

illinois Media School
2.3k followers
660 • 📌

#RelationshipsMatter
We are excited to welcome Recruiter Scott Beattie of Encore to Illinois Media School Lombard Campus, today, September 1 at 2pm CT...see more

core
WHY USE LinkedIn?

ENGAGING CLASSROOMS

WE USE LINKEDIN TO TELL OUR STORY

HANDS-ON LEARN FROM A PRO TO BE A PRO

REAL-WORLD TRAINING
WHY USE LinkedIn?

LinkedIn now has over 830 million members. (LinkedIn)

50 million users search for jobs on LinkedIn every week. (LinkedIn)

122 million people scored an interview through LinkedIn. (Resume Writer)

LinkedIn is the top-rated organic social media platform for B2B marketers. (Content Marketing Institute)

LinkedIn is a versatile content microphone (Lynda)

...and we are using it to tell our story!
LinkedIn’s Algorithm Encourages Content Creators to Build Their Own Success

- **Engagement is King!** For every one thing you post, comment on 5 others.
- **Comments are Currency.** Think of likes as coins and thoughtful comments as dollar bills.
- **Get Others Involved.** Ask thought-provoking questions. Invite others to comment on your post. Engage your readers.
- **Keep It on the Platform.** Content that keeps users on the platform will outperform content that takes them off.
Measuring Your Success: Understanding Your LinkedIn Metrics

**Impressions:** The total number of times your LinkedIn update is visible to members

**Unique Impressions:** The total number of first time user engagements with your content

**Engagement Metrics:** Counting the number of times your post received a reaction, comment, or share
Measuring Your Success: Understanding Your LinkedIn Metrics

CLICKS: User engaged with something of yours on LinkedIn — your call to action is a success!

ENGAGEMENT RATE: Adds the number of interactions, clicks, and new followers acquired, divided by the number of impressions the post receives.

ENGAGEMENT METRICS: Counting the number of times your post received a reaction, comment, or share.
READY, AIM, ALUMNI!
WHAT IS YOUR ALUMNI ENGAGEMENT STRATEGY?
THANK YOU FOR YOUR PARTICIPATION!

Lynda Leciejewski
National Employer Relations Representative
Nancy Rodriguez
CEO, Beonair Network of Media Schools

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 nrodriguez@beonair.com
MAKE YOUR SOCIAL MEDIA GOALS CLEAR

What is your short-term goal?

What is your long-term goal?

WHO WILL BE YOUR DEDICATED VOICE

Who has the established relationships and trust of those who will tell their stories?
CHOOSE YOUR PLATFORMS - WHERE IS YOUR TARGET AUDIENCE?

LINKEDIN: Ideal for networking and marketing business-related content. Over 800 million users who are mostly professionals between the ages of 30-49 years of age.

FACEBOOK: Ideal for customer interaction and audience reach. Over 2 billion monthly active users!

INSTAGRAM: Most of the younger audience is found here, and it is best for visual content. If you’re targeting a younger demographic, this will be great for you.

TWITTER: Easier to engage the audience and even influencers. Over 330 million active Twitter users worldwide.

YOUTUBE: Best for an audience to know your brand’s personality. 1.9 billion people use YouTube on a regular basis.

PINTEREST: Ideal for generating website traffic through appealing visuals. Over 322 million monthly active users and most of them are women.

WHAT PLATFORMS ARE YOU CURRENTLY USING? 

IS SOCIAL MEDIA PART OF YOUR STRATEGIC PLAN? 

WHAT ARE YOUR BRAND/ INDUSTRY HAShtags?
NOW THAT YOU KNOW YOUR INTENDED AUDIENCE AND THE PLATFORMS YOU WILL BE USING, IT IS TIME TO THINK ABOUT YOUR CONTENT:

FOCUS ON A VARIETY OF POST TYPES TO TELL YOUR STORY:

- Campus Life
- Internships
- I Got The Job
- Rising Star
- Established Pros
- Alumni Spotlight
- Industry Partners
- Community Partners
- Campus Affiliation
- Testimonials
Now that you know your intended audience and the platforms you will be using, it is time to think about your content:

**Discovery**

**Rising Stars**

**Established Pros**

**Alumni Spotlights**

**Industry Partners**

**Community Partners**

**Campus Affiliations**
TIPS TO CREATE AN ATTENTION-GRABBING POST:

Beonair Network of Media Schools
1,051 followers
1w • 📅

#IGotTheJob
Congratulations to recent graduate of Ohio Media School Cleveland Campus, Andrew Betts, who has accepted an offer from Gray Television WOIO Channel 19, as News Producer.

We were happy to welcome Director of Technology & Engineering Dan Slentz to our Career Fair and it was through Dan that Andy was connected to this opportunity. Andy chose to enroll at Ohio Media School to follow his passion for broadcasting and is now well on his way to his career pivot and media goal! Please join the Beonair Network of Media Schools and Ohio Media School in wishing Andy the best of luck and continued success as he begins this exciting opportunity with Gray Television!

We invite you to get to know us. Please contact local Career Services Director Houda Crable or National Employer Representative Lynda Leciejewski for additional information.

#learnfromaprotoabeapro #producer #TV #excellenceineducation #technicaltraining #news Illinois Media School Colorado Media School Miami Media School John P. Girard David J. Dunworth Mark Quinn Janice (Jennie) Hannah-Hardy. MSM Change Leadership

YOUR CHECKLIST:

- **CHECK** HIGHLIGHT KEY WORDS
  - NAMES
  - BUSINESSES

- **CHECK** USE INDUSTRY KEYWORDS IN YOUR TITLE

- **CHECK** USE #HASHTAGS
  - CREATE SOME OF YOUR OWN AND USE THEM CONSISTENTLY #LEARNFROMAPROTOBEAPRO
  - USE INDUSTRY HASHTAGS (GOOGLE SEARCH TO GET STARTED) #BROADCASTMEDIA, #SPORTSBROADCASTING

- **CHECK** TAG YOUR KEY PEOPLE AT BOTTOM OF YOUR POST
TIPS TO CAPTURE ATTENTION-GRABBING PHOTOS:

1. Build your brand image and stay consistent
2. Focus in on the subject of the photo
3. Avoid bathroom and interior car shots
4. Only use clear images
5. Edit images before posting
6. Build out collages when appropriate
7. Always have your cell phone handy to catch candid photos
8. Catch your subjects in action
9. Be ambitious and remember to tell your subject to smile!!
GATHER YOUR BRAND AMBASSADORS – BUILD YOUR TEAM!

ALUMNI
ADMINISTRATION
PAC COMMITTEE
EMPLOYERS
COMMUNITY PARTNERS
INSTRUCTORS
STUDENTS
INTERNSHIP PARTNERS

WHAT CREATES A SUCCESSFUL BRAND AMBASSADOR PROGRAM?

YOUR CHECKLIST:

- Creating engaging activities that keep your ambassadors coming back for more.
- Ask your brand ambassadors to create user-generated content.
- Have ambassadors boost your organic content.
- Create content with branded hashtags.
- Have ambassadors share your content on social media.
- Ask your ambassadors for fresh content ideas.
- Share content on their story.
- Have you ambassadors recruit a friend.

When planning your activities, it is essential to remember that each activity will drive (at least!) one of the following:

- Increase in referrals & enrollments.
- More engagement with your content.
- Increase in brand recognition.
- More user-generated content.
- Growth in brand influence.
Remember: Practice = Success

- Think about those stories you want to share and start creating content
- Ask questions
- Share your opinions
- Share your wins
- Talk about what you learned
- Be inspiring
- Be sincere
- Respond to comments on your posts
- Engage others with mindful comments
- Seek out those who are similar and see what they are doing – learn from the pros
- Repurpose your content across social media platforms using the appropriate voice range
- Whenever possible, use an active voice

Contact us
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Nancy Rodriguez
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COMPLIANCE IS FUN!

With your hosts

Dani Fitzgerald
Lisa Miles!

This Photo by Unknown Author is licensed under CC BY-NC
The Best Thing I Ever Saw!

DANI J. FITZGERALD
LISA J. MILES
ACCSC
Survey Part 1:

- **Who?**
  - Team leaders
  - Education Specialists
  - Distance Education Specialists

- **What?**
  - Years as volunteers
  - Years in the field
Survey Part :1 Preliminary “Take Aways”

Years as volunteers:
- 21% of those surveyed had been a volunteer for 1-3 years;
- 25% have been a volunteer for 4-6 years;
- 55% percent of those surveyed have evaluated with us for more than 7 years.

Years in the field:
- 59% of those surveyed had more than 20 years of experience and the other 41% had at least 9+ years of experience.

What exactly does this tell us?
- The majority of our volunteer sample that responded to the survey have been doing on-site visits for an extended period of time and they have a significant amount of experience in the field.
Part 2: The Glow from the Inside
No matter the school, the best thing that I can see at any school is genuine, authentic approach to students and to the accreditation standards. When a school is TRANSFORMED by the standards as opposed to CONFORMING to the standards, it is evident and is not a "chore." It's utilized as a way to genuinely support and engage to the betterment of the student's educational experience.
SECTION II (B)(1), RULES OF PROCESS AND PROCEDURE:
Student Engagement

Students conducting the school tour for the on-site evaluation team
I have a very fond memory of a culinary school, where the students provided the ACCSC Team with delightful treats. The students served and were so proud of their culinary skills.
SECTION I (A)(1), SUBSTANTIVE STANDARDS:
ALL OWNERS, MEMBERS OF SCHOOL MANAGEMENT, AND ADMINISTRATIVE EMPLOYEES MUST HAVE PAST RECORDS THAT DEMONSTRATE A COMMITMENT TO PROVIDING QUALITY EDUCATION TO STUDENTS
Positive Vibes

Most memorable are the enthusiastic instructors and staff who have a profound love for their particular career field. This positive energy is absorbed by the students! It brings a smile being in those positive environments!
Weathering the Storm

I was amazed at the resiliency of Puerto Rican schools that I visited who survived the pandemic on the heels of earthquakes, floods, and other natural disasters.
After conducting a “hard” one-day evaluation, I ran into the school leaders at the PDC. They talked to me about the visit and how it actually helped evaluate their school more effectively when they went through renewal. A good story to tell about the spirit of peer review.
SECTION I (G)(1), SUBSTANTIVE STANDARDS, ALL FACILITIES OWNED OR CONTROLLED FOR ADMINISTRATIVE, INSTRUCTIONAL, AND HOUSING PURPOSES MUST MEET FIRE, SAFETY, AND SANITATION STANDARDS REQUIRED BY APPROPRIATE REGULATORY AUTHORITIES
Respecting the Facilities

During a visit to an automotive school: the cleanliness of the facility. You could eat off the floors. Cleanliness of the shop was built into the curriculum.
At a massage school in Florida, they had a mediation Zen garden for their students. It was really nice and a cool thing to see students utilize.
SECTION VI (A) (3), SUBSTANTIVE STANDARDS:
THE SCHOOL MAINTAINS A STUDENT SERVICES PROGRAM THAT TAKES INTO ACCOUNT THE NUMBER OF PROGRAMS, AND SIZE AND MIX OF THE STUDENT BODY AND THAT Responds TO INDIVIDUAL STUDENT NEEDS.
I was at a school that had a special program for veterans. It felt good to see veterans receive special attention.

This school had separate lounges for military veterans.
SECTION II (A) (3)(c)(ii), SUBSTANTIVE STANDARDS:

THE PROGRAM IS AN APPROPRIATE LENGTH TO ENABLE STUDENTS TO ACHIEVE THE PROGRAM OBJECTIVES AND TO ACQUIRE THE KNOWLEDGE, SKILLS, AND COMPETENCIES NECESSARY, MINIMALLY, FOR INITIAL EMPLOYMENT IN THE FIELD FOR WHICH TRAINING IS PROVIDED;
Perfect Lesson Plan

A well-prepared job analysis to teach concepts and skills. A perfect lesson plan in operation.
Valued Skills

Industry partners (employers) paying for student tuition because the schools' graduates were so essential for their workforce.
CSI: Puerto Rico builds model crime scenes and students are given evidence from real cases, putting critical thinking skills to the test.
Caring for Community

A school that invited the public into the school and provided health care services to people in need. They treated the people with great care and kindness.
I was walking down the hall in the school behind some young ladies. They were all giggling and then I heard them count to 3 and all turn around simultaneously. Lo and behold...bearded women at MUD for an initial accreditation visit. It was beard day...
SECTION II (A)(5)(b), SUBSTANTIVE STANDARDS:

INSTRUCTIONAL EQUIPMENT IS SIMILAR TO THAT FOUND IN COMMON OCCUPATIONAL PRACTICE AND INCLUDES TEACHING DEVICES AND SUPPLEMENTAL INSTRUCTIONAL AIDS APPROPRIATE TO THE SUBJECT.
A virtual reality welding simulator developed by the director of education on the campus as a direct response to challenges faced by the campus during the Covid pandemic. It was amazing to see the ingenuity and creativity used to help students continue on with their education during a very challenging time, and the product itself was incredible.
The practice area was so creatively equipped. You could tell the program director took pride in his area and ensured students had a meaningful experience at the school as close to what they would be doing in the real world as possible.
On arrival at an aviation school, we noticed a large airplane in the parking lot. We didn’t think much of it but a handful of excited faculty and students approached us and asked if we wanted to watch as they started up an engine on the plane. You could feel their excitement and desire to share. So, we followed them outside and witnessed an old aircraft come alive with an amazing roar and the smiles of faculty and students.
An automotive and truck school that developed partnerships with local automotive and truck industries that donated equipment and had industry experts come to the school as guest lecturers. The school had some of the best up to date equipment I ever saw, and the lab looked exactly like car service center. Real world learning.
SECTION III (B)(1), SUBSTANTIVE STANDARDS:

THE FACULTY MUST MAINTAIN A SATISFACTORY WORKING RELATIONSHIP WITH STUDENTS.
Making a Sacrifice

Faculty leaving their families to reach school and prepare food for students after hurricane María.
During a visit to a small school, the dean had a 10 minute daily pow wow with all the students in their large lab area to discuss the highlights of their day. Students were engaged and it was very motivational to observe this in action.
Grateful Students

Students coming back to say thank you to their professors.
SECTION VI (C)(1), SUBSTANTIVE STANDARDS:

THE SCHOOL MAKES GRADUATE EMPLOYMENT ASSISTANCE AVAILABLE TO STUDENTS AND THE EXTENT AND NATURE OF EMPLOYMENT ASSISTANCE SERVICES PROVIDED ALIGNS WITH ANY CLAIMS MADE BY THE SCHOOL WITH REGARD TO THOSE SERVICES.
Successful Launch

An amazing career services department where students were able to do job interviews on campus before graduation.
The most dedication I ever saw in students was while on a consulting trip to Tirupati, India. These mostly poor students from rural India came to this large engineering school, attending class as well as living in dorms in 105+ temperatures with no A/C.
Where is your glow?
The Graduation & Employment Chart & Beyond

Alicia DeMartini, ACCSC Director of Accreditation
Sean Forman, ACCSC Lead Analyst
OVERVIEW AND OBJECTIVES

• Graduation and Employment Charts
• Verifiable Employment Records
• On-Site Evaluation & Reporting Responses

❖ Better understanding inputting data in G&E Charts
❖ Best practices for maintaining employment documentation
❖ Strategies when responding to the Commission
Graduation and Employment Charts
A Graduation and Employment Chart is required for *each* program offered.

A separate G&E Chart is required for *each* program length (example Full-Time & Part-Time).

A separate G&E Chart is required if more than 50% of the program is completed at a satellite facility.

A separate G&E Chart is required if 100% of the program is completed via Distance Education.
About the Graduation and Employment Chart

Three tabs
• G&E Chart
• Glossary
• Instructions

Other Features
• The Graduation and Employment Chart automatically calculates the Reporting Period based on program length and report date
• Includes a self-checking mechanism to ensure there are no errors
The Graduation and Employment Chart

- 12-month Welding Program
- 52 Starts in 4 Cohorts
- 72% Graduation Rate
- 74% Employment Rate
Inside the Graduation & Employment Chart and Recent(ish) Changes
Common Questions

What about?

• A student who transfers out of the 12-month program and then transfers into the 8-month program?

What about?

• A student who is dropped from the program but returns after a short period of time to the same program?

What about?

• A student who is dropped from the program but returns after a long period of time to the same program?

What about?

• A student who is placed on a Leave of Absence?
Transfers to Another Program/Cohort

1. The total number of students who transferred out of this program and into another ACCSC-approved program at the school;

2. The total number of students for this program who:
   - a. Return from an approved leave of absence;
   - b. Are unable to complete the program within 150% of the normal program length from the original start date due to the leave of absence; and
   - c. Transfer to a later cohort in order to graduate within 150% of the normal program length as adjusted based on the length of the approved leave of absence.
Line #6: Unavailable for Graduation

This category removes from the graduation rate calculation students who fall into one of the following four classifications:

- Death
- Incarceration
- Active Military Service
- Onset of a medical condition that prevents continued enrollment

Requires Supporting Documentation
“COVID Drop”

• For all G&E Charts with a January 2022 Report Date going forward
• “Unavailable for Graduation” – Student withdrawn due to circumstances related to the COVID-19
  • Based on the Department’s Federal Student Aid (FSA) June 16, 2020 Guidance for Interruptions of Study Related to Coronavirus (COVID-19),
  • Allowable circumstances include, but are not limited to, illness of the student or family member, need to become a caregiver or first responder, loss of childcare, economic hardship, inability to access Wi-Fi due to closed facilities, or an increase in work hours as a result of the COVID-19 emergency
• Change instruction to distance learning, closed campus facilities, or interruptions in instruction
• Maintain documentation
• For non-Title IV students, documentation Unavailable for Graduation
  • Written attestation from the student that he/she can no longer attend classes due to COVID-19

December 21, 2021 ACCSC Accreditation Alert
Line #11: Graduates – Further Education

- The number of graduates that continue on with education in an accredited postsecondary institution) on at least a half-time basis.

<table>
<thead>
<tr>
<th>Number Started</th>
<th>10</th>
<th>17</th>
<th>8</th>
<th>19</th>
<th>62</th>
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<tr>
<td>Transfers to Another Program/Cohort</td>
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<td></td>
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<td>5</td>
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<tr>
<td>Transfers from Another Program/Cohort</td>
<td>2</td>
<td></td>
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<td>2</td>
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<tr>
<td>Total Starts plus/minus Transfers</td>
<td>12</td>
<td>6</td>
<td>21</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Unavailable for Graduation</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Students Available for Graduation</td>
<td>10</td>
<td>19</td>
<td>5</td>
<td>21</td>
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<td>Withdrew/Terminated Students</td>
<td>4</td>
<td>2</td>
<td>7</td>
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<tr>
<td>Graduates within 150% of Program Length</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

**GRADUATION RATE**
- 60%
- 80%
- 100%
- 67%
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This category removes from the employment rate calculation graduates who fall into one of the following categories:

- death,
- incarceration,
- active military service,
- the onset of a medical condition that prevents employment, or
- or international students who are enrolled on the basis of a student or work visa and are ineligible for sustainable employment in the US.
Non-Graduated Students Who Obtained Training Related Employment

Line #19:

The number of withdrawn/terminated students from Line #8 who obtain employment in a field related to the program in which the student was enrolled and based upon the training provided by the school.

<table>
<thead>
<tr>
<th>18</th>
<th>Graduates - Unknown</th>
<th>1</th>
<th>1</th>
<th>2</th>
<th>4</th>
</tr>
</thead>
</table>

If there is a value other than zero in any of these fields, then there is an error in the data:

- Checking Calculation of Graduates
- Checking Calculation of Available for Employment
- Checking Placement Accountability

<table>
<thead>
<tr>
<th>19</th>
<th>Non-Graduated Students Who Obtained Training Related Employment</th>
<th>1</th>
</tr>
</thead>
</table>

| 20 | Employment Rate with Non-Graduated Students Who Obtained Training Related Employment | 86% | 71% | 80% | 69% | # | # | # | # | # | # | # | # | 75% |

If the value is greater than zero in any of these fields, then there is an error in the data:

- Checking Calculation of Non-Graduated Students
Employment Verification Documentation
Verifiable Employment Record

- Graduate Name and Contact Information
- Program Name & Date of Graduation
- Date of Initial Employment & Place of Employment
- Employer Address and Contact Person/Supervisor and Direct Contact Information (ex. phone number, e-mail)
- Descriptive Job Title and Responsibilities

Appendix VII - #5
# Best Practices: Employment Verification Form

<table>
<thead>
<tr>
<th>Graduate Name</th>
<th>Program Title (Credential)</th>
<th>Start Date / Grad Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Q. Student</td>
<td>Welding (Certificate)</td>
<td>September 7, 2020 / August 31, 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employer</th>
<th>Employer Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welder</td>
<td>Rooney Welding</td>
<td>Troy Polamalu, HR 412.444.5656 <a href="mailto:hr@rooneywelding.com">hr@rooneywelding.com</a></td>
</tr>
<tr>
<td></td>
<td>4321 Franco Harris Street</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pittsburgh, Pennsylvania</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptive Job Responsibilities</th>
<th>Graduate Contact Information</th>
<th>Date of Initial Employment</th>
<th>Date Verification Received by School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding (tack, arc, tig, mig), Pipe-Fitting, Maintenance, Welding, Fabrication</td>
<td>1234 Cam Heyward Way Pittsburgh, Pennsylvania 412.555.1212 <a href="mailto:johnqstudent@gmail.com">johnqstudent@gmail.com</a></td>
<td>September 15, 2021</td>
<td>October 17, 2021</td>
</tr>
</tbody>
</table>

Notes:
### Employment Verification Form

<table>
<thead>
<tr>
<th>Graduate Name</th>
<th>Program Title (Credential)</th>
<th>Start Date / Grad Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane P. Student</td>
<td>Welding (Certificate)</td>
<td>December 1, 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employer</th>
<th>Employer Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>Rooney Welding</td>
<td>412.444.5656</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptive Job Responsibilities</th>
<th>Graduate Contact Information</th>
<th>Date of Initial Employment</th>
<th>Date Verified by School</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td><a href="mailto:janepstudent@techinstitute.com">janepstudent@techinstitute.com</a></td>
<td>September 1, 2021 / Intern</td>
<td>(Blank)</td>
</tr>
</tbody>
</table>

**Notes:**
- Start Date Precedes Grad Date / Intern = Paid Position?
- Not internally verified
- Lack of description
- No Point of Contact
Guidelines for Employment Classification

ACCSC’s Standards of Accreditation - Appendix VII

FOLLOW THE GUIDELINES
Appendix VII Guidelines for Employment Classification

Potential Problem Areas:

- Appropriate and Reasonable
- Reasonable Period of Time / Sustainable
- Directly Related to Program
- Aligns with a Majority of the Education and Training Objectives
- Paid Position
- Written Documentation
- Verbal Verification from Graduate & Employer
- Diligent Efforts
- Self Employment Attestations
- Career Advancement
- When Did Verification Occur?
On-Site Evaluation Report & Reporting Responses
Hints and Tips

- Each Submission is Reviewed Independently
- Be Campus Specific
- Limit Strategies
- Provide Specifics for Enrollment Changes
- Submit as Directed
- Organize by Program, by Start Date
- Follow Institutional Policy, Procedure, and/or Process
Types of Responses

• Outcomes Reporting
• Program Advisory Committee Reporting
• IAIA Reporting
• Student Services Reporting
• Refund Reporting
• Employment Verification Reporting
• Cohort Default Rate Reporting
Reporting Cycle

Notification
- Commission Letter
- Directed to Submit Information

Review
- Committee
- Board Review

Result
- Accept Response
- Accept Response with an Institutional Enhancement Enclosure
- Heightened Monitoring
- Continue Reporting
Blueprints for Success: ACCSC’s Graduation and Employment Chart

Graduation and Employment Chart
Blueprints for Success: Preparing a Comprehensive Response for Commission Consideration

- Slides from a companion Webinar available on the ACCSC website.
The Graduation and Employment Chart & Beyond

Alicia DeMartini – Director of Accreditation
ademartini@accsc.org

Sean Forman – Lead Analyst
sforman@accsc.org
JENNIFER PAUGH-MACOMBER
PRESIDENT
MIAT COLLEGE OF TECHNOLOGY
MICHIGAN

- 24 years of post-secondary education experience
- 15 years as president of career colleges in Illinois, Wisconsin, and Michigan.
- Experience in career education in admissions, student services, student finance, instructing, student services, and education management.
- Wife of Rob Macomber as of 2.5 days ago.
CLEAR IS KIND.

UNCLEAR IS UNKIND.
JUST A FEW (UNAVOIDABLE) THOUGHTS TO START THE CONVERSATION:

- There is never a lack of communication in your building. Your team will get information from somewhere.
- Be aware of the meeting after the meeting.
- Understand the communication chess game on campus.
- If you don’t have time to communicate, then you will need time to put out fires, deal with low morale, and possibly find a new team.
COMMUNICATION NUGGET 1:

YOUR MOOD DRIVES YOUR COMMUNICATION. YOU ARE AN EMOTIONAL PERSON, EVEN IF YOU DON’T THINK SO.
<table>
<thead>
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<th>MOOD ELEVATOR</th>
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| Grateful |
| Wise, Insightful |
| Creative, Innovative |
| Patient, Understanding |
| **Ground Level: Curious, Interested** |
| Impatient, Frustrated |
| Worried, Anxious, Defensive |
| **Judgmental, Self-Righteous, Angry, Hostile** |
COMMUNICATION NUGGET 2:

POSITIVE COMMUNICATION, AT ITS CORE, IS BUILT ON TRUST.
COMMUNICATION NUGGET 3:

YOU CANNOT WITHDRAW WHAT YOU HAVE NOT DEPOSITED.
TRUST DEPOSITS:

- “Be Here Now”
- Building Relationships
- Fairness and Consistency
- Authenticity
- Getting To Neutral
- Utilizing Empathy
- Directness/Clarity
- Vulnerability
WHAT YOU DON’T ADDRESS, YOU AGREE WITH.
BE IMPECCABLE WITH YOUR WORD.
CALM IS A SUPERPOWER.
PEOPLE ARE “WHY” PEOPLE.

STOP FIGHTING IT. JUST ACCEPT IT & WORK WITH IT.
COMMUNICATION NUGGET 4:

WE REVERT TO OUR LOWEST FORM OF COMMUNICATION DURING STRESS, FEAR, EXHAUSTION, AND UNCERTAINTY. KNOW YOUR TRIGGERS.
COMMUNICATION NUGGET 5:

A TRUE CHANGE IN COMMUNICATION HAS TO BE AN INSIDE JOB.
LEARNING MORE ABOUT COMMUNICATION DOESN’T MEAN YOU WILL NEVER HAVE CONFLICT OR A MISUNDERSTANDING...

IT DOES MEAN THAT YOU WILL HAVE BETTER TOOLS IN YOUR TOOLBOX.
KEEP IN TOUCH

JENNIFER PAUGH-MACOMBER
JPAUGH@MIAT.EDU
Using PAC to Enhance Student success

Debra Weninger
Dan Levinson
Meet Dan and Deb

Dan Levinson – Former ACCSC Commissioner and now an Active Volunteer Education Specialist and Consultant.
danlevinson@me.com

Debra Weninger – Active ACCSC Team Leader and now President of the FAPSC (Florida) Foundation. Education Consultant since retiring in January after 45 years in the career college sector.
debraweninger@gmail.com
Reaccreditation visit observations of PAC struggles

• **Goal:** sharing of PAC best practices to enhance student success

• **Bonus:** PAC-in-a-box takeaway guide
DISCUSSION

Share ideas and determine 3 bullet points as to how a PAC benefits an accredited institution and how student success is enhanced by this requirement.
The Commission pointed to key components in July 1, 2022 revisions:

Revisions consolidate program evaluation into one section – Section II (A)(4), Substantive Standards.

Goal: a meaningful review by qualified individuals external to the institution.
Technically, **PAC section now consolidated with section on Program Evaluation**

Detailed requirements for the use of PAC moved to Appendix III – Program Requirements.
Students, Alumni, plus other external sources now added to the resources expected as part of school’s program evaluation process.

Not required to have students and alumni as part of PAC; the institution has options as to how contributions made by these two groups support program evaluation.
BREAKOUT DISCUSSION

Discuss meaningful external sources - how will this change your PAC composition?
Give 2 examples
One Annual PAC

By requiring the program evaluation process to be inclusive of a wide array of external resources, required PAC meetings reduced to minimum one annually.
Furthermore...

Annual PAC meeting includes the option for a virtual meeting.

What does that mean? If PAC not held on campus, must provide the PAC with a sufficiently detailed description & virtual tour of the equipment and facilities representing current conditions at the school.

(Include any VIRTUAL PAC BEST PRACTICES that may have surfaced during the pandemic)
Still more...

Must include 3 representatives from employment community or practitioners for PAC meeting

- Provide details of attendees (names, affiliations, titles, contact information)
- Minutes of the commentary
- Curriculum commentary that includes General Education if applicable to your institution
- Minutes that show a review of the outcomes disclosure (include chart)
- If you offer Graduate level - education experience such as graduate students, alumni, graduate faculty from other institutions, etc. as appropriate.
Specifics...

- For each master’s degree program/program area, the PAC must also include at least **two** individuals with graduate level education experience.

- For programs or courses of study that include content delivered via distance education, must include at least **one** additional individual with experience in DE who is qualified to review and comment on the school’s DE platform, methods, processes, procedures, and infrastructure in the context of the program/course content and objectives.
Multiple affiliated schools may use a single PAC to review the same established curricula of a program area across the system of schools.

HOWEVER, the review of school’s outcomes, learning resources, facilities, and equipment must be fulfilled for each individual campus.
Break out session

HOW WILL THE REVISIONS AFFECT YOUR SCHOOL?
And - how do the revisions enhance student success?
The school should provide documentation that meets new standards – create an organized PAC presentation for a visiting team that demonstrates each point with evidence of PAC recommendations and how considered, implemented or not.

Share how your school documents suggestions.
PAC-In-a-BOX

Review of 9 templates to help PAC be an organized approach for all stakeholders

PS. Makes a great workshop for those in charge of PAC
Q & A

Thank you! Happy “PAC”KING

Dan Levinson: danlevinson@me.com
Debra Weninger: dweninger@fapscfoundation.org
PROGRAM ADVISORY COMMITTEE Purpose

Program Advisory Committees (PACS), also known as Advisory Boards, are representative groups of local business employers, alumni, and industry specialists who keep the faculty and administration abreast of the trade, current and future trends along with employment practices to enhance the career training of our students.

Why do ACCSC standards require Program Advisory Committees for all its member institutions?

In accordance with the Commission’s mission to provide quality educational programs leading to student achievement and outcomes, it is incumbent upon each institution to seek relevant professional advice regarding how program offerings relate to the needs of business stakeholders within its community.

Each institution must provide evidence that it considers PAC input. Evidence can take many forms, one is documented meeting minutes, whereby a school describes whether recommendations were implemented or not and explains the school’s decisions. Typically, PAC input is part of the institution’s Institutional Assessment Plan (IAP). Additionally, programmatic accreditation often requires a Program Advisory Committee.

What does ACCSC require for its institutions?

For each non-degree and degree program area, the institution must maintain a diverse Program Advisory Committee that includes representatives from the employment community, practitioners, and others from the field of education, regulators, etc. as appropriate. As of July 1, 2022 institutions of the same school group sharing the same curriculum may combine their Program Evaluation meeting.

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

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

Written and detailed minutes of each meeting 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.

Review and comment, at least annually, on student graduation, graduate employment, and
where required, state licensing examination outcomes of each program.

The school must provide evidence that it considers PAC input. Evidence can take many forms, one such being the disclosure of the Institution’s consideration recorded in PAC meeting minutes, whereby a school describes whether recommendations were implemented or not and explains the school’s decisions.

**How are Program Advisory Committees organized and overseen?**

Many PAC meetings are organized by either Program Directors or Career Services and held at least once per year; minutes should include titles and affiliations of all members in attendance and a comprehensive and clear description of the review of and commentary made by the school representatives and the Program Advisory Committee members. A sign in sheet is recommended.

A PAC meeting agenda should be distributed prior to the meeting date and a best practice is to distribute minutes to the attendees within one week following the meeting. Involving the entire faculty and staff for suggestions of PAC members is another best practice. Invite the attendees with sufficient notice in advance of the meeting date.

**Program Evaluation can be part of the PAC with review and comment activities.**

Program Reviews take place at least once annually and includes the established curriculum of the program with comments as to the appropriateness and adequacy of the program objectives, program length, curriculum content (including academic general education or applied general education as appropriate), learning resources, and the adequacy of facilities and equipment.
PURPOSE AND FUNCTIONS OF PROGRAM ADVISORY BOARD (Handout for Members)

What is the purpose of [Institution’s name] Program Advisory Board (PAC)?

Program Advisory Committees (PAC) are representative groups of local business employers, alumni, and industry specialists who provide the faculty and administration abreast of the trade, current and future trends along with employment practices to enhance the career training of our students.

At [institution name], the PAC meets at least once per year, and may be a virtual meeting. Meetings typically last less than 90 minutes. An agenda is distributed one week prior to the meeting date and minutes are distributed within one week of the meeting. Written and detailed minutes of each meeting are maintained.

The purpose of the PAC is to review the established curricula of the program, instructional-related program materials, equipment and facilities, and student achievement outcomes to provide the school with an external review of its programs. Advisory Boards composition should reflect 12-15 qualified representatives external to the institution who can provide a meaningful review of the school’s programs and supporting resources and materials.

What are PAC functions?

Member functions include recommendations and advice to campus administration and faculty on such matters as the following:

1. Establish standards to act as guidelines for outcome assessment of student readiness for employment
2. Highlight geographical area training needs and training possibilities for the institution
3. Review and comment on each new program including the appropriateness of curriculum objectives, program length, curriculum, and employment outcomes prior to submission for accreditation approval of the new program.
4. Review and comment on student graduation, graduate employment, and where required, state licensing examination outcomes of each program.
5. Review 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 outcomes
6. Review and comment on the adequacy of facilities and equipment and Learning Resource Center (Library) materials.
7. Review the externship program; provide externship opportunity
8. Advice regarding equipment needs and instructional materials necessary in specific training areas
9. Suggestions to strengthen community relationships and service to the profession
10. Guidance for clinics (cosmetology, Vet Tech, Dental, Massage Therapy) where applicable
11. Discuss employment opportunities and possible placement of graduates
12. Suggest “live” projects to be incorporated as instructional enhancements in reaching training objectives
13. Serve as guest lecturers if appropriate; volunteer as practice/mock interviewer
14. Suggestions to strengthen and develop the program
15. Recommend special topics to include as part of educational experience
16. Facilitate community support and understanding of the school’s programs
17. Advise the school on employment conditions and job title updates, realistic salary expectations
18. Provide industry awareness for students; such as tour of business or panel discussion
19. Recommend expansion, modification, or discontinuance of a program
20. Review and comment on graduate surveys

Guidelines for working together

1. PACs are not administrative in their function, but are organized for the purpose of advising and guiding campus management on matters concerning their respective areas of expertise and of making suggestions with respect to the program’s operation.
2. Members serve on the Committee on a voluntary basis and are not expected to carry out functions in which considerable detail work is involved.
3. Attendance of the one scheduled meetings per year is required to remain an active member.
Dear [name],

Please consider joining our Program Advisory Committee (PAC) at [insert school name] for the [insert program name]. As a respected professional in the [field], your expertise is valuable to provide guidance for continuous improvement in curriculum, graduate skill sets for entry level employment, and employer assessment of program graduates. [Institution’s Name] current student population is close to [insert active population] and [program name] continues to be a strong program within the school. You have been highly recommended as a Program Advisory Committee member.

Our goal is to be industry current, and you would be a welcome addition to our PAC. Continuous review of our programs ensures us that our graduates demonstrate proficiency within their chosen industry and are able to successfully transition from student to working professional. The Committee meets at least once per year, and the meeting is either virtual or at the campus.

Attached is an overview of the expectations of our PAC members and a link to our online catalog. Our next meeting is [insert meeting information] and please consider this your official invitation to join the Program Advisory Committee. Please RSVP and my contact information is: [insert number and email].

Sincerely,

Jane Doe, Dean of Education
John Doe, [Program] Program Director
Dear [name],

Please join me for our annual Program Advisory Committee (PAC) meeting [insert date] at [insert location]. The meeting will begin [insert time] followed by discussion session lead by [name]. There are many exciting changes occurring at [institution] and we want to share them with you. Your input is valued, and I look forward to sharing our plan for growth and generating ideas together.

Please RSVP by [insert RSVP date] by calling me at [insert phone number] or emailing me at [insert email address].

Sincerely,

Jane Doe, Director of Education
John Doe, [program] Program Director
### Standard Agenda

#### Discussion

The following topics ARE RECOMMENDED discussion at each PAC meeting held twice annually:

#### Old Business

Meeting minutes must show that consideration is given to recommendations made at prior PAC meetings. Must show discussion of prior recommendations made by the PAC and how a decision was made regarding those recommendations. (Examples: implemented curriculum changes, equipment purchases, invoices, textbook changes, etc.). If changes were not implemented, explain why or why not.

#### New Business

1. Review of the established curriculum (curriculum overview should be sent with the agenda prior to the meeting date to allow the PAC to review and prepare for comment)
   
   a. Program Objectives, program length, curriculum content
   
   b. Graduate skill set and readiness for employment
   
   c. Learning resources
   
   d. Equipment/software

2. Facility – adequacy of facility for the program (conduct tour and highlight any updates to equipment or facility since previous meeting)

   *If you do not host your meeting on campus due to space, please provide an update, with images, for members review and encourage a visit.*

3. Student Outcomes: address student graduation rates, graduate employment, state, or national certification rates where applicable, licensing results where required for employment in field, and employment rates (this could be a handout). Statistics must be derived from the latest ACCSC annual report.
4. Discuss additional employment opportunities and/or externship opportunities (provide a list of key employers and a list of the active externship sites)

5. Discuss job titles for the industry, salary expectations for entry level positions

6. Review of the institution’s IAIA/Strategic Plan

Recommendations:

<table>
<thead>
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<th>Action Items</th>
<th>Person Responsible</th>
<th>Deadline</th>
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Special Notes for Next Meeting

<table>
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<tr>
<th>Next Meeting Date</th>
<th>November</th>
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</table>
A best practice for Program Evaluation is to have a discussion on strengths, weaknesses, opportunities, and threats (SWOT) to the current curriculum. The SWOT analysis was originally employed by the General Electric Growth Council in the 1980’s because it concentrates on the issues that potentially have the most impact. Further, the SWOT analysis is useful when a very limited amount of time is available to address a complex strategic situation. When the results of the PAC review and evaluation are received, program faculty and school administration will have the opportunity to view
the PAC’s report to promote and enhance the program strengths, and create and implement action plans to remedy those areas that are not meeting expectations.

**Strengths:**

**Weaknesses:**

**Opportunities:**

**Threats:**

---

**Date for the next PAC Meeting:**

**Meeting adjourned at:**

**Submitted by**

Printed Name: ___________________________________________________________

Position/Title: __________________________________________________________

Signature: ______________________________________________________________

Date: _________________________________________________________________
# PROGRAM ADVISORY COMMITTEE (PAC)

## Roster

<table>
<thead>
<tr>
<th>Program</th>
<th>Last Name</th>
<th>First Name</th>
<th>Company</th>
<th>email</th>
<th>Position/Title</th>
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<tbody>
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Members of the same program advisory board should be listed on this page together.
Dear [name],

Please know how much I appreciate your membership on Program Advisory Committee (PAC). Your participation as a respected professional in the field yields valuable guidance for continuous improvement in our curriculum and identifying graduate skill sets for employment. [Institution] considers you a partner in the preparation of the next generation of our workforce for which you are to be commended.

Our institutional and program goal is to be industry current. Our next meeting is [insert meeting date] and please consider this your “Save the Date.”

Additionally, I would welcome the opportunity to tour your facility and understand more how we can partner. My contact information is: [insert number and email].

Sincerely,

[Insert name]
Campus President
[Institute/College]
Verifiable Placement Files

Presenter: Joe Pappaly
..WHY DID YOU LEAVE YOUR LAST JOB?

...THE COMPANY RELOCATED AND DIDN'T TELL ME WHERE.
Session Objectives

Understand & Discuss

- Roadblocks that Stifle Verifications
- Strong Placement Data – How?
- Issues facing Third Party Verification Auditors
- Share Experiences and Best Practices
- Technologies Used
- Q&A
ACTIVITY 1

- Review the Handout and identify the items with a
  - Y (Yes)
  - N (No)
  - M (Maybe)
How to Maintain Strong Placement Data
A verifiable employment record includes, at a minimum, the following information:

- Graduate Name and Contact Information
- Date of Initial Employment
- Place of Employment
- Employer Address and Phone Number
- Employer Contact Person/Supervisor
- Descriptive Job Title and Duties
Placement file – What’s Not In It

- Employer E-mail
- Employer Fax #
- Corporate HR Contact
- Name or Title of Employer Contact
- Placement Category
- Business License (self-empl)
- Other Supporting Data
Placement File – What’s not in it

- Job Duties or Job Description document
- Actual Employment Start Date (Not unpaid internship start date)
- Signed Grad Release on file
- Employer Verification Form (EVF) on file
Employment Verification Form Checklist

ACTIVITY 2

- Let's review the handout and discuss each item
Common Roadblocks that Stifle Verifications
Common Roadblocks that stifle Verifications

- **Unhappy Graduate**
  - Training Received
  - Found the Job Themselves – No Assistance
  - Not Current on Student Loans

- **Unhappy Employer**
  - Quality of Training
  - Poor Employee Performance

- **Bad Contact Data**
Issues related to Aged Data

- Business Closure
- Employee Turnovers – (Employer, Campus)
- Sold - New Business Owner
- Employer Relocates
- New Cell # - Graduate
- Changed Employers
- Missing Employee Records
- Data Entry Error - Campus
Scrubbing Graduate Contact Data

- What is your process?
- How often do you do it?
Action Items
Just Prior To Verification
Action Items...Just prior to 3rd Party Verification

- Validate Phone Numbers
- Validate E-mails
- Line 14 Count = Number of Records
- Confirm - Paid Employment
- Confirm - “Placed In Field”
- Send Out “Heads Up” E-mail to both Graduates and Employers
Common Errors

- Incorrect Program Name, Program Length
- Incorrect or Missing Job Title
- Incorrect Start Date (Future)
- Unpaid – Internship Date
- Length of Employment
- Incorrect Calculation of Reporting Period (G&E)
- Line 14 Count does not Match the # of Records
- Syntax Errors on E-mail Addresses
- Transposed Telephone Numbers
- Misspelled Graduate Names
Placement Verification – Best Practices

ACTIVITY 3

Identify One Best Practice that is followed at your campus in reference to Placement Verification
Best Practices / Lessons Learned

Start Early

- **Real Time Verifications** – Do not wait six months to begin the verification process
  - Older employment data proves to be more difficult to verify

- Verify the employment **AFTER** the graduate started work
  - This is the **most common reason** for an invalid placement
  - Many times, a graduate is offered a position (after externship) and the school counts that student as employed in field; however, the school did not verify that the person actually started.
  - Verify 5, 7, or 14 days after the graduate started, began working, and received pay.
**Best Practices / Lessons Learned**

**Incorporate Third-Party Verification into Regular On-going Processes (CVP)**

This requires budgetary / financial support

Consider having an independent third-party conduct a 50% to 100% sampling every year for programs with:

1. A significant number of self-employed graduates (proven more difficult to verify)
2. Programs that have historically had more challenges with employment
3. Programs that have not fared well during a previous verification process (i.e., high number of unable to verify / verified as incorrect)

- If there is significant CS staff turnover on campus, it is good idea to incorporate an ongoing or Continuous Verification Program to ensure consistency and data integrity in the placement records
Best Practices / Lessons Learned

Set Expectations with Students

• Begin on the First Day of Orientation and continue throughout the program
• Help Students to Understand Their Role in the Accountability Framework
• Accreditation Resources: New Student Letter / Graduation Letter
• Establish protocols for post-graduation activities that can be managed and tracked
• Use Admissions Protocols as Template
• Have students sign a release form that permits the school to obtain employment information. Signed and dated upon graduation, not at Orientation, as employers frequently require a signed release dated within 12 months of the verification request.
CVP
Continuous Verification Program
(Real Time)

“Incorporate Third Party Verifications into regular Ongoing Process”

ACCSC Presentation
Independent Third Party Verifications
05/08/15

Auxicent
YOUR CAMPUS SUPPORT SPECIALIST
Continuous Verification Program – Why?

- **Compliance** - Peace of mind
- **Always Ready Status** – Unannounced site visits
- **No Adverse Verifications** – Due to aged data
- **Greater Accountability** - on the CS staff to ensure data is accurate
- **Verification Results and Detailed Auditor Notes** - used to create best practices, process changes and training to CS staff
Third Party Verifier – Technologies We Use

- Online Dashboard
- On-Demand Reports (real-time)
- Online Verifications – Employer Fatigue
- Batch Verifications – Same Employer
- Dashboard – Single Point Portal for All Verification Records
- Upload Feature – Not E-mail Attachments
- Monitor Auditor Notes/Activity
- Full Transparency 24/7
- Job Orders
Third Party Verifier - Features

- E-mail Validation & Correction Tool – Portal
- Telephone Number Validation & Correction Tool – Portal
- Verification Forms – Optimized for Desktop & Mobile Devices
- Detailed Auditor Notes – Training Opportunity
Verifiable Placement Files

Joseph Pappaly, President Auxicent | jpappaly@auxicent.com
### Graduate Information
- Graduate Full Name
- Student #
- Telephone Number - Mobile
- Telephone Number - Other
- Graduate E-mail address
- Campus Name
- Program Graduated From
- Program Start Date
- Program Completion Date
- Cohort Year

### Employer Information
- Company Name
- Employer Address
- Employer Point of Contact
- Employer Point of Contact Title
- Employer Telephone Number
- Employer Fax Number
- Employer Contact E-mail address

### Employment Information
- Job Title or Position
- Brief Description of Job Duties or Attach Job Description page
- Employment per week
  - ☐ 30+ Hrs
  - ☐ 20-29 Hrs.
  - ☐ Under 20 Hrs.
- Employment Start Date
- Is the Employee’s Education/ Credential Relevant to their Position (Y/N)
- Is this Employee currently employed with your company? (Y/N)
- If No, Employment End Date (if applicable)
- Paid Position (Y or N)
- Pay Rate (Hourly or Annual Salary)
Attestations

Graduate attestation (signed and dated) And/or

Employer attestation (signed and dated)

If Self Employed

Self-employed attestation statement -signed & dated by graduate

Self-Employment Location (address)

Copy of Business License

Copy of Business card

Copy of Advertisement, Social Media Posts & Links

Copy of sample invoice

Copy of Tax returns (Quarterly or Annual filing)

Self-Attestation Verbiage on Graduate EVF:

You benefited from the skills and knowledge learned in your program by:

☐ Obtaining a new position that:
  ☐ Utilizes such skills and knowledge
  ☐ Requires the credential provided through my program

  OR

☐ Maintaining a current position that utilizes the skills and knowledge learned in my program that:
  ☐ Fulfills requirements for professional development
  ☐ Fulfills requirements for a possible future promotion
  ☐ Fulfills my goal of improving job-related skills

Your new or current position meets your employment goals through:

☐ Self-employment with multiple possible customers (e.g., as a small business owner)

☐ Independent contract work with multiple possible customers (e.g., as a “free-lance” contractor)

☐ Other paid work (please describe)
## Internal Use Data/Attestation

<table>
<thead>
<tr>
<th>Employment Category: ☐ Self Employed  ☐ Regular Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate is Employed:</td>
</tr>
<tr>
<td>☐ In Field  ☐ Related Field  ☐ Out of Field  ☐ Unavailable  ☐ Unemployed</td>
</tr>
<tr>
<td>Externship to Hire: (Y/N)</td>
</tr>
<tr>
<td>Signed Release on File: (Y/N)</td>
</tr>
<tr>
<td>Graduate has met the length of employment Policy of ____ days: (Y/N)</td>
</tr>
<tr>
<td>Completed File Audited by: (Name, Signature and Date)</td>
</tr>
</tbody>
</table>
### SESSION: VERIFIABLE PLACEMENT VERIFICATION FILES

### ACTIVITY 1

**Placement File/Folder Checklist**

Mark with an (X) those items you believe are in the graduate placement file for each graduate at your campus. You may also add additional items that are not listed.

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Graduate resume / Cover letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Copy of diploma</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3 Copy of any required certs/licenses when applicable</td>
<td></td>
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<tr>
<td>4 Copy of any special awards, certificates, letters of recommendations</td>
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<tr>
<td>5 Employment verification form (With Empl &amp; Graduate signatures)</td>
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</tr>
<tr>
<td>6 Externship verification form (if applicable)</td>
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<tr>
<td>7 Graduate signed release</td>
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**WHEN SELF EMPLOYED**

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<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
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<tr>
<td>8 Self-Employment attestation (if applicable)</td>
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<tr>
<td>Self-employment verification documents (biz license, web site, biz card, letterhead, social media links, invoices, income evidence)</td>
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</table>

**WHEN UNAVAILABLE FOR EMPLOYMENT**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
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<tbody>
<tr>
<td>10 Evidence of Unavailability for Employment ([note from doctor, certificate of death or news articles, evidence of continuing education, etc...])</td>
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**OTHER**

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