



Blueprints for Success:

Preparing for the On-Site Evaluation – Best Practices

An ACCSC Member Services Series

Introduction

The ACCSC **Blueprints for Success** highlight best practices and provide guidance on some of the more technical areas of ACCSC-accreditation in the hopes to help accredited member schools to comply fully and accurately with the **Standards of Accreditation**, achieve institutional success, and ensure that students are well prepared to enter the workforce.

Please note that the ACCSC **Blueprints for Success** do not supersede applicable accrediting standards, are not intended to be prescriptive about the way an accredited school operates, and do not address all compliance elements required by a school to maintain good standing with ACCSC. Rather, the ACCSC **Blueprints for Success** provides a framework that can help a school to gain a better understanding of the expectations and rigors of the accreditation process as well as sample documentation that a school might consider in order to demonstrate compliance with accrediting standards.

Modules

1. Preparing a Comprehensive Response for Commission Consideration
2. Organizing an Effective Electronic Submission
- 3. Preparing for the On-Site Evaluation – Best Practices**
4. ACCSC's Graduation & Employment Chart

Module 3

Preparing for the On-Site Evaluation - Initial and Renewal of Accreditation

The on-site evaluation is an essential component of an institution's responsibility to demonstrate compliance with accrediting standards and serves as the cornerstone of ACCSC's ability to continually ensure that a high quality education is being offered at its accredited institutions and those institutions seeking initial accreditation. Many institutions undertake this particular facet of their accredited status with confidence or apprehension...and sometimes both. This [Blueprint](#), "Preparing for the On-Site Evaluation" provides an overview of best practices deployed by high performing institutions as they prepare for a renewal/initial accreditation visit from an ACCSC on-site evaluation team.

Purpose of the On-site Evaluation

At this point in the accreditation process, an institution has participated in a mandatory Accreditation Workshop; submitted an Application for Accreditation and received an acceptance letter from ACCSC staff; submitted the school's revised Application for Accreditation, Self-Evaluation Report ("SER"), and Occupation Specialist Information Package(s); and paid the required on-site evaluation fee. The next step of the accreditation process is for ACCSC to conduct an on-site evaluation at the school. For schools actively seeking accreditation, the purpose of the on-site evaluation is to:

- Verify data in the school's Application for Accreditation & Self-Evaluation Report prepared for Commission consideration;
- Seek additional information regarding the academic and ancillary activities and resources that support an institution's mission and educational objectives; and
- Develop an understanding and perform an assessment of how well the school meets its educational objectives and demonstrates compliance with the *Standards of Accreditation*.

During the on-site evaluation, a school will be evaluated according to all available information, including:

- Documentation provided by the school in order to demonstrate compliance with accrediting standards;
- Interviews and discussions with the administration, instructors, and other school officials;
- Surveys of and discussions with students, graduates, Program Advisory Committee members, and employers of graduates;
- Observations of classes, laboratories, admissions, student services, career services, as well as general management and administration of the school; and
- Documentation provided by the school to support reported student achievement data, including rates of student graduation, graduate employment, and licensure/certification pass rates.

Scheduling the On-Site Evaluation

Upon the school's submission of the revised Application for Accreditation and SER, which is due 6 months following the school's attendance at a mandatory Accreditation Workshop, ACCSC staff will contact the school to schedule the date of the on-site evaluation keeping in mind the following:

- Normally, the on-site evaluation will be scheduled to take place within 2-3 months following the SER due date;
- The date of the on-site evaluation should be a "regular school day" with students in attendance (i.e., not exam week, spring break, etc.);
- Key school personnel are expected to be available for interviews with on-site evaluation team members; and
- Once the date is established and agreed upon by school officials, the on-site evaluation date cannot change without the possibility of the school incurring additional costs.

Prior to the on-site evaluation, ACCSC provides written notification to the school of the names and affiliations of the team members and the school has the opportunity to clear the team in order to avoid any conflicts of interest.

Unusual Circumstances:

If there are any unusual events or circumstances falling on the day or week of the on-site evaluation (e.g. weather-related difficulties, scheduling conflicts, atypical class schedules, or other circumstances that may affect normal school operations), please notify the Commission Representative prior to the team's arrival so he/she can plan accordingly.

Preparation is Key!

In order to ensure a successful accreditation experience, school administrators should be proactive in preparing for the on-site evaluation.

Prepare Your Team

- Meet with key faculty and staff to explain the purpose of ACCSC's on-site evaluation, identify the roles of team members, and provide an overview of the general expectations of the on-site evaluation.
- Familiarize your staff with the [Application for Accreditation](#) and [Self-Evaluation Report](#) that forms the basis of the on-site evaluation team's review.
- Faculty and staff should be aware of ACCSC's [Standards of Accreditation](#), particularly as those standards pertain to their roles within the school.
- Have all school staff arrive at the institution in accordance with their normal schedule on the days of the on-site evaluation.

- Identify one or two key staff members that can serve as liaisons to the on-site evaluation team during the visit.
- Set the school up for success by being prepared to provide “ready access” to information needed by the team as part of the review.

Prepare a Work Room

- Please prepare all items listed in [Appendix B of the SER](#).
- Identify a separate room that provides a comfortable work-space based on the number of team members that will be participating in the on-site evaluation.
- Given that the team works with electronic materials, ensure there are adequate power strips and wireless Internet access (provide required access codes if necessary).
- Take the time to organize the on-site evaluation materials such as student rosters, lists of resources materials, school staff schedules, lesson plans, curricula and syllabi, Program Advisory Committee meeting minutes and contact information, etc. so that the information provided is easily understood.

On-Site Evaluation Team Members

ACCSC's Community of Volunteers support and enhance the Commission's work in a variety of ways, including their active involvement in the accreditation and on-site evaluation process. ACCSC dedicates significant resources to ensure that only qualified individuals carry-out accreditation responsibilities associated with peer review on-site evaluations. Before participating in an on-site evaluation, all of the members must participate in comprehensive training that focuses on accreditation standards and on-site evaluation expectations, policies, and procedures. Additionally, all on-site evaluation team members must have completed ACCSC's training program and agreed to and adhere to ACCSC's [Code of Conduct](#) policy.

The [Team Leader](#) is responsible for leading and directing the work of the on-site evaluation team and for conducting a thorough evaluation of the managerial and administrative capacity of a school seeking accreditation from ACCSC.

To be eligible for this role, a Team Leader must:

- Own, direct, or be a senior manager involved in the administrative operations of an ACCSC-accredited school that is in good standing with the Commission;
- Have significant experience in vocational education or post-secondary technical education; and

The [Education Specialist](#) conducts a thorough evaluation of all areas related to the educational delivery of programs including curriculum, learning resource system, faculty qualifications, and faculty professional development. For larger schools, or schools that offer a diverse array of programs, there may be more than one Education Specialist on the on-site evaluation team. Education Specialists also work closely with the Occupation Specialist to assess whether

programs offered reflect current occupational trends and practices. To be eligible for the role, an Education Specialist must:

- Possess a Doctoral degree with three year's postsecondary teaching/administration experience; or
- Possess a Master's degree, with five year's postsecondary teaching/administration experience.

The **Occupation Specialist(s)** has five (5) years of experience working in a specific industry or trade (e.g., Plumbing, HVAC, Electrician, etc.). As a member of the on-site evaluation team, the Occupation Specialist(s) evaluates curricula, facilities, instructional resources, and equipment; provides feedback regarding current industry trends and workplace expectations; and helps to assess a training program's overall effectiveness in preparing graduates for entry-level employment in the field of study. There may be multiple Occupation Specialists on an on-site evaluation team depending on the number and diversity of programs offered at a school. As part of the accreditation process, ACCSC requests that the school identify, in accordance with **Appendix C of the SER**, three (3) to five (5) candidates per program (or group of related programs) who are independent of the school and free of any relationship with the institution beyond that which is typical of a networked professional in the community. ACCSC will vet and secure the participation of Occupation Specialists in a manner independent of the school.

The **Distance Education Specialist** – required only if the school offers a distance education program – evaluates the distance education program in order to make a determination that the school's delivery methods, instructional staff, resources, and equipment are in compliance with ACCSC Distance Education Standards. To be eligible for the role, a Distance Education Specialist must:

- Meet all the qualifications required of an Education Specialists; and
- Possess three years of experience in distance education with an emphasis on instructional design, teaching, or instructional technology.

The **Commission Representative** is an ACCSC staff member whose primary duties and functions during the on-site evaluation process include providing logistical and technical support and guidance to the on-site evaluation team. The Commission representative serves as a liaison between the school and the Commission during the accreditation process and provides feedback with respect to the application of standards at the practical level in the institution.

A **State Oversight Agency Observer** is invited to all ACCSC on-site evaluations to observe the ACCSC's process. ACCSC believes that participation by the state regulatory agency – as a member of the regulatory triad that oversees postsecondary education – helps to bolster confidence in accreditation, and provides an opportunity for the state regulator to learn more about the rigor of the accreditation process while learning more about the performance of a licensed institution in their state.

What to Expect

Day One

- Normally, the Team Leader, Education Specialist/Distance Education Specialist, and Commission Representative will arrive at 9:00 a.m. to begin a two-day on-site evaluation at the school. The Occupation Specialists will typically arrive separately on the morning of the first day.
 - Consider having a member of the school staff at the front door ready to greet the team; or
 - Ensure that the receptionist / front desk assistant is aware when the team is scheduled to arrive.
- Escort the team to a designated Work Room that has been set up with visit materials prior to the team's arrival.
 - Typically the team will need 5-10 minutes to settle-in and set up their materials before the initial tour begins.
 - This is the best time to make sure the team has enough power strips and access to internet.
- Provide a tour of the school.
 - Present an overview of the physical space so the team can get an understanding of the location of key staff, program areas, and student services.
 - Make the tour unobtrusive to the staff, faculty, and students. Do not feel the need to interrupt classes to introduce the team members. The team members will be out and about throughout the entire on-site evaluation process.
- The Team Leader will conduct an entrance interview with the school director to discuss the agenda for the day.
- The team will select files for review from the lists of students prepared by the school in advance of the team's arrival (outlined in [Appendix B of the SER](#)).
- The evaluation begins!
 - Over the course of the day the team will survey students; review files; observe classes; meet with administrators, staff, and faculty; verify student achievement data; and review the curricula, equipment, and facilities.
- Occupation Specialists typically depart after the completion of their reviews on the first day of the visit.
- Throughout the day, team members communicate with school officials regarding the team's progress and potential findings.

Evening Activities

- If the school offers evening programs, the team will be on-site to conduct student surveys & staff interviews
 - The team is looking to ensure that students in the evening programs have comparable access to student services, the learning resource system, career services, etc.
- The Team Leader will meet with school officials throughout the day in order to provide a “debrief” of the day’s activities and to outline areas of focus yet to be completed.

Day Two

- The Team Leader, Education Specialist/Distance Education Specialist, and Commission representative will arrive at 9:00 a.m.
- Team members address outstanding issues and complete their notes and observations.
- The Exit Interview is typically scheduled for early afternoon on the second day of the on-site evaluation.

The Exit Interview

The Exit Interview provides an opportunity for the team to provide a summary of the findings from the on-site evaluation in relation to the school’s compliance with accrediting standards. Given the amount of interaction between team members and school officials throughout the visit, by the time of the Exit Interview, school officials should already be aware of any potential findings of non-compliance.

- The Exit Interview is a courtesy and provides an initial draft summary of the on-site evaluation team’s findings:
 - Findings are consistent with the information provided during the on-site evaluation and tied to a specific accrediting standard.
 - The Exit Interview provides the school with an opportunity to begin formulating its response to the TSR before receiving the final report.
- Two things a school is prohibited from doing during the Exit Interview:
 - The school cannot have legal counsel present.
 - The school cannot record the Exit Interview.
- The Exit Interview is not a time to argue with the team about the school’s position.
- The Team Summary Report (“TSR”) serves as the official record of the on-site evaluation.
- The school will have an opportunity to respond to the team’s findings.
 - The TSR is generally issued within 60 days of the on-site evaluation.
 - The school will generally have 30-45 days to file its response.

Tips and Practical Advice

Pre-On-Site Evaluation: Success Tips

After attending the assigned [ACCSC Accreditation Workshop](#), a school official should have an understanding of the [Standards of Accreditation](#), the accreditation process and how to prepare your school's Application for Accreditation and the Self-Evaluation Report (SER). Keep in mind that the accuracy, reliability, and completeness of the Application and SER set the stage for a successful on-site evaluation process. Some important points to remember:

Application for Accreditation

- Often, due to the time lapse between submission of the original Application for Accreditation and when the on-site evaluation occurs, there are documents that expire or need updating to reflect some of the activities that have taken place at the school (e.g. insurance policy renewal, update to a state license, new catalog, recent Program Advisory Committee (PAC) meeting minutes).
 - This is the school's opportunity to prepare "updates" to the application so the on-site evaluation team has a more up-to-date understanding of the school's compliance efforts.
 - Also, a school should ensure that it addresses/answers all questions in the application, even those which do not apply, by indicating "N/A."
- Cross-reference the catalog and enrollment agreement to their respective checklists.
 - [Catalog Checklist](#)
 - [Enrollment Agreement Checklist](#)

What does "Cross-reference" mean? This means that in addition to indicating on the actual Checklist the page on which the requested information can be found, the Checklist Item # is also expected to be placed beside the information in the actual document. Cross-referencing facilitates a more efficient review of the documents by the team.

- If the school is in the initial accreditation process, or otherwise elects to utilize the ACCSC [Faculty Personnel Report](#) (FPR) and [Staff Personnel Reports](#) (SPR), please ensure that all areas of the forms are complete. In particular:
 - Prior work experience must include reference to both the month and the year for each employer listed;
 - The Instructor Training section is to be fully completed with appropriate teacher training activities – reference to training that is not related to the specific occupation is not applicable.
- Review all current advertising for compliance – As part of the review of the school's Application for Accreditation, the on-site evaluation team will review all current advertising utilized by the school, including the school's website.
 - Review Section IV (B), Substantive Standards, Standards of Accreditation and the [ACCSC Advertising of Accredited Status Exhibit](#).

Self-Evaluation Report (SER)

When preparing the SER, be direct, clear, and concise in describing the school's compliance efforts, services, and educational program offerings. The on-site evaluation team will be more concerned about the quality, accuracy, and reliability of the SER than it is with the number of pages provided.

- Involve all key school staff and faculty in the preparation of the SER.
 - At a minimum, every staff and faculty member should have an understanding of how the SER is applicable to his/her job responsibilities at the school.
 - This also provides an opportunity for a broad swath of school staff and faculty to learn about and participate in the accreditation process.
- The SER should accurately reflect the policies and procedures in place at the institution.
 - Do not submit anything that does not accurately reflect what is in use at the school and
 - Have documentation available to support the school's compliance with accrediting standards.
- Confirm that all issues noted in the school's application acceptance letter were corrected when the revised Application and SER were submitted.

SER Supporting Documentation

- Use [Appendix B of the SER](#) as a guide for preparing the Work Room with required documentation.
- Label the materials in the Work Room in an organized and understandable fashion.
- Ensure documentation is readily available and organized in a manner that allows prompt response to evaluator requests for supporting information.
- Keep in mind that documentation available in school files serves as the basis of the on-site evaluation team's verification of the accuracy of the SER and the school's compliance with accrediting standards.

Graduation and Employment Charts

The school's records management system (whether hard copy or electronic) should be organized in a way that facilitates the easy retrieval of documentation to support the reported rates of graduation and employment. Keep in mind, the on-site evaluation team will need ready access to the supporting documentation, including copies of student transcripts and records of initial employment, which correspond to the data recorded on each [Graduation and Employment Chart](#).

Key points:

- The school must have a separate Graduation and Employment Chart for each program offered.
 - Keep in mind that due to the Graduation and Employment Chart reporting formula, programs with multiple schedules (e.g., full-time and part-time schedules) will have separate Graduation and Employment Charts.

- For each program’s Graduation and Employment Chart, prepare a roster of students grouped by cohort start date.

Students: Have copies of transcripts for all students categorized as “graduated” as well as copies of documentation for any student categorized as “unavailable for graduation.”

Graduates: Have documentation for all graduates classified as “further education” “unavailable for employment” and “employed in field.”

- Identify the categories for each student/graduate to be captured on the Graduation and Employment Chart by reviewing the Glossary of Definitions located via a “tab” on the [Graduation and Employment Chart](#).
- Be sure to review ACCSC’s [Guidelines for Employment Classification](#) and follow the instructions regarding the information required for graduates that are self-employed, in regular employment, or career advancement.

[Independent Third-Party Employment Verification](#)

Accrediting standards require that schools report accurate data to the Commission and that schools meet the established student achievement standards and maintain “verifiable records of initial employment.”

- Thus, an on-site evaluation team will review the verification results from the [independent third-party verification](#) in order to assess if the student achievement data reported to ACCSC are accurate and supported by verifiable records.
- In cases where a graduate’s employment could not be verified by the independent third-party, a school can present additional documentation to the on-site evaluation team to demonstrate that the employment classification is valid.
- If an on-site evaluation team does find that a school has not demonstrated compliance with accrediting standards due to the accuracy or validity of the data, the team will likely include a finding or a request for additional information in the Team Summary Report and the school will be required to respond to the Commission with supporting documentation to demonstrate that the student achievement data is accurate and verifiable.
- The Commission, not the on-site evaluation team, makes the final determination regarding a school’s compliance with accrediting standards.

The Commission’s requirements for the third-party verification of employment can be found in [Section VII \(C\) of the SER](#).

- As a reminder, schools should not send the entire verification report to ACCSC when submitting the SER; rather, the school should only submit a summary of results in the format as prescribed in the SER.
 - Keep in mind that on the day of the on-site evaluation, the school must provide the on-site evaluation team with the **full report** from the independent third-party verifier, including a list of the students in the sample, the results for each student, and the reasons for those results.

During the On-Site Evaluation: Success Tips

After school officials take the on-site evaluation team on a brief initial tour of the campus, each member of the team will begin their evaluation. Day one will most likely consist of interviews with key staff and faculty; reviewing files of current students, graduates, and withdrawn/terminated students; reviewing backup documentation for the school's most recent Annual Report data; and surveying students.

File Review

Ensure that the on-site evaluation team will have ready access to current student, graduate, and withdrawn student files. The team will seek to ensure that the files are secured as required by accrediting standards and will randomly select files to verify the consistent application of the school's policies and procedures by reviewing information such as:

- Documentation that each student met all established admissions requirements prior to the school official executing the enrollment agreement;
- Documentation that demonstrates the students received copies of fully-executed enrollment agreements that are signed by students and the designated school official prior to starting class;
- Satisfactory progress evaluations, including records of grades and attendance;
- Documentation from advising sessions to show how the school's student services were applied;
- Copies of transcripts for graduates to show that each student met the conditions for graduation; and
- Copies of refund calculations for withdrawn/terminated students, to include evidence that the refund was processed in accordance with the school's established policies and as required by federal or state requirements.

Student Surveys

As part of the accreditation process, ACCSC will attempt to survey at least 25% of the student population. When possible, the student survey process will involve the electronic distribution of a web based student survey that is provided directly from ACCSC to students that are currently enrolled at the school.

- **Web-Based / Hard Copy Survey** – As part of the on-site evaluation, the ACCSC Commission Representative will work with school officials regarding the feasibility of distributing a web-based survey, or to distribute a hard copy survey.
- **Surveys During the Visit** – There are a variety of approaches used by on-site evaluation teams to survey students during the visit. The approach is often driven by the number of students in attendance and the logistics of the class schedule.
 - At times, the team will enter individual classrooms and survey students from each of the school's respective programs both in the day and evening schedules.

- Alternatively, the team may work directly with the school to gather students from a variety of programs into one room in order to complete the survey at one time (usually before or after a break).

Key Compliance Areas

As previously referenced, one of the key goals of the on-site evaluation is to facilitate the team's ability to develop an understanding and perform an assessment of how well the school meets its objectives and demonstrates compliance with the *Standards of Accreditation*. Because the Commission requires documented evidence of statements made by the institution, the team will spend considerable time reviewing written materials such as:

- Curriculum and lesson plans; minutes from PAC meetings; copies of employee and student handbooks; faculty credentials and professional development in personnel files; entrance examinations taken by applicants; and copies of service contracts for the institution's equipment.
- Some of the documentation previously found on paper may now be stored on computer disk (e.g., student ledgers, attendance records, and grades).
 - The team will typically ask to see the information "on-screen" but may ask for sample printouts when applicable.

There are a number of key compliance areas that will be examined by the on-site evaluation team during the visit:

Program Advisory Committee (PAC)

Schools should understand the basic requirements of Program Advisory Committees by reviewing *Section II (A)(5), Substantive Standards, Standards of Accreditation* and should take the time to review the [Monograph: Maximizing Program Advisory Committees](#) as well as the corresponding [webinar](#).

In addition to the other mandatory requirements regarding PACs, the on-site evaluation team will seek to determine that:

- The school facilitated two meetings per year for each of the school's related program offerings;
- At least three employers/practitioners were in attendance at each meeting;
- PAC members discussed curriculum, student achievement, equipment and other key areas critical to a program's success; and
- Detailed minutes of PAC meetings for each of the school's related program offerings are maintained and available for the team's review.

Prior to the visit, gather and organize the agendas and PAC meeting minutes, preferably by program, and to ensure the team has ready access to the required documentation. If a school finds for the current cycle of accreditation that a PAC meeting has not been held, it will likely be a team finding of non-compliance.

Faculty Improvement Plan

ACCSC believes that the success of a school is directly related to the quality of its faculty and that by hiring and retaining qualified faculty, a school is able to strengthen the quality of its training program. According to accrediting standards, faculty must be trained in instructional methods and teaching skills and must engage in ongoing development of teaching skills as part of the school's plan for faculty improvement.

- During the visit, the school will need to provide faculty files that are organized to allow for easy access to evidence of academic credentials held by the faculty and proof that their respective prior work experience has been verified by the school.
- As part of the on-site evaluation process, the school must be able to document that each member of its faculty participates in professional development activities as described in the school's written Faculty Improvement Plan.
- The school may provide its own faculty training using in-house resources or utilize resources outside the school.
 - **Outside Training** – The school should maintain copies of conference/workshop agendas, certificates presented to faculty upon completion of workshop/conference, and any CEUs earned by the faculty member.
 - **In-service training** – The school should maintain documentation to show the focus/subject matter of the in-service, who attended, and the dates on which the training took place.
 - Documentation could include agendas and minutes; in-service training class outlines; and attendance rosters.

Institutional Assessment, Improvement, and Planning

The school must demonstrate that it engages in ongoing institutional assessment and improvement activities and planning appropriate to the size and scale of the school's operations and that support the management and administration of the school as well as the quality of education provided.

- During the on-site evaluation, the school should present a copy of its most recent Institutional Assessment and Improvement Plan ("IAIP") along with supporting documentation to demonstrate that the school has engaged in strategic planning initiatives identified in its IAIP.
 - Examples of documentation might include copies of purchase orders or invoices that show the school purchased new equipment or materials for the learning resource center, or copies of meeting minutes from staff meetings that focused on institutional strategic planning initiatives.
- Institutions are encouraged to review the ACCSC Monograph Series: **Institutional Assessment and Improvement Planning**.

Financial Stability and Responsibility

Accrediting standards require that the financial structure of the school is sound, with resources sufficient for the proper operation of the school and the discharge of obligations to its students. During the accreditation process, the school's most recent fiscal year-end financial statement will be evaluated at the Commission level.

- As part of the on-site evaluation, the school should prepare a copy of the current school budget with supporting documentation to show how school expenditures support of institutional improvement activities, such as the purchase of new equipment and training materials, as well as allocations made to support the learning resource system.
- The school should also provide the team with the most current copy of the school's insurance coverage binder.

Student Services

Accrediting standards require schools to remain attentive to their students' educational and other needs and to offer advising and counseling, graduate employment assistance, and procedures for handling student complaints.

- During the visit, the school should present the team with its manual of written policies and procedures for the delivery of its student services.
- Many of the policies are captured in the school's catalog.
 - Beyond the catalog, the team will be reviewing internal school policies regarding the delivery of student services (usually kept in a manual separate from the catalog like a staff handbook or standard operating procedures manual for each department), to include documentation to determine whether or not the school follows its established policies on advising, grading, attendance monitoring, satisfactory academic progress, as well as career services, and tutoring;

If the school is using internal documents such as an "Advising Form" then completed documentation should be readily available to the on-site evaluation team so there can be an assessment as to whether or not student services are being deployed in a consistent manner.

Conclusion

In order to have a successful on-site evaluation, schools should actively engage in the all facets of the accreditation process and take advantage of every opportunity to demonstrate the success of the school as a whole, the success of its students and graduates, as well as to provide documentation that provides evidence of the school's compliance with accrediting standards.

Keep in mind, through the accreditation process, each school must establish that it is meeting ACCSC's standards before accreditation is conferred. In addition to this Blueprint Series, ACCSC has a number of resources available to support institutions in the accreditation process. Institutions are strongly encourage to take advantage of these resources, such as the ACCSC Monograph Series, regularly hosted workshops, conferences and webinars, as well a series of informative letters designed to help schools to connect with students and alumni.

ACCSC

RESOURCES

ACCSC's Online Training Center

Professional Development Opportunities at www.accstraining.org



Other **Blueprints for Success Series** available at accsc.org

- Organizing an Effective Electronic Submission
- Preparing a Comprehensive Response for Commission Consideration

ACCSC Monograph Series

Designed to provide guidance to ACCSC-accredited institutions in the cycle of continuous performance improvement, self-evaluation, and self-improvement processes and practices.

- Maximizing Program Advisory Committees
- Learning Resource Systems
- Faculty Improvement Planning/Implementation
- Self Evaluation Processes and Practices
- Institutional Assessment and Improvement Planning/Implementation

ACCSC New Student Letter

ACCSC-accredited institutions are encouraged to incorporate this letter with any existing orientation packet that is provided to new students.

ACCSC Graduation Letter

ACCSC-accredited institutions are encouraged to include this letter with any graduation packet this is provided to students.

Events and Workshops – Check www.accsc.org for updates

- Free Faculty Development Workshops
- Free Best Practices Workshops
- Annual Professional Development Conference
- Accreditation Workshops