

# Lessons, Lifesavers & Leftovers

**DEAC Fall Workshop**

**October 22, 2018**

**Scottsdale, AZ**

# Overview of This Session

- Lessons on how to operationalize your compliance
- Lifesavers you can use to avoid difficult situations
- Let go of the leftovers from an accreditation review

# Session Audience

This is appropriate for school personnel

- who are **starting the initial process** of DEAC accreditation;
- who will **begin the DEAC renewal process** in the next 12-18 months;
- who are **preparing for a substantive change**;
- who are **preparing a response** to a DEAC action or visit report; and
- who are **new to their position** and have not worked with DEAC in the past.

# About the Presenter

JOHANNESSEN, BENHAM & BELLAS  
EDUCATION PARTNERS

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# JOHANNESSEN, BENHAM & BELLAS EDUCATION PARTNERS

- 75 years of collective hands-on postsecondary experience at the school, regional and corporate levels.
- Specialize in helping educational institutions:
  - Improve employee effectiveness;
  - Increase operational efficiency; and
  - Deliver the qualitative and quantitative results institutions desire for the short and long term.
- Offer a wide range of services to meet each school's individual needs and budgets.

# Lessons

- Learn and Live Your Accreditor's Language
- Your School's Team
- Policies and Procedures Manual

# Lessons

## Learn & Live Your Accreditor's Language

- Accrediting bodies vary by scope of recognition by the US Department of Education.
- Some are limited by location, degree levels, delivery method, etc.
- Others are limited by program area – approvals can be institutional or programmatic.
- Each agency uses their own “lingo” and often, two accreditors can use the same term but they mean different things.
- Learn what terms DEAC uses and embed them in your operations, planning and policy documents.

# Accreditor Language Example

## Which are DEAC terms?

- Planning?
- Assessment?
- Institutional Effectiveness?
- Strategic planning?
- Institutional Improvement?
- Short term, annual, or long term plan?



# ACCSC Standard I. B.

## Institutional Assessment, Improvement, and Planning

### Focus on quality of instruction and management and administration activities

- Internal information (e.g., staff and faculty development and planning, and student input and feedback)
- External Information (e.g., Program Advisory Committees, employers, community involvement, school graduates, etc.)
- Goal setting, benchmarking, and implementation activities related to:
  - ❖ Management
  - ❖ Fiscal condition and budget
  - ❖ Administrative policies and practices
  - ❖ Student support services
  - ❖ Faculty and staff development
  - ❖ Educational program curricula
  - ❖ Learning resources system
  - ❖ Equipment, and supporting materials
  - ❖ Facilities
  - ❖ Student achievement outcomes.

# ACCET

## Standard I.C. Planning

## Standard IX. Institutional Effectiveness

### Focus Support Mission and Goals

#### Planning

- ❖ Reviewed at least annually, updated regularly, and implemented to improve the effectiveness of the institution.
- ❖ Written one-year and longer range (three to five year)
- ❖ Includes operations and education
- ❖ Measurable objectives, operational strategies, projected time frames, required resources, and method(s) for evaluation

#### Institutional Effectiveness

- ❖ Appropriate methods of evaluation
- ❖ Assess institutional effectiveness
- ❖ Ensure that student outcomes are consistent with the institution's mission and ACCET benchmarks related to Student Satisfaction, Employer/Sponsor Satisfaction, Certification and Licensing, Completion and Job Placement

# DEAC Standard II

## Institutional Effectiveness and Strategic Planning

### Focus of institutional sustainability

- A. Institutional Effectiveness Planning (Commitment to educational offerings & administrative operations)
  - ❖ Feedback loop
  - ❖ Sound research practices
  - ❖ Data analysis to improve operations, educational offerings, and services.
  
- B. Strategic Planning (Commitment to mission)
  - ❖ Comprehensive – all aspects of operations
  - ❖ Established metrics
  - ❖ Identify strategic initiatives and goals
  - ❖ Evaluate external and internal trends
  - ❖ Annual review and update

# Lessons

## Your School's Accreditation Team

- ❖ **Representation of administration, faculty, and staff**
  - ❖ Diverse group
  - ❖ Day-to-day operations
  - ❖ Compliance
- ❖ **Knowledge of School Policies and Procedures**
- ❖ **DEAC Accreditation Tutorial**
  - ❖ Requirement: One key member required to complete.
  - ❖ Recommendation: All members involved with DEAC complete.
- ❖ **At least one person with technical writing skills**

# Lessons

## Policies & Procedures Manual

- ❖ Clearly written policies that do not allow for subjective interpretation
- ❖ Eliminate redundant policies and/or ineffective procedures
- ❖ Effective measurement tools to determine compliance
- ❖ Procedures clearly support the policy without ambiguity
- ❖ Leadership support
- ❖ Training activities
- ❖ Individual accountability
- ❖ Policy on the review and audit of policies & procedures
- ❖ Reporting mechanism for non-compliance

# Lessons - Next Steps

- ❖ Read the DEAC Accreditation Handbook and complete the DEAC accreditation tutorial.
- ❖ Make the Standards part of your day-to-day operations.
- ❖ Identify the right people for your team.
- ❖ Revisit your policies and procedures, consider rewriting them to align with DEAC language.

# Lifesavers

- Your narrative is not a creative writing exercise.
- Document, document, document.
- Response to your accreditor.

# Lifesavers

Your narrative is not a creative writing exercise

- DEAC provides templates.
- The burden to demonstrate compliance is on the SCHOOL through the narrative and exhibits.
- Answer honestly what you actually do every day, not what you “think” or “plan” to do.
- Compliance is required, DEAC does not give approvals with stipulations or conditions.
- Narratives are written in one voice AND are inclusive of all the voices in your school.
- Pay close attention to term such “describe” or “list” or “disclose.”



# Lifesavers

Document, Document, Document

- Relevant
- Verifiable
- Representative
- Cumulative
- Correspond to narrative and Standard
- Sufficient to support the corresponding narrative and demonstrate compliance

# Examples of Good, Better, Best Responses

# Lifesavers

## Good, Better, Best responses to your accreditor Transfer Credit

Good	Better	Best
Policy	Policy	Policy
	Procedures to enforce the policy	Procedures to enforce the policy
		Examples of transfer credit requests where credits were awarded and denied

# Lifesavers

Good, Better, Best responses to your accreditor  
**Human Subject – Institutional Review Board**

Good	Better	Best
Institutional Review Board Policy and Protocol	Institutional Review Board Policy and Protocol	Institutional Review Board Policy and Protocol
	Forms for IRB review	Forms for IRB review
		Completed Forms for IRB Review (examples of approved and rejected)

# Lifesavers

Good, Better, Best responses to your accreditor  
**Student Integrity & Academic Honesty Policy**

Good	Better	Best
Policy	Policy	Policy
	Procedures to enforce the policy	Procedures to enforce the policy
		Examples of student reviews that resulted in favorable and unfavorable actions.

# Lifesavers - Next Steps

- ❖ Re-read a past or current narrative; does it tell the school's story?
- ❖ Review your documents from previous submissions or your current submissions to determine if you have provided quality evidence.
- ❖ Challenge your team to give “best” responses and “best” evidence for each Standard.

# Leftovers

- Documents, Documents, Documents
- Learn from the process
- Celebrate your success, move forward

# Leftovers

## Documents, Documents, Documents

- Accreditation provides a **structured format for demonstrating educational quality**.
- In a peer-review process there is always room **for improvement through evaluation**.
- During the self-evaluation process, you will **critically reflect** on your operations, processes, and procedures at regular intervals for continued improvement.
- At the end of any review process, you may have
  - Documents and reports that were not included in your report and do not correspond to policies, procedures or add value to operations or accreditation.
  - School and Personnel policies that are outdated, irrelevant, and/or are in conflict with other DEAC compliant policies.
  - Procedures that do not provide a clear path to demonstrating policy compliance.

**Be selective and critical to determine if these are necessary.**



# Leftovers

## Learn from process

### Role of visiting teams

- Expect to see evidence of compliance.
- Verify the self-study.
- Do not provide “advice and counsel” on how your operations can comply.
  - The time for this conversation is before you submit your documents to the Visiting Team
  - The person to have the discussion with is your DEAC staff member

# Leftovers

Celebrate your success, move forward

- Celebrate the achievement of an accreditation approval – initial accreditation, renewal, and/or substantive change.
- Honor those who participated...”thank you” goes a long way!
- Give yourself a pat on the back ....approvals are a big accomplishment.
- Start planning for the next review.

**Accreditation and compliance is an ongoing process not a one-time event!**

# Next Steps

- Revisit your policies and procedures, determine if you need to streamline.
- Make a list of questions you may have about DEAC Standards or protocols and ask your DEAC staff person.
- Plan an “accreditation” refresher workshop for your school to remind everyone the benefits of accreditation to the school, students, graduates, and community.

Questions?

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