



Global Association of Private Colleges and Universities.

SELF-STUDY REPORT

Section A: Checklist

The following statements require a response of YES, NO, or N/A. An additional description or explanation of your position or level of fulfillment is recommended to ensure a clear understanding of your school's goals and policies in each area.

Organization, Administration, and Human Resources

1. The institution has established a clear statement of purpose, or mission statement, that reflects the beliefs and philosophy of the institution.
2. The current mission statement is publicly available and is used consistently and accurately in publications and other school literature.
3. A catalog and/or other comparable official publication that accurately sets forth pertinent information about the degrees and programs the school offers is made available to all potential students.
4. The published catalog includes a set of admission policies that are clearly stated and made available to students prior to enrollment.
5. The institution accurately defines and publishes a policy on student transfer between programs within the school as well as on the transfer of students from other institutions.
6. The institution ensures that recruiting activities are ethical, and that all recruiting materials clearly describe the mission, instructional goals, student performance expectations, and the requirements for the completion of each program offered.
7. Students are informed of the costs of the program and any required services and equipment prior to admission.
8. The institution has a fair and equitable refund policy published in its catalog in the event of a canceled class or if a student does not enter or does not complete the period of enrollment for which the student has been charged.
9. Valid refunds are given without requiring a request from the

student to whom it is due.

10. Retention of tuition collected in advance for any student who does not commence a program or class does not exceed \$100.
11. Maintenance of official files and student records are the responsibility of a designated staff member.
12. Written procedures for protecting the confidentiality of student records limit access to authorized personnel only.
13. Upon request by students, transcripts containing the following information are to be provided by the institution: program of study, units or courses completed with corresponding grades, and period of enrollment.
14. The human, material, physical and financial resources of the institution are sufficient and effectively utilized for supporting students in fulfilling all academic expectations for course and degree completion.
15. All instructional equipment meets required safety standards.
16. Provisions and procedures are established for the appropriate repair, maintenance, or replacement of necessary media equipment and supplies.

Faculty, Student Services, and Educational Programs

1. The institution has an adequate number of faculty members to fulfill its stated mission and sufficiently operate its programs.
2. All staff and faculty members maintain a high level of preparation in their area of responsibility, utilizing procedures and strategies that are consistent with the institution's stated mission and academic objectives.
3. Each faculty member holds a minimum of a high school diploma (or its equivalent) and has demonstrated competency in the appropriate subject area for which they have been employed to teach.
4. Assignment of faculty members to subject/content areas is appropriate to each teacher's qualifications and expertise.
5. Clear and accurate written descriptions of duties, policies, and responsibilities of each job position are made available to each staff member.
6. The institution provides each staff member a written contract or employment agreement in which salaries, benefits, assignments, length of initial service term, and conditions of termination are stated.
7. Reasonable works loads are assigned to members of staff.

8. Class sizes and teacher-student ratios are adequate for ensuring a meaningful learning experience.
9. There is an orientation program designed to acquaint new students with the school's policies, resources, and personnel.
10. Required courses for each program are offered with enough frequency to allow students to complete the program or degree within a reasonable time frame.
11. The institution provides appropriate texts or other printed material for the proper implementation of the curriculum.
12. There is a clear designation of responsibility for supervising curriculum design, planning, and implementation.
13. The institution provides relevant, ongoing professional development to assist teachers in developing and implementing the curriculum.
14. The curriculum design, delivery, assessment, and review reflect the institution's mission, policies, and academic objectives.
15. The school has an appropriate and adequate system of student performance assessment.
16. Teachers create and utilize assessment materials that properly measure students' achievement of desired outcomes.
17. Testing reflects clearly defined learning goals and previously communicated expectations.
18. Methods and criteria of grading assessments are consistent and are clearly stated to students prior to examination.
19. The results of student assessments are used in curriculum evaluation and planning on a continuing basis.
20. There is a clearly defined system through which teachers may refer students experiencing academic difficulties.
21. All students have access to the school's entire program and are given assistance with a personal learning plan to prepare them to reach their academic goals.

Section B: Narrative Evaluation

The following open-ended questions designed to elicit a narrative response. This is an important opportunity for applicants to accurately describe their unique methods, policies, and practices in order to give the Commission Review Board a better understanding of the school's mission. The questions should be seen as a starting point for exploring and discussing various areas of administrative and academic concerns. Detailed explanations and descriptions that exceed the scope of the original question are encouraged. Questions that do not apply to your

school's goals and/or operations should be answered with a brief explanation as to how it is exempt from discussion.

Administration and Student Relations

1. State the institution's mission and cite where it is found the school's published materials.
2. Describe how this mission statement was developed, and how the faculty, administration, and educational activities contribute to the implementation of the institution's mission.
3. How does the administration ensure that faculty and staff have a clear understanding of their responsibilities and of the school's policies? How is this documented?
4. How does the administration monitor and evaluate activities of faculty and staff?
5. In what ways does the administration provide for the academic freedom of the faculty, and how are the institution's policies regarding this communicated?
6. Describe the grievance policies and procedures for students and employees. How are students, faculty and staff made aware of their options?
7. What procedures are used to verify a student's eligibility to enroll (i.e. graduation from high school, college, or any other required certification)?
8. Describe the system of course credit used in the school's programs. How is the grading system explained on the student's transcripts?
9. How are records and reports kept safe from damage, theft, or other possible loss? What are the back-up procedures for computerized record keeping?
10. How long are student records maintained by the institution?
11. Describe the school's program of student recruitment.
12. How are admissions representatives trained and monitored?
13. Describe the institution's admissions policies. Explain how the admissions policies adhere to the school's mission.
14. What are the institution's policies and procedures concerning incoming transfer of credit? Where is this information published?

Instruction and Faculty

1. Describe the role of the faculty and administration in creating the educational programs.

2. Describe the institution's policies in determining the qualifications of a faculty member to teach a particular course. What qualifications are required for non-degreed teachers?
3. How do these programs reflect the needs of the students and the community?
4. Describe the procedure for verifying student attendance.
5. Describe any internship programs offered by the institution. Include the name and description of each program, as well as the person(s) responsible for the supervision of these activities.
6. Describe how course sequencing and prerequisites are determined. How is the curriculum structured to challenge students as they progress in their learning experience?
7. How are educational materials selected? How are these materials evaluated to determine their effectiveness?
8. How does the school guarantee that students have access to necessary learning materials, such as textbooks and laboratory equipment?
9. What type and frequency of examinations are given to students? How are the results of these assessments analyzed and used in developing curriculum standards?
10. Is the curriculum oriented towards the labor market? If so, what assistance do you provide graduates in securing jobs upon completion of their program?
11. How does the institution recognize and decide if a student is making satisfactory progress in the overall program according to the school's policy? Who reviews the student's records and acts as his or her advisor?
12. How is probation determined and monitored?
13. Describe the school's counseling and retention programs.

The following questions pertain to distance education and other nontraditional education programs:

1. List courses and programs taught through distance education.
2. How are these courses/programs delivered to students?
3. Describe the on-line resources and technology available to faculty, and identify all platforms used to deliver educational instruction.
4. Who supervises the distance education curriculum, and who is responsible for course/program evaluation?

5. Explain the admission requirements for students who enroll in distance education coursework?
6. Describe the distance education orientation program.
7. Describe how faculty and student interaction takes place.
8. What is the student-teacher ratio for distance education programs, and how does this ensure adequate interaction between the faculty and students?
9. Describe how students in distance education programs are evaluated.