

II. THE SELF-STUDY PROCESS

A. Self-Study Coordinator

Stephen Jacques, Senior Instructor of Reading and Writing

B. Team Members

Michael McMurray, Senior Instructor and Coordinator of the Reading and Writing courses

Rebecca Loomis, Coordinator of the Oral Communications courses

Kimberly Suffi, Senior Instructor of Reading and Writing courses

Margaret Combs, Director of the Intensive English Program

Dr. Rawda Awwad (editor), Assistant Professor of English and Comparative Literature

(Note: Three team members received one course release time for two semesters, and the editor received overload and service for two semesters.)

C. Information Gathering, Dissemination, Analysis

This self-study report represents the input provided by members of the AUK IEP administrators, faculty, students, and staff, as well as University stakeholders associated with the IEP, and is compiled, organized, written and documented by the five-member team. The IEP has adopted the communal approach as the process for assessing its ability to meet the standards for accreditation. Mechanisms and instruments for compiling information and data used in the self-study were:

1. Student surveys that gauges student opinions and registers feedback about specific aspects of the program.
2. Brainstorming sessions, email discussions and individual interviews with faculty and staff on areas of operation.
3. Faculty and staff meetings for soliciting input on questions for the self-study
4. Small working groups for developing Sub-Standards.

Assessment of performance on each standard (Section C) was based on hard evidence supported by qualitative and quantitative research whenever possible. For example, we relied on survey ratings from both students and faculty, and on data from student course evaluations. Additionally, we used enrollment figures, pass/fail rates, and other statistics and documents from our program in order to demonstrate our ability to meet particular standards.

The self-study process has been one of discovery and development. It has assisted us in taking a bird's eye view of our program, and enabled us to assess our program as it functions as an independent program, and as an integral unit within the University. The process has also stimulated our interest in current research, and enabled a critical process that would facilitate future development and implementation in regards to all areas of the program.

The more immediate challenges that became apparent through the self-study process were:

1. Clarifying and elaborating on the specifics of the standards to responding individuals and University units throughout the process, specifically following the submission of the first draft to the Director.
2. Compiling and adjusting historical data and documentation that supports specific responses to respective standards.
3. Developing legitimate and strategically short- and long-term mechanisms that address the loopholes that became apparent in the program through the self-study.

The challenges encouraged a more deliberate and concise effort at raising awareness about the self-study process, a closer and integrated mechanism of communication between all units of the University and the IEP, and creative problem-solving. Challenges were addressed through the following means:

1. Appointment of an editor who with appointed team members reviewed necessary standards and engaged in one-on-one discussion and clarification interviews.
2. Contacting respective University units and including IT in the process of data gathering and assimilation with the use of Banner.
3. Meeting with directors of each University unit to discuss the mechanisms that required implementation in the 2008/09 academic year such as.
 - Student satisfaction survey
 - Retention data collection
 - Advising surveys
 - Faculty retention surveys
 - Administrative surveys
 - New student orientation surveys

Chronology of the Self-Study Process

The following chart represents a chronological record of our progress on the self-study, including the questions posed, the action taken, and the channels of communication among the parties involved. (Minutes of all Self-Study Committee meetings are available in the CEA file on site.)

Date	Communication Involved	Questions/Action
October 2007	A) IEP Accreditation Steering Committee (S.C) Meeting (Oct. 25) B) IEP Accreditation Sub-committee 1 (SC1) Meeting (Oct. 29)	A1) How will the four steps be managed? Step 1-Revise existing flow chart-M. Combs. Step 2-S. Jacques will be the self-study coordinator. Step 3-Develop timeline-K. Suffi. Step 4-Complete Self-study membership-Sub 1-E. Conklin Sub 2-Dean C. Ross-Black Sub 3-IEP pending. A2) What must be documented? Document any changes made in IEP. Document what we do in IEP. A3) Who will be the editor? P. Arthur will be the editor. B1) What needs to be done to create a self-study plan? The self-study plan was explained by its five parts. SC1 will decide on either the October or August self-study submission date or also who will work on which standards. A special drive will be created to keep notes. B2) What needs to be done with The Facilities, Equipment, and Supplies Standard? Much of the narrative has already been written since it is similar to the accreditation with the Private University Council (PUC). B3) What needs to be done with the Administrative and Fiscal Capacity standard?

		<p>The chair, E. Conklin, will conduct meetings to determine who will work on which standards.</p> <p>B4) How will facilities, supplies and equipment be done? A completed inventory list can be used and we do not have to show space student ratio.</p>
November 2007	<p>A) IEP Accreditation Sub-committee 2 (SC2) Meeting (Nov. 07)</p> <p>B) IEP Accreditation S.C. Meeting (Nov. 11)</p>	<p>A1) Who will be responsible for accreditation involving Student Services? Dean Ross-Black will head Sub-committee 2; appoint workloads, document meetings, review narratives and set timelines.</p> <p>A2) Which standards will Sub-committee 2 write? Sub-committee 2 will write the 9 Sub-Standards in Student Services, 4 Sub-Standards in Recruiting, and 2 Sub-Standards in Student Complaints.</p> <p>B1) Who will be on the sub-committees? E. Conklin and Dean Ross-Black will report back on this topic by Nov. 18th. M. Combs will modify the organizational chart as new information comes.</p> <p>B2) Should the self-study be completed by August or October? It would be better to finish the entire self-study by October 2008.</p> <p>B3) What does IEP think of the mission statement (M.S.) revisions? Further comments and revisions should be sent to the S.C. by email. S. Jacques will continue to write the M.S.</p> <p>B4) What changes were made to the course objectives (CO) and learning outcomes (LO)? R. Loomis discussed the changes for levels 1, 2 and 3 for IEP and M. McMurray did the same for Engl. 099. Suggestions and further revisions were to be sent to R. Loomis and M. McMurray.</p>
December 2007	<p>A) IEP Accreditation Sub-Standard Chairs S.S.C. Meeting (Dec. 13)</p> <p>B) IEP Accreditation S.S.C. Meeting (Dec 18)</p>	<p>A1) Who is working on which standards and what is the time line? Each Sub-committee should submit a list of its members and a timeline by Jan. 8, 2008. E. Conklin for Sub C1 and Dean Ross-Black for Sub C2.</p> <p>A2) Who will work on Curriculum Sub-Standards 1-4? R. Loomis and M. McMurray will chair and supervise B. Awwad, J. Logue, D. Prades, D. Hoffer, and S. Stein.</p> <p>A3) Who will work on Faculty Sub-Standards 1-8? K. Suffi will chair and supervise J. Zreba, R. Brown, B. Awwad, and S. Stein.</p> <p>A4) Who will work on Facilities, Equipment, and Supplies Sub-Standards 1 and Administrative and Fiscal Standards Sub-Standards 1-16? E. Conklin will chair and supervise HR. M. Combs will help write A and F Sub-Standard 1-3</p> <p>A5) Who will work on Student Services Sub-Standards 1-9 (except 7 as it NA), Recruiting Sub-Standards 1-3 (4</p>

		<p>is NA), Student Complaints Sub-Standards 1-2? Dean C. Ross-black will chair and supervise these.</p> <p>A6) Who will work on Length and Structure of Program Sub-Standards 1 and 2? R. Loomis, M. McMurray, K. Suffi and J. Green will work on these.</p> <p>A7) Who will work on Student Achievement Sub-Standards 1-6? M. Combs will chair and supervise.</p> <p>B1) Which Sub-Standards need to be given to which sub-committees? The Sub-Standards will be divided in the Dec. 13 meeting. Mission, Curriculum, Faculty, Facilities, Equipment, and Supplies, Administrative and Fiscal Capacity, Student Services, Recruiting, Length and Structure of the Program of Study, Student Achievement, Student Complaints.</p> <p>B2) Who will be charged with writing the different standards? Chairs will determine who should write what by the next meeting.</p> <p>B3) How will communication transpire during self-study? We will use email, meetings, and the Z:Drive to communicate information. Only chairs will have access to the Z:Drive and a few other select members as the need dictates.</p> <p>B4) What checks and balances will we need? Each chair should select a person to do checks and balances for the Sub-Standards.</p> <p>B5) What are the timelines? Each committee needs to make more specific timelines based on the more general timeline.</p>
January 2008	<p>A) S.S.C Meeting Jan. 21</p> <p>B) Handout Email Jan 24</p>	<p>A1) What recommendations has CEA made after reviewing our self-study plan? Although CEA has approved of our self-study plan, they suggested that we move the dates back to give us more time. See Meeting Minutes 012108 Handout for this meeting.</p> <p>A2) How and who will gather, disseminate, and analyze the information for the self-study in S.C. 2? Dean Ross-Black went over weak areas in the Student Services, Recruiting and Student Complaint Standards. She will write the standards while other committee member's research and edit the standards.</p> <p>A3) How and who will gather, disseminate, and analyze the information for the self-study in S.C.1? Ernest Conklin went over the Administrative and Fiscal Capacity and the Facilities, Equipment, and Supplies Standards.</p>

		<p>A4) How and who will gather, disseminate, and analyze the information for the self-study in S.C. 3? R. Loomis went over the timeline that she and M. McMurray developed. K. Suffi had already shown the timeline for Faculty and Length of Structure of Program Standards at the cancelled meeting. The timeline for Student Achievement Standards was not shown.</p> <p>A5) What must be done for the next meeting? Sub-committee chairs will write out timelines for their standards. Soft copies will be sent to the self-study coordinator, S Jacques, will compile these and then send out to the S.C.</p> <p>B) What is the new timeline? This is in relation to A5. See handout Email Jan 24.</p>
February 2008	<p>A)Curriculum Sub-Standard Meeting Feb. 11</p> <p>B)Curriculum Sub-Standard Meeting Feb. 18</p>	<p>A1) What is Curriculum Sub-Standard 2? The Curriculum Sub-Standard committee will look at goals and objectives to write up a general description of the program.</p> <p>A2) How best to describe IEP in a chart? This committee will experiment with making a chart.</p> <p>A3) Where are documents related to goals and objectives, placement, exit and diagnostic tests? Look in the syllabi, ACCUPLACER OnLine™, placement, exit exams, and diagnostic tests.</p> <p>B1) What is Curriculum Sub-Standard 3? The Curriculum Sub-Standard Committee will look at goals and objectives to write up a general description of the program. M. McMurray and R. Loomis will research and describe current operations in terms of instructional materials and methodologies.</p> <p>B2) How best to approach Curriculum Sub-Standard 3? Combine 099 with IEP 1, 2, 3 where applicable. B. Awwad will cross-check the Operations Manual. R. Loomis, M. McMurray and S. Stein will write versions of Curriculum Sub-Standard 3.</p>
March 2008	<p>A)Curriculum Sub-Standard Meeting Mar. 4</p> <p>B) Student Achievement Sub-Standard Meeting Mar. 5</p> <p>C)Curriculum Sub-Standard Meeting Mar. 10</p> <p>D)Faculty Sub-Standard Meeting Mar. 13</p> <p>E) Length and</p>	<p>A1) What is Curriculum Sub-Standard 4? The committee will create a clear articulated plan for regular curriculum review and modification has to be devised.</p> <p>A2) What is required of each section (ABCD) of Standard 4? Section A will be prepared by both coordinators. Section B and C will be prepared by Joan and Section D will be prepared by Sandy.</p> <p>A3) When will submissions be made? Submission for all Standards Drafts for Sections A & B Due April 10th. Discussion for formatting of self-study report Section C is April 14th for all Standards. Discussion for recommendations for Section D is May</p>

	<p>Structure Substandard Meeting Mar. 17</p> <p>F) S.S.C Meeting Mar. 24</p> <p>G) Student Achievement Sub-Standard Meeting Mar. 30</p>	<p>12th for all Standards.</p> <p>B1) Who will write Student Achievement Sub-Standard 1? D. Parks will write this standard.</p> <p>B2) Who will write Student Achievement Sub-Standard 2? J. Barnett will write this standard.</p> <p>B3) Who will write Student Achievement Sub-Standard 3? D. Hodeib will write this standard.</p> <p>B4) Who will write Student Achievement Sub-Standard 4? K. Peppard will write this standard.</p> <p>B5) Who will write Student Achievement Sub-Standard 5? S. Zagorin will write this standard.</p> <p>C1) Who will work on Curriculum Sub-Standard 1. Section A: M. McMurray and D. Prades; History of Curriculum Change: R. Loomis with M. Combs; Section B: R. Loomis; Section C: S. Stein; Section D: Everyone in the Curriculum Committee.</p> <p>D1) What changes will be made to the timeline? Before end of April the committee will endeavor to complete the required faculty Sub-Standard narratives.</p> <p>D2) Who will work on the faculty standards? Faculty Sub-Standard 1 will be written by B. Awwad. Faculty Sub-Standard 2 will be written by J. Zreba. Faculty Sub-Standard 3 will be written by K. Suffi. Faculty Sub-Standard 4 is NA because we do not use TA. Faculty Sub-Standard 5 will be written by S. Stein. Faculty Sub-Standard 6 will be written by K. Suffi. Faculty Sub-Standard 7 will be written by R. Hobbs. Faculty Sub-Standard 8 will be written by K. Lovan.</p> <p>E1) Who will write Length and Structure Sub-Standard 1 and 2? M. McMurray and R. Loomis will write Sections A and B. M. Combs will help with statistics and charts regarding failure rates and matriculation. J. Green will assist with Sections C and D.</p> <p>F1) What is happening in S.S.C.1? C. Hill is now acting chair for S.S.C.1. Members of S.S.C1 are working on their standards. The new time-frame will be sent out again to the different sub-committee chairs. The present campus only will be reflected in the standards. All standards should list all document sources. C. Hill will submit first drafts by May 29.</p> <p>F2) What is happening in S.S.C.2? M. Combs, speaking on behalf of Mr. Kruse who was speaking on behalf of Dean Carol, announced that all standards for Sub-Committee 2 had been delegated to their committee members. Dean Ross-Black will submit first drafts by May 29.</p> <p>F3) What is happening in S.S. 3? Curriculum Standards and Length and Structure of the Program Study would continue with the original time -</p>
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	<p>frame. M. McMurray and R. Loomis would write sections A and B for their standards, and sections C and D would be written by their committee members. Drafts for A and B should be ready by April 14.</p> <p>F4) What is happening in S.S. 3? K. Suffi announced that she had divided up the eight Faculty Standards among her committee members, and the committee members were working on the drafts. Faculty Standard 4 does not apply to IEP, so it will be documented as such. First drafts will be submitted by</p> <p>F5) What is happening with CEA templates? S. Jacques will send out CEA templates immediately.</p> <p>F6) What is happening with the Z:Drive? Meeting minutes will be filed on the M:Drive until the Z:Drive is made available. Any changes made to documents on the Z:Drive need to show the date and revision number in the document name and as a new document.</p> <p>F7) Is everyone happy with the current meeting minutes? M. Combs will change the minute template ASAP.</p> <p>F8) Do we need to include more members in S.S.C meetings? S. Jacques will invite Theodore Kruse, Joanne Hinds and Prem Kumar for subsequent sub-committee chair meetings.</p> <p>G1) What is happening with Student Achievement Sub-Standard 1? D. Parks will revise Standard 1 by explaining how long the current assessment has been in place and how assessment is carried out. In addition, he will explain how this is an online test so results are immediately accessible to students.</p> <p>G2) What is happening with Student Achievement Sub-Standard 2? J. Barnett will revise Standard 2 by explaining how the program established its current achievement and how IEP defines progress. In addition, he will explain how the program assists students with lack of progress.</p> <p>G3) What is happening with Student Achievement Sub-Standard 3? D. Hodeib will revise Standard 3 by responding to the proficiency scale and interpretations.</p> <p>G4) What is happening with Student Achievement Sub-Standard 4? K. Peppard will revise Sub-Standard 4 by explaining the impact attendance and participation have on their student's promotion and the appeals process.</p> <p>G5) What is happening with Student Achievement Sub-Standard 5? S. Zagorin will revise Sub-Standard 5 by responding to</p>
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		how research in the area of assessment is relevant to the program.
April 2008	<p>A) Faculty Sub-Standard Meeting Apr. 3</p> <p>B) Curriculum Sub-Standard Meeting Apr. 21</p> <p>C) Faculty Sub-Standard Meeting Apr. 24</p> <p>D) Curriculum Sub-Standard Meeting Apr. 24</p>	<p>A1) What will be written for Faculty Sub-Standard 4? K. Suffi will explain that this Sub-Standard does not apply.</p> <p>A2) What feedback is there for the Sub-Standards? Members will read the first draft of Sub-Standards and submit their feedback. Sub-Standard 1 will be discussed at the next meeting.</p> <p>B1) What is happening with the Section A and B drafts? Drafts of Section A written by M. McMurray, D. Hoffer, R. Loomis and Section B Standard 3 Curriculum by B. Awwad reviewed. Drafts will be put on the Z drive by R. Loomis.</p> <p>B2) Who will work on the curriculum survey for Section C? Members responsible for survey questionnaire for Section C are the following: CS 1 (D. Prades); CS 2 (D. Hoffer); CS 3 (B. Awwad); CS 4 (R. Loomis and J. Logue); LS (M. McMurray and J. Greene); assisting all sections (S. Stein).</p> <p>C1) What is happening with Standard 2? It is not in the appropriate format and the information appears questionable. K. Lovan will help J. Zreba rewrite Sub-Standard 2.</p> <p>C2) What is happening with Sub-Standard 3? Looks good, only minor changes and edits by S. Stein.</p> <p>C3) How do we cite information from the operations manual? Everyone should mention from where in the Operations Manual information was obtained.</p> <p>C4) What should happen with soft copies? All soft copies should be sent to S. Jacques and K. Suffi to be put onto the Z:Drive.</p> <p>D1) What is happening with standards 3 and 4? Add to Standard 3 (R. Loomis's Criteria for Textbooks) and to Standard 4 (J. Logues' Curriculum Review from Op. Manual).</p> <p>D2) What is happening with location of standards? Copy Curriculum Standard 1-4 and Length of Study on to M:Drive from Z:Drive.</p> <p>D3) What is happening to the Curriculum Survey? M. McMurray will reformat questions to be statements. 'Undecided' will be included in the formatting. M. Combs will make the survey available either through Banner or on Microsoft Word. Possibility of automatic reference to Operations Manual included in the soft-copy will be looked into.</p> <p>D4) How will the questionnaire be made available to IEP faculty? Questionnaire will be made available through Banner by</p>

		<p>soft copy or through Microsoft Word by May 5 and delivered by hard copy to M. McMurray or R. Loomis's mailbox anonymously by May 12th.</p> <p>D5) When are drafts due? All drafts are due May 25th.</p> <p>D6) When will the next meeting be scheduled? May 19th, Checkpoint on Drafts.</p>
May 2008	<p>A) Faculty Sub-Standard Meeting May 8</p> <p>B) Curriculum Sub-Standard Meeting May 12</p> <p>C) Curriculum Sub-Standard Meeting May 27</p> <p>D) Faculty Sub-Standard Meeting May 29</p> <p>E) Student Achievement Sub-Standard Meeting June. 29</p>	<p>B1) What is happening with the questionnaire? Only 68% of IEP instructors responded, but the deadline will not be extended.</p> <p>B2) What is happening with Section C of the Curriculum Standards? Standards 1, 2, 3 Section C Self-Study Survey needs to be interpreted numerically and as a narrative. 1=D. Prades; 2=D. Hoffer; 3=B. Awwad; 4=J. Logue; L and S=S. Stein & J. Greene (Stats will be given to S. Jacques to make graphs to include and interpret in each summary.</p> <p>B3) What are the new deadlines? May 29th=due date for first drafts A & B/ June 5th=Review of A & B drafts/Sept. 7th (Tentative) due date for first drafts of C & D.</p> <p>C1) What is happening with Section C? Percentages and relevant comments from the questionnaire would be good to include in all the Standards for consistency. Section B documents need to be completed in St. 1, 3, 4, and Length and Structure. Email to M. McMurray and R. Loomis by June 3.</p> <p>C2) What is happening with Section D? Committee members responsible for Section C will write for Section D a summary of recommendations from the discussion. Email to M. McMurray and R. Loomis by June 3.</p> <p>C3) What are the future due dates? There may be an all Sub-Committee meeting scheduled by S. Jacques in October 2008.</p> <p>D1) What is happening with the Faculty Sub-Standards? Second drafts will be submitted to K. Suffi and S. Jacques by June 2. Members responsible for standards are: 1. B. Awwad, 2. (hard and soft copy) J. Zreba, 3. and 6. K. Suffi, 5. S. Stein, 7. (hard and soft copy) R. Hobbs, 8. (hard and soft copy) K. Lovan.</p> <p>D2) How will feedback be given on first drafts? To enable members to do second draft revisions, copies were handed out to all members. Copies for K. Lovan and R. Hobbs were put in their mailboxes since they were absent.</p> <p>D3) How to fix problem in Section A? Claims that we are making for Section A have to be clearly and specifically stated. Members will do this for their second draft.</p>

		<p>E1) Who will write Student Achievement Sub-Standard 1? D. Parks will revise this standard by June 30.</p> <p>E2) Who will write Student Achievement Sub-Standard 2? J. Barnet will revise this standard by June 30.</p> <p>E3) Who will write Student Achievement Sub-Standard 3? D. Hodeib will revise this standard by June 30.</p> <p>E4) Who will write Student Achievement Sub-Standard 4? K. Peppard will revise this standard by June 30 .</p> <p>E5) Who will write Student Achievement Sub-Standard 5? S. Zagorin will revise this standard by June 30.</p> <p>E6) Who will review these standards? M. Combs will review all standards during the summer semester.</p>
June 2008	A)Faculty Sub-Standard Meeting June 2	<p>A1) Has everyone submitted second drafts? No. The deadline will be extended to June 5.</p> <p>A2) What needs to be revised on Faculty Sub-Standard 2? J. Zebra will received feedback on her Sub-Standard for the next meeting. She will also answer what YOP and APF mean.</p> <p>A3) When to have next meeting? Meeting on Sunday, June 8.</p> <p>A4) What is happening with Faculty Sub-Standard 8? Read Standard 8.</p> <p>A5) What is happening with Faculty Sub-Standard 7? Reviewed Standard 7.</p> <p>B1) Which first draft standards still need to be submitted? Standards that have not been submitted (see Meeting Minutes 062108 handout) need to be sent to S. Jacques A.S.A.P. so that revisions and editing can be started. This also includes standards which do not apply to AUK.</p> <p>B2) What about C and D first draft submissions in Fall 2008 and dates for deadlines? Changes were made to the timeline for the Fall 2008 calendar (Please see item 2 on Meetings Handout). However, certain dates set by CEA in America cannot be changed. The Saturday, November 1, 2008 deadline for the self-study submission is an example.</p> <p>B3) What is happening with accreditation in the summer? S. Jacques and M. Combs will be on campus to assist anyone working on or revising their standards. P. Arthur will work on editing first draft standards after revisions have been made to them. Any committee members who need assistance from M. Combs or S. Jacques should take advantage of this during the summer.</p> <p>B4) What are some general comments on the first drafts which have been submitted? Although we have encouraged committee members to review the University of Washington sample in order to</p>

		<p>help them write their standards, some committee members have followed the U of W sample too closely. The result was a standard full of erroneous information that did not reflect AUK. In some other standards, the information did reflect AUK accurately, but the standards were not genuine as they were so similar to the U of W standards. Documents to be included and to be found on site will have to be determined over the summer. The naming of included documents can only be done after all included documents are compiled into the report. This will be done during the summer by M. Combs and S. Jacques. Revisions will have to be made to most of the standards, and these revisions range from light to heavy.</p> <p>5) How is it best to handle revision appointments? It would have been unrealistic to have discussed all revisions as a group. S. Jacques will go over the revisions in detail with chairs individually.</p> <p>6) What is happening with the Z:Drive? M. Combs will add new members to the Z:Drive by June 15. S. Jacques will send out Z:Drive instructions again to all Z:Drive members by June 15.</p>
July 2008	Interviews	<p>Human Resources: July 21 – What is the outline or agenda for the faculty and staff orientation for this AF Standard 6: July 25 - <i>Administrative and Fiscal Capacity Standard 1: The program or institution provides a rationale for all linkages with external bodies.</i> Where are the documents below stored so that I can add the storage area to my report? <i>Administrative and Fiscal Capacity Standard 4: Administrative personnel have appropriate education, training, and experience to accomplish their assigned duties and to meet program or institutional goals.</i> Initially, job announcements are posted on the AUK website, the Chronicle of Higher Education, local newspapers, and describe how the program or institution ensures that individuals entering into administrative positions possess the necessary knowledge, skills and expertise. Describe selection process for staff and faculty. <i>Administrative and Fiscal Capacity Standard 6: Administrators and staff receive written job descriptions at the time of employment and any time their duties or terms of employment change.</i> What do you do in your HR orientation? I need a description and a soft copy of the agenda Human Resources: (agenda) (AFC-6-2) <i>Administrative and Fiscal Capacity Standard 14: All contracts are in compliance with the law and in keeping with policies of the larger institution, where applicable. Contracts are drafted with appropriate guidance, have undergone appropriate review, and are authorized by the appropriate individual(s).</i> Documentation to be included in the self-study report: Do you have a one- or two-page</p>

		<p>policy or procedure that outlines or guides the development of employment contracts that can be included in response to this documentation request?: A description of the processes used for contract review and authorization.</p> <p>A report describing any citations, complaints or lawsuits related to contracts or employment agreements within the past 5 years, and the resolution of such citation, complaint, or lawsuit, if any. Documentation and activities to be made available to the evaluation team on-site: Evidence of appropriate guidance in documentation that shows review or approval by appropriate individuals outside the program or institution. Evidence of review and authorization such as policy statements, procedural manuals and the contracts themselves.</p> <p>Student Success Center: July 28, Student Services Standard 2 – 1. List the policies that govern academic and personal advising and counseling; 2. Describe the training of individuals.</p>
August 2008	Interviews Student Success Center Human Resources	<p>Student Success Center: August 5, 1. Brief job description of each position listed below for Standard 2 of Student Services: Director of Student Success Center; Counselor Generalist with specialties in personal counseling and career counseling; Retention Specialist; Academic Support Specialist: Academic Advisor. 2. In what kind of professional development will your staff participate for training? What international or national student services professional organizations do you belong to? Do you adhere to the guidelines of any professional organization?</p> <p>August 28, Need list of assessment measure used by Student Services to measure the effectiveness of their services. Do we use any of the measures below?: Examples of assessment measures for supporting units include: Student satisfaction surveys; Number of complaints; Count of program participants; Growth in participation; Average wait time; Comparisons to professional organizations’ best practices; Statistical reports; Average service time; Staff training hours; Number of applications; Processing time for requests; Number of users; Focus groups; Opinion surveys; External review; Number of staff trained; Attendance at events; Student participation in clubs and activities.</p> <p>Human Resources: August 31, Please respond to “<i>Administrative and Fiscal Capacity Standard 12: The program or institution documents that it is in compliance with all local, state, and federal laws as well as with any applicable institutional regulations</i>” in reference to compliance with local laws and any lawsuits: need a brief description of the David Oliver, James Stone, and Linda</p>

		Raye Sue lawsuit.
September 2008	Interview Finance Student Life	<p>Finance: September 3 - Identify sources of funding for the operations of the program. If funds are received from sources other than students or student sponsors, explain the influence these sources have on the operations of the program. AUK is a private “for profit” institution of higher education. Assess the current financial condition of the program or institution. Explain how operational expenses are categorized and analyzed. Describe long and short-term indebtedness. If liabilities exceed assets, or if the current asset-to-debt ratio is less than 1.1, please explain in detail. Describe the current status of the program with respect to the larger institution and how this status impacts the financial condition of the program;</p> <p>Student Life: September 4-Where do you keep, or do you keep, expense reports for fee paid events? What do you call the report? What kind of record do you have that demonstrates concern for a student health and safety at an event or activity? If yes to the student health and safety, what do you call the record and where is it located? Do you have Activities Calendar? If yes to an activities calendar, what do you call it and where is it located? Do you have a list of fee paid student events? If yes to fee paid events, may I have a copy that includes event description, date, and cost to the student?</p> <p>Do we have a waiver form for students who participate in events? If you do have a waiver, please send me a soft copy. Do you have a written document of the safety procedures you follow at events? If so, I need the name of the document and where it is located for Standard 6. For the documentation of Standard 9, I need a sample copy of minutes to a meeting where you reviewed the Student Handbook or any other handbook. I need a copy of a survey you used to measure effectiveness and the results of any event or activity.</p>