

# *The Self Study Process*

Elaine Phillips and Dara Gilliam

Family of Faith Christian University

## Why us?

- We are a smaller institution
- We have staff and faculty scattered across the country and in other nations
- We have undergraduate and graduate programs
- We offer on campus and online programs
- Elaine: experience on teams and COA  
Dara: newer to the process
- We just did it!

# Why are YOU here?

- New to this?
- Need a refresher?
- When is your self-study process happening?

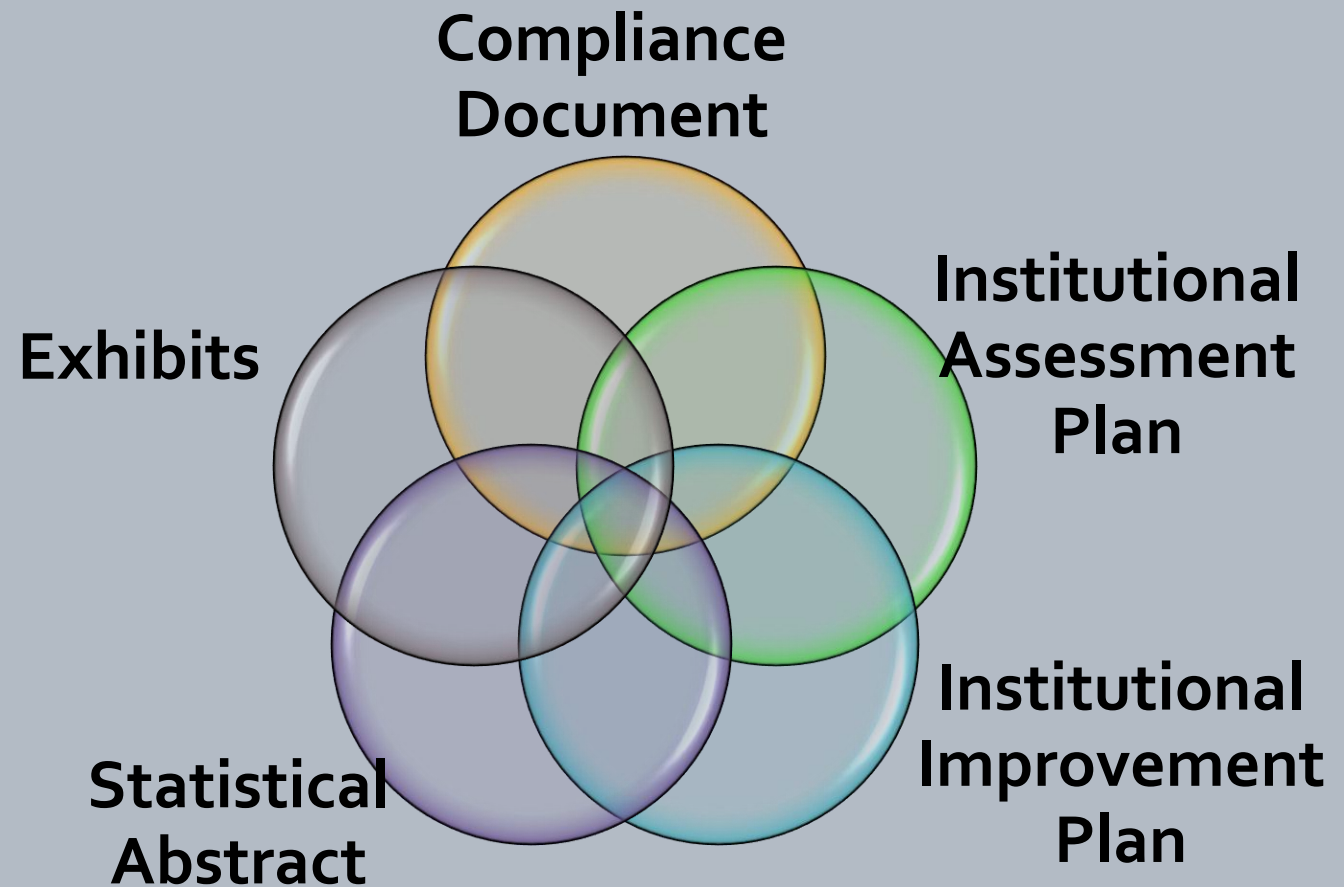
# What is a Self-Study?

- **A process**
- **An examination of your institution**
- **A comparison to ABHE standards**
- **Documentation of compliance**
- **A decision of compliance**
- **A map toward improvement**
- **Preparation for Evaluation Team Visit**

## What is a Self-Study?

- **A process**
- **A decision**
- **A map**
- **Preparation**

Your  
Self Study will  
produce these  
materials



# Your Opportunity for Learning Together

- **ABHE training opportunities**
  - ABHE.org – Accreditation – Accreditation Documents  
Library Guidelines; Evaluation Team Handbook; Report Guide;  
Self Study Guide; Statistical Abstract
  - Achieving Accreditation Standards Conference (May)
  - Accreditation Journey Conference (Fall)
  - Assessment Tool
- **ABHE training for evaluators**
  - ABHE.org – Accreditation – Evaluation Team Training  
  
what they ask; how they ask; documents they look for
- **ABHE Staff Representative**

# Your Opportunity for MINISTRY

- Stir up the mission and vision
- Time to think about our programs: purpose, job description, values, assessment, outcomes, next steps
- Understand ABHE standards
- Assessment Tool (emerging schools)
- Prepare for interviews in Team visit



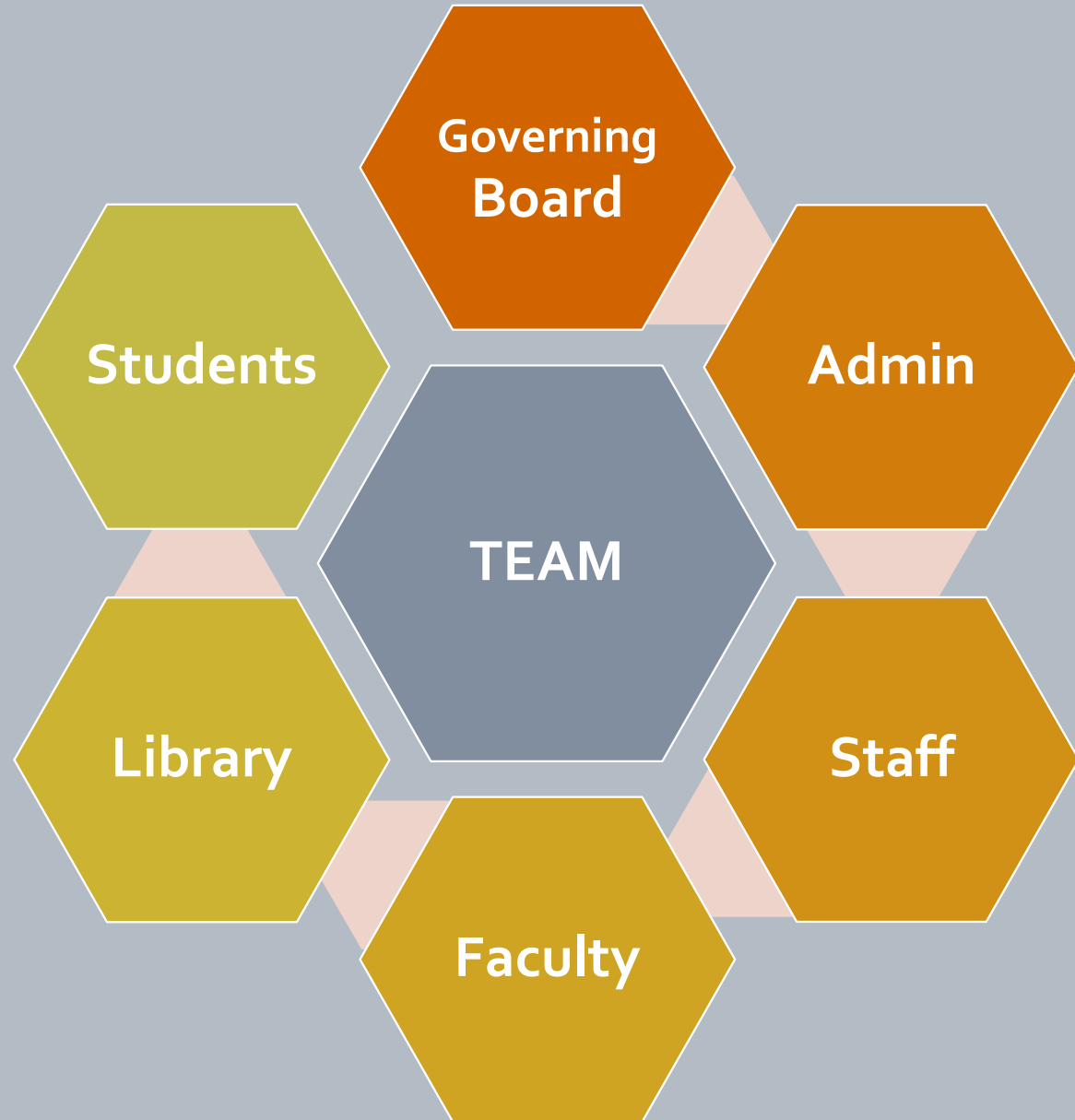
# PRIORITY for EVERYONE

Important  
Elements  
of the  
Self-Study  
Process



# Important Elements of the Self-Study Process

## *One Person*



# Important Elements of the Self-Study Process

- **Communication**

Regarding Time Periods, Deadlines, Needs, Progress

- **Timeline/Calendar**

Key dates and transition points

Review of standards; Completion of assessment;  
Initial Draft; Final Draft; Team Visit

- **Editing/Word processing skills**

Office/Word, Graphs/charts, Adobe, File Sharing

- **Training and Preparation**

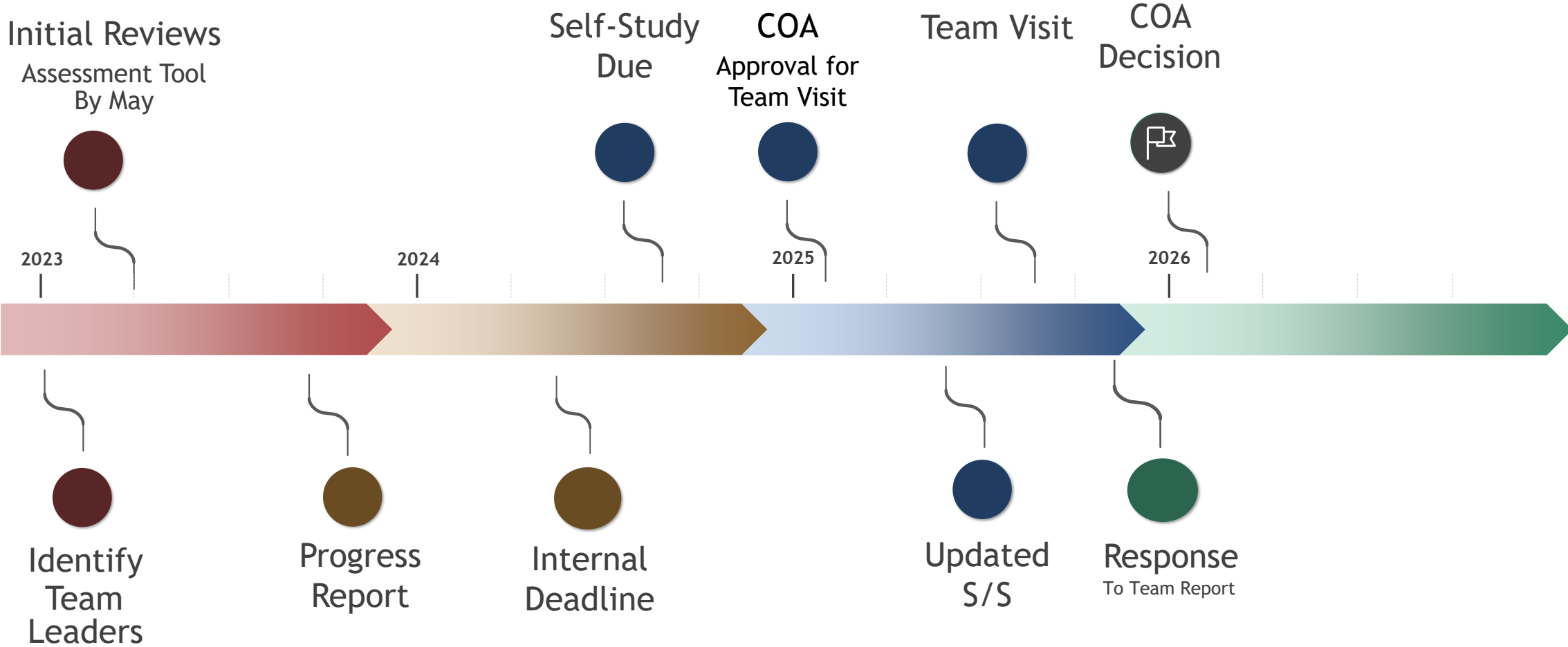
Mission of your institution and the calling of everyone there.

Help them verbalize it, do it, and improve it

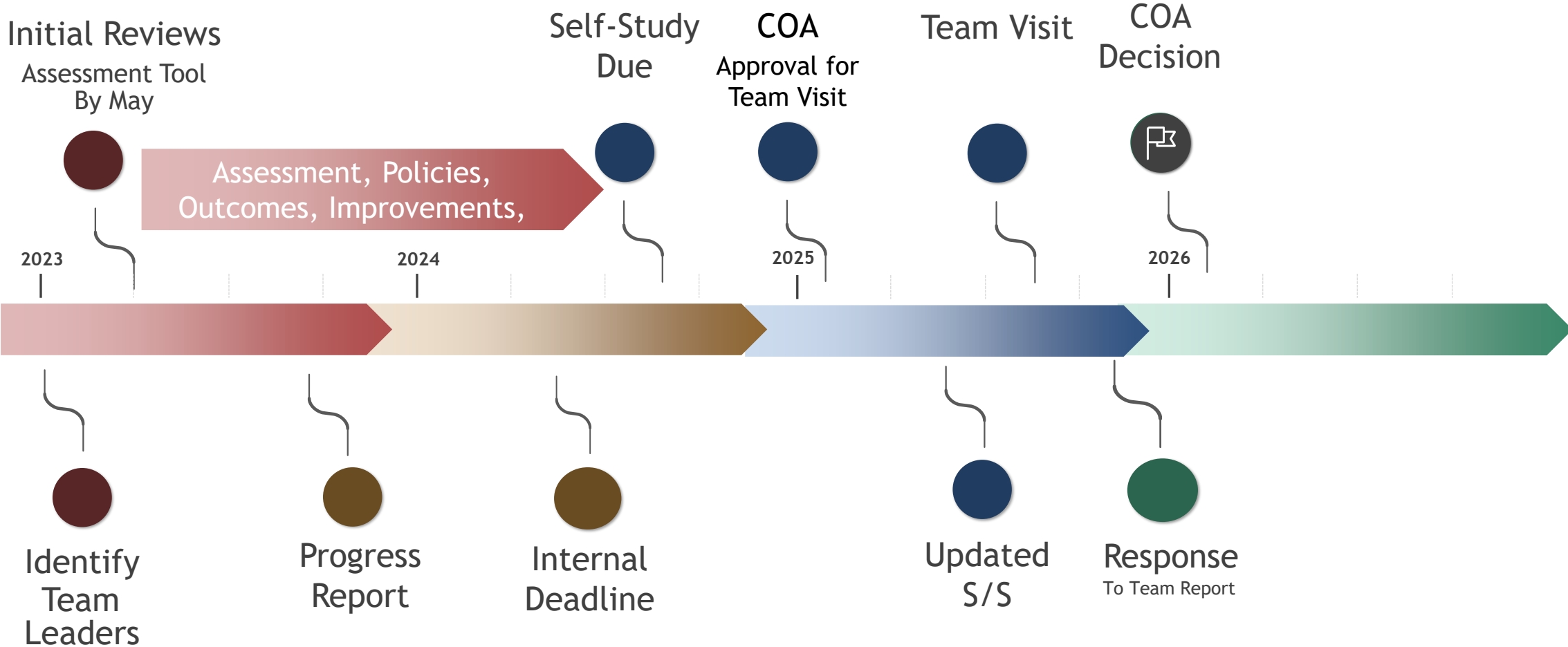
Step 1

Timeline  
of the  
Process

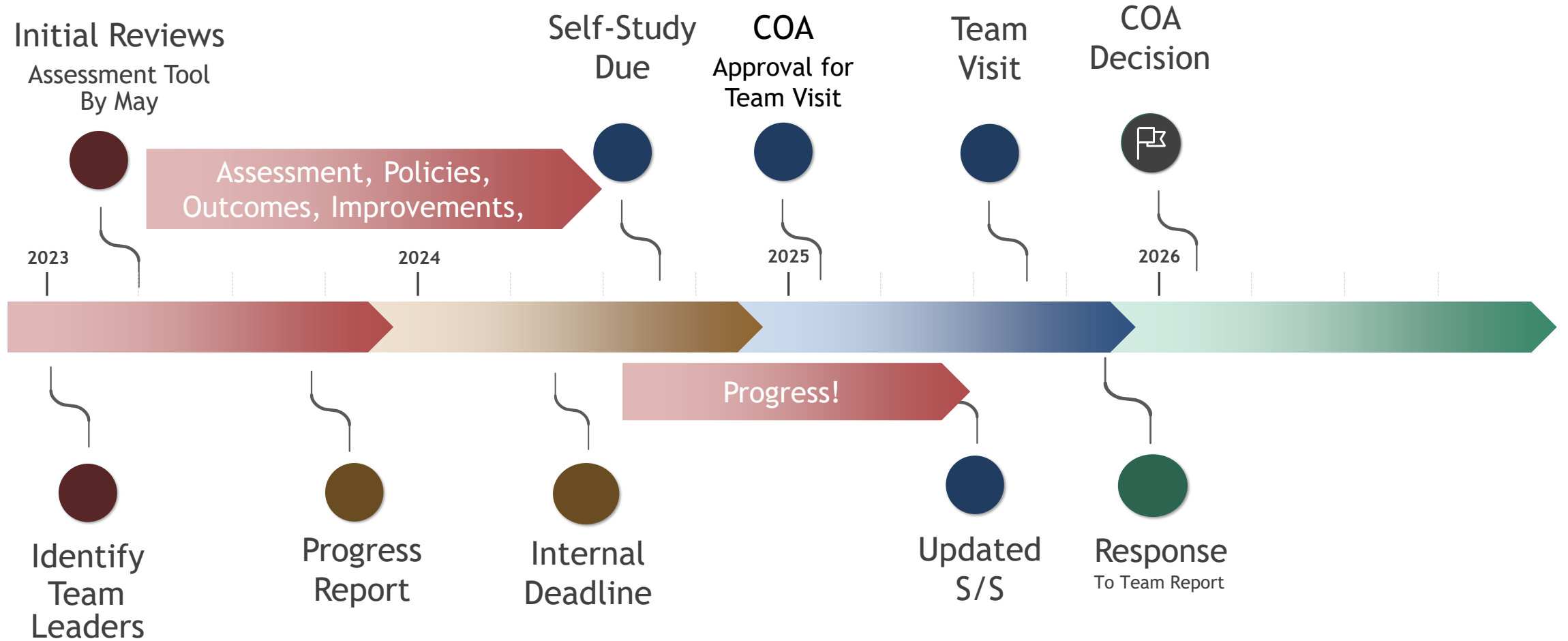
# Sample Timeline



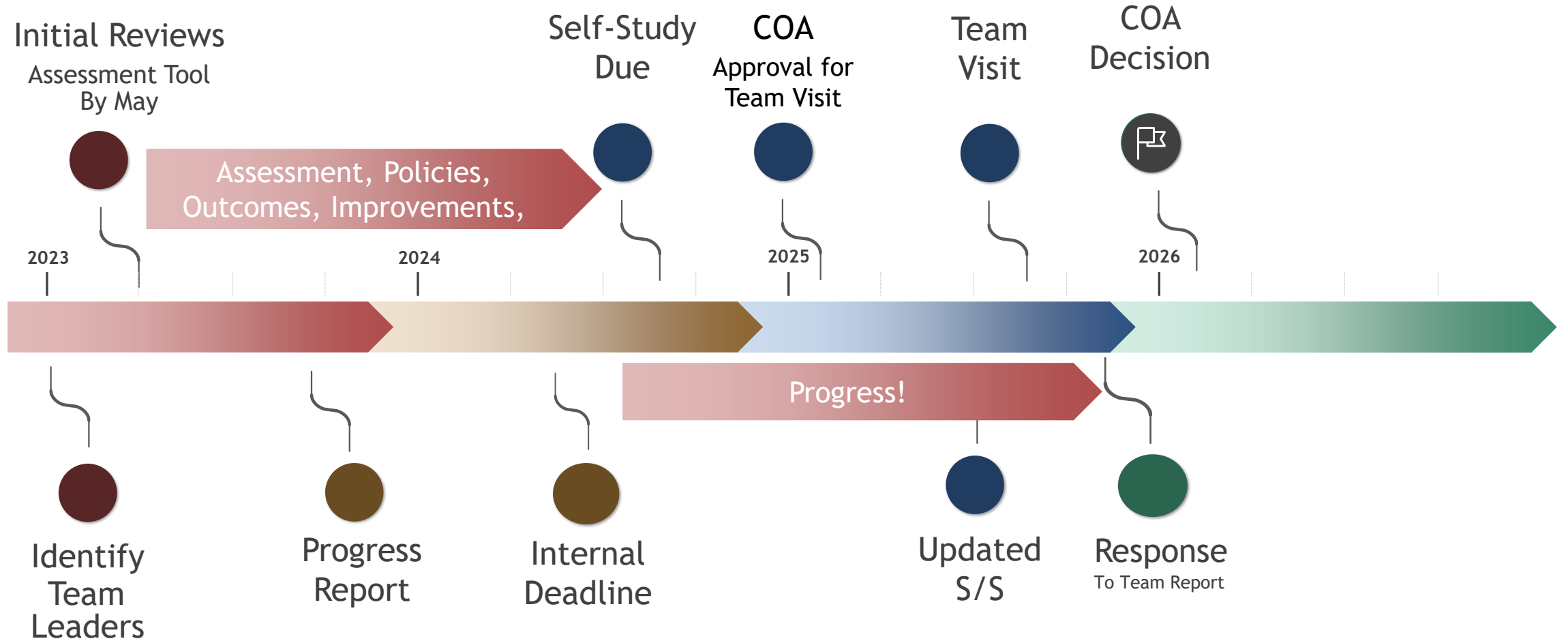
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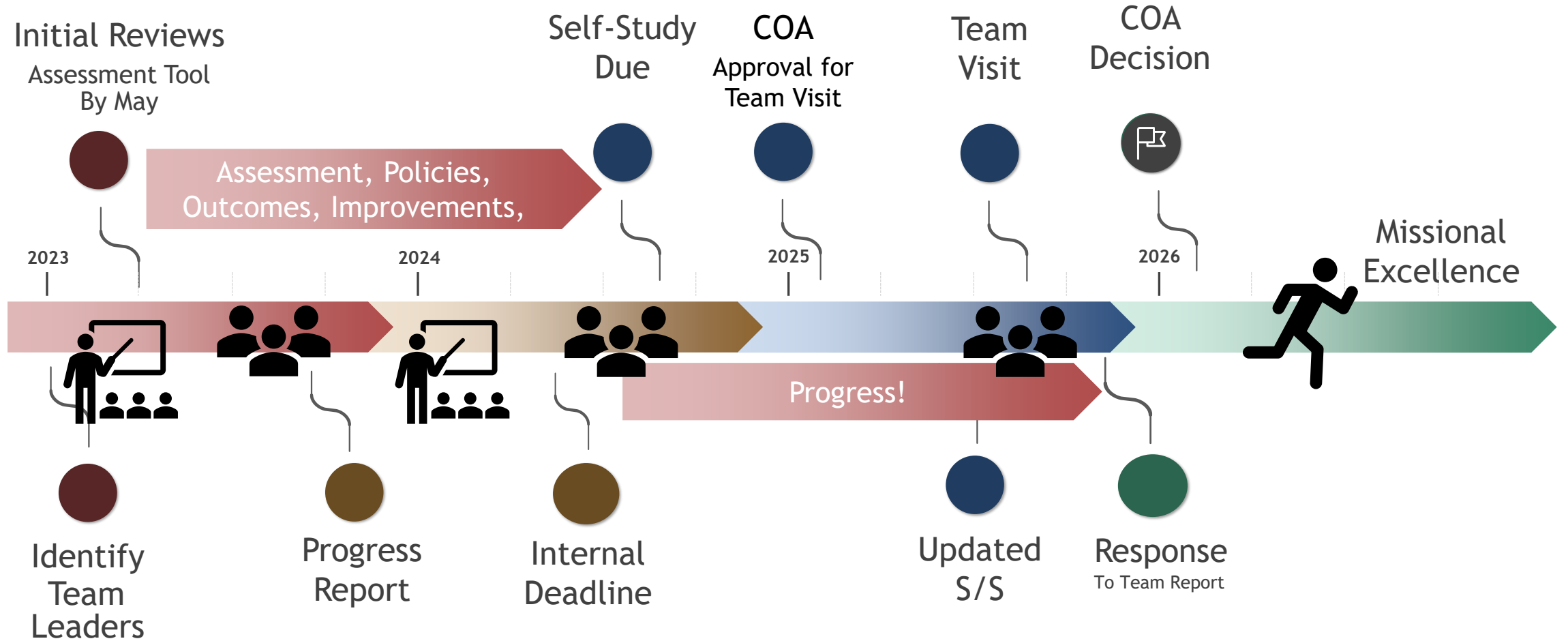


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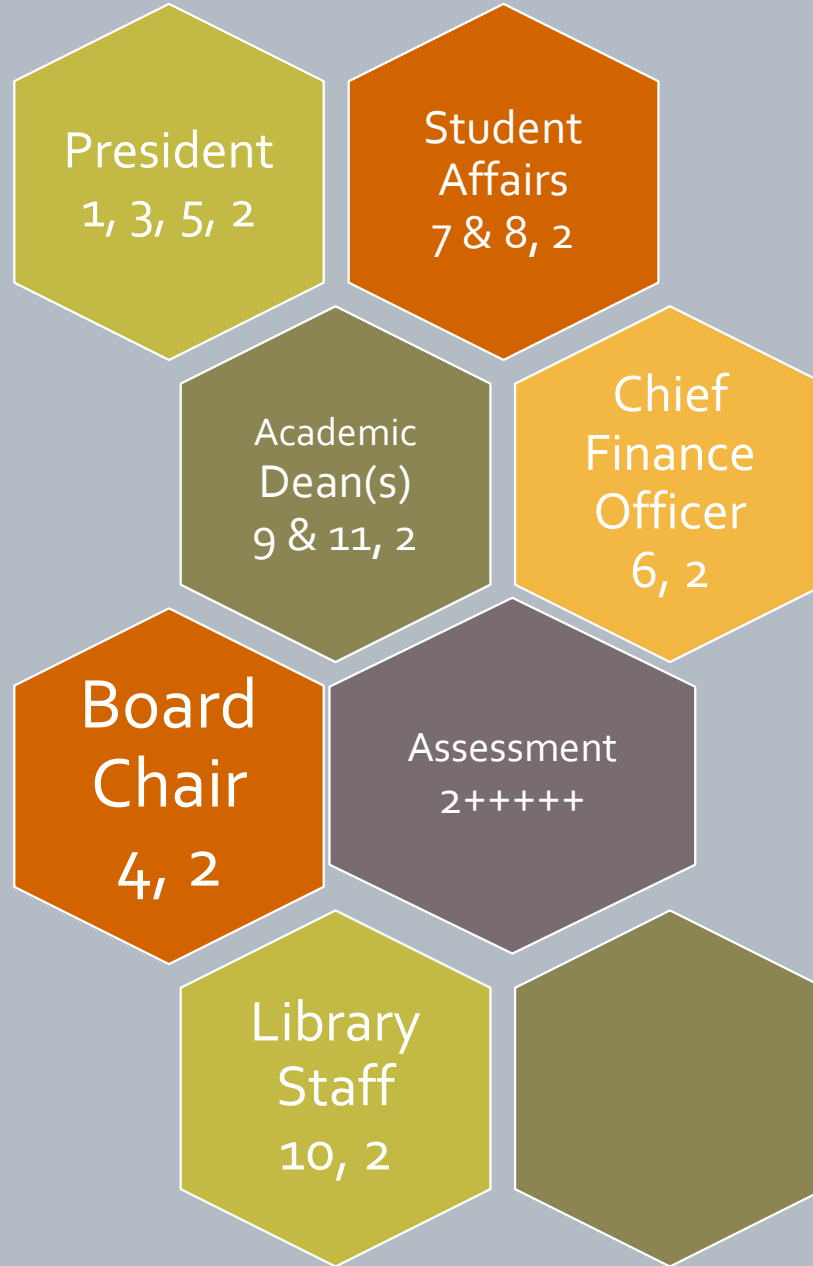


# Sample Timeline



## Step 2

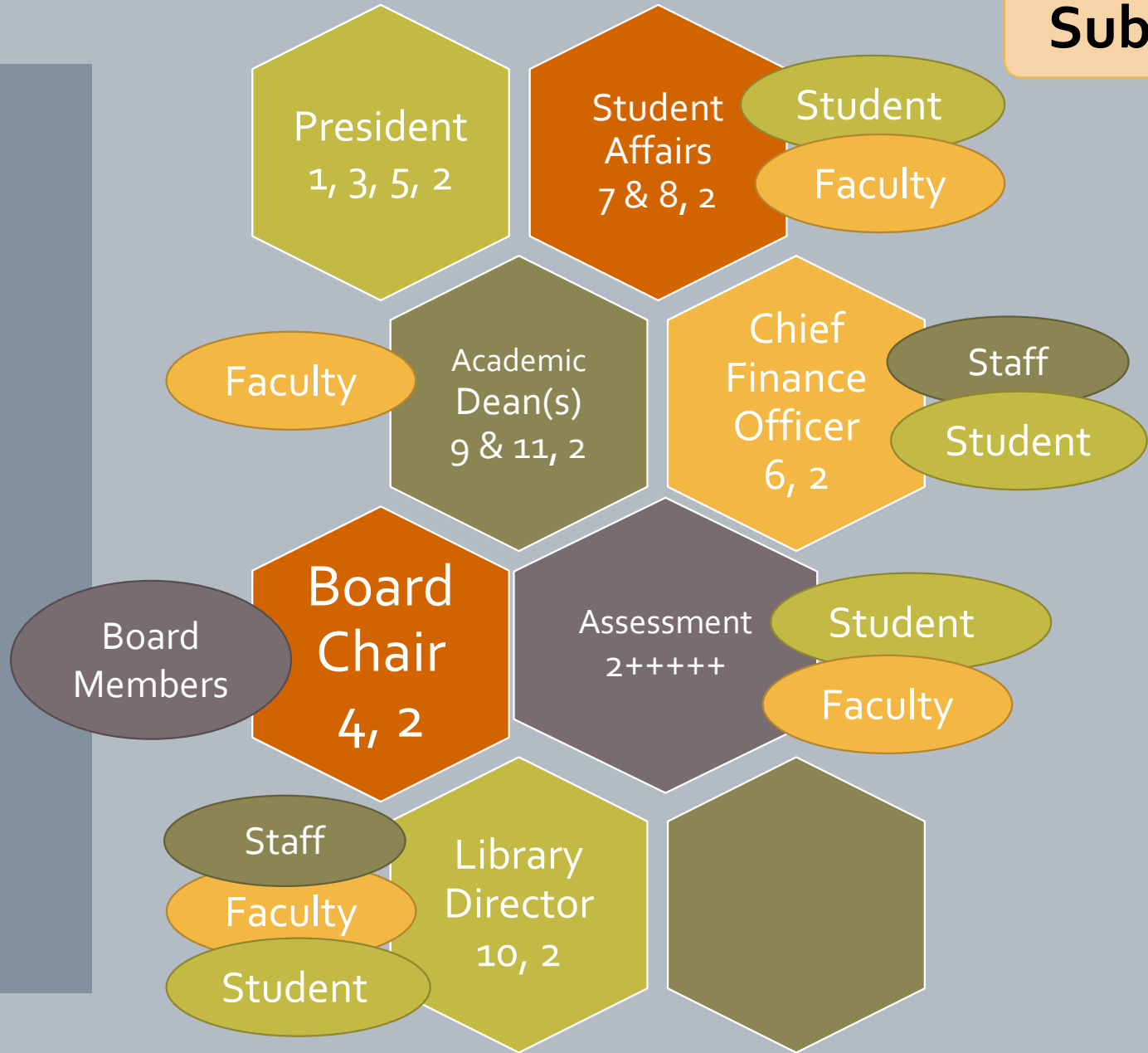
Identify  
Leaders and  
Assign  
Standards



**AKA  
Steering  
Committee!**

Step 2  
Identify  
Leaders and  
Assign  
Standards

Sub-Committees



# Step 3: Meaningful Study of Standards and EE's



**STUDY IT!**

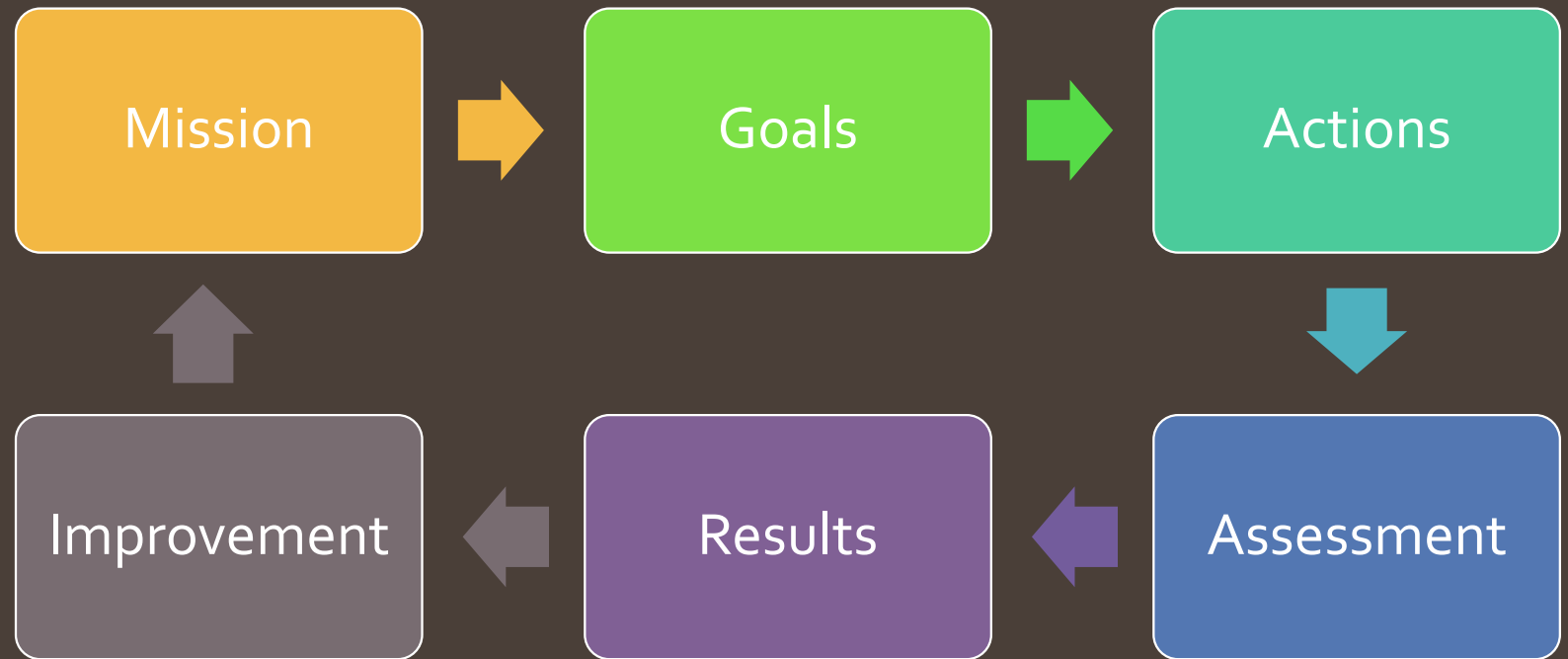
Identify areas of success AND areas that need work!

### Step 3: Meaningful Study of Standards and EE's

- Connecting the importance of my office/program to the mission of our university
- Discussing and defining the standards and elements
- Verbalizing how my daily work translates into accreditation standards and language

# Step 3: Meaningful Study of Standards and EE's

- Organizing my work into a Program



## Step 3: Meaningful Study of Standards and EE's

- Demonstrating successes through assessment information
- Dreaming
- 'Formalizing' what we are already doing
  - Written plan, Meeting minutes, policies, assessment summary . . .
- Using the standards to bring strength and structure

Step 3:  
Meaningful  
Study of  
Standards and  
EE's

Celebrate  
what you  
do well!

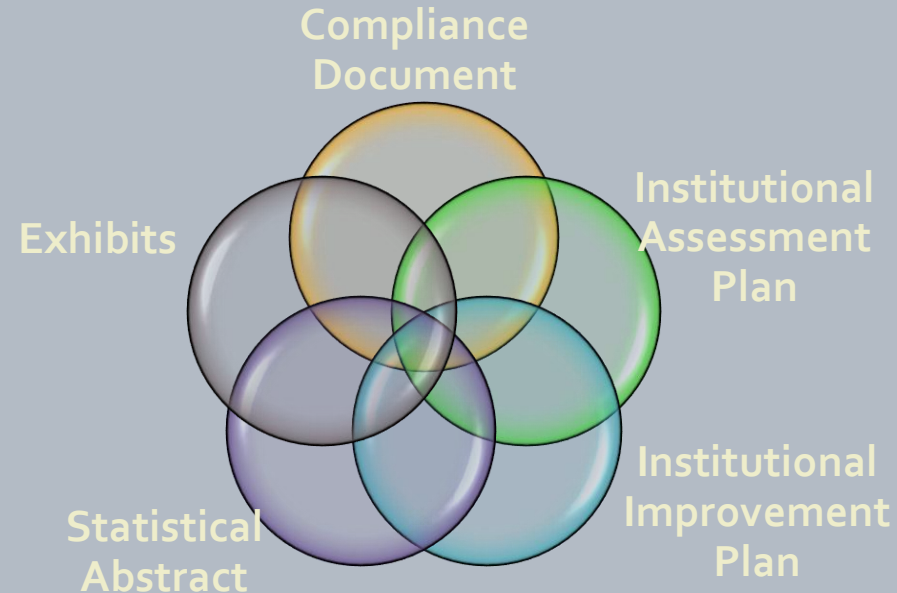
Be honest  
with what  
you need  
to do!

Create the  
plan to see  
it happen!



## Step 4: Write it up

- Write your Compliance Document
- Build your Improvement Plan
- Expand and/or Update your Assessment Plan
- Compile your evidence into one location



# Your Compliance Document Includes . . .

## **Introduction**

History, Mission, Leadership, Self-study process,  
Compliance document set up

## **Standards 1-11**

- A. Analysis section for each Essential Element
- B. Evaluative Conclusion section
- C. Exhibits List

## **Chapter 12 = Regulatory Requirements**

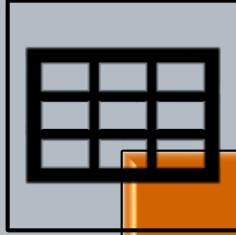
## **Conclusion**

Summary of areas identified in need of work,  
timelines, costs, personnel, etc.

# Your Compliance Document . . .

- **Standard # - Type the Overall Standard**
- **Analysis Section Header**
  - Essential Element #1 typed
    - Descriptions; Data; Policies (In short: What we do in that area)
    - Assessment results and evidence (include in narrative if appropriate, OR describe and number and place in Exhibits)
  - Essential Element #2 typed . . . REPEAT
  - Essential Element #3 typed . . . REPEAT . . . .
- **Evaluative Conclusion Header**
  - Make your conclusion regarding meeting the Standard
    - Our self-study regarding this standard shows compliance . . .
    - Our self-study shows several areas in need of attention . . .
    - Areas that have been identified as in need of improvement . . .
  - In order to address this . . . (plan, dates, budget, personnel)
- **Exhibits Header**
  - The list of exhibits you are providing as evidence of your analysis

# Exhibits and Statistical Abstract



## Statistical Abstract

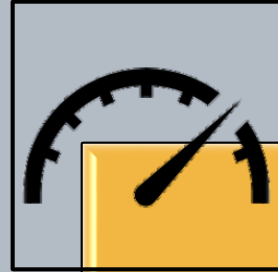
- Template (ABHE.org – Accreditation – accreditation documents)
- Data overview



## Exhibits

- Provide in narrative or as supplement
- How to number
- If and/or how to link
- How to create and highlight

# Institutional Assessment and Institutional Planning Documents



## Institutional Assessment Plan

- Assessment of Student Learning
- Assessment of Institutional Effectiveness
- Objective
- Means of Measurement (what data; when; who)
- Define outcomes and indicate benchmarks
- Results and Implications of results



## Institutional Improvement Plan

- Short term Plans (1-2 years)
  - Issues
  - Action steps
  - Resources required
  - Person responsible
  - Deadline
  - Anticipated results
- Long term (3-4 years) more general

## Final Editing

- Use Spell Check (and English teachers)
- Use page breaks
- Use headers and footers (Different First Page – page numbers)
- Use bookmarks in your PDF
- Check links
- Reduce size

## What helps your reader?

- **Consistency in format**
  - Same format for tables, charts, graphs, etc.
  - Sloppy work raises concerns
- **Easy access/connection to information**
  - Bookmarks
  - Headers
  - Page numbers
  - References to Exhibits

What am I  
looking for as a  
Commissioner  
or Evaluator?

## Quality of Analysis

- How well is this analysis supported?
- Who was involved?
- Variety of assessment?
- What systems are in place for continued review?



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- Do I concur or did I spot other missing elements?
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- No surprises
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## Is it known on campus?

- By staff
- By faculty
- By students
- By other Administrators

## Summary

### **The Self Study Process is . . .**

- A Process – A Journey
- Effective and Helpful for your Institution
- A time for Ministry to your staff
- A time to Learn (and Dream)
- A time to Build and Improve your programs
- Producing compliance materials
- Preparing to move into the next stages

# Questions?

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