



**Military Installation
Voluntary Education
Review**

(MIVER)



Principles of Good Practice
For Voluntary Education
Programs on
Military Installations

July 2008

**MILITARY INSTALLATION
VOLUNTARY EDUCATION REVIEW
(MIVER)**

**PRINCIPLES OF GOOD PRACTICE
FOR VOLUNTARY EDUCATION
PROGRAMS ON
MILITARY INSTALLATIONS**

JULY 2008

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Foreword

Principles of Good Practice for Voluntary Education Programs on Military Installations and its companion document, *Principles of Good Practice for Institutions Providing Education Programs on Military Installations* are products of the Military Installation Voluntary Education Review (MIVER) Project administered by the American Council on Education. The Defense Activity for Non-Traditional Education Support (DANTES) coordinates the MIVER Project contract. The MIVER Governing Board, with representatives from the military services, academic institutions serving the military, and the accrediting community, approved the integration of the principles, review questions, and self-study requirements into one document.

These principles were developed with a concern for maintaining service member access to a level of higher education on military installations which is equivalent to that offered at traditional campuses. They are not “standards,” but instead they are intended to accomplish the following:

- help define the parameters of excellence in voluntary higher education programs on military installations;
- stimulate dialogue on how to strengthen and improve the quality of these programs and services; and
- ensure that these programs continue to evolve as part of the mainstream of adult and higher education.

The five principles are used as the MIVER categories of review, and the “Review Questions and other Self-Study Requirements” associated with each principle are to be used by the installation in preparation for a MIVER visit. The installation self-study provides a descriptive analysis of the installation’s voluntary education program that can prepare a MIVER visitor for an onsite program review.

We trust that this document will contribute to improving all aspects of our voluntary education programs.

Principles of Good Practice for Voluntary Education Programs on Military Installations

Principle One: Mission Statement and Command Support

The installation's voluntary education program evolves from an educational mission statement that is compatible with the installation's mission, reflects sound adult education principles and practices, and includes clear and measurable voluntary education program objectives. The mission statement and the program have the support of the appropriate military commander.

Principle Two: Program Management and Leadership

Managers of the voluntary education program are professional educators who effectively administer the human, fiscal, and learning resources required to meet the educational needs of the installation.

Principle Three: Student Services

The policies, procedures, and practices of the voluntary education program take into account the conditions and circumstances of service members as adult learners and promote the success of those learners through appropriate counseling, testing, financial aid, and other services.

Principle Four: Resources

Instructional Resources

Technology Infrastructure and Physical Resources

Financial Resources

A sufficient reservoir of relevant instructional resources is available to the instructor for teaching support and to the student for reference, research, and lifelong learning. Facilities and technology infrastructure are appropriate to support voluntary education program objectives and services offered. Financial resources are adequate and appropriately used to accomplish the mission and achieve the objectives of the program.

Principle Five: The Voluntary Education Program Plan

The installation has a comprehensive Voluntary Education Program Plan (VEPP) designed to fulfill the mission, attain the objectives, and meet the needs of the voluntary education program.

Education program planning is comprehensive and continuous and ensures the effective application of resources in achieving program mission and objectives. Results of the program evaluation help modify and improve the program as well as provide the basis for planning.

Data collection, analysis and interpretation are used to identify and prioritize the installation's educational needs so that they may be addressed in a systematic, data-driven fashion.

Glossary

Voluntary Education Program: The totality of academic programs and student services available to service members on the installation.

VEPP: The Voluntary Education Program Plan. Defined and described in Principle Five.

Education Center: The administrative unit or office responsible for the management, administration and quality of the voluntary education program.

ESO: The Education Services Officer. The administrative head or director of the Education Center.

TA: Tuition Assistance.

MOU / ESA: Memorandum of Understanding or Education Services Agreement. These agreements between the academic institutions and the Education Center specify programs to be offered and services to be provided and the conditions under which the institution operates on the installation.

DoD: The Department of Defense.

Professional Educator: Someone whose educational credentials and experience as a teacher, counselor, administrator or manager qualify him/her to hold a position of responsibility in education.

Explanation of Principles and Subprinciples

Principle One: Mission Statement and Command Support

The installation’s voluntary education program evolves from an educational mission statement that is compatible with the installation’s mission, reflects sound adult education principles and practices, and includes clear and measurable voluntary education program objectives. The mission statement and the program have the support of the appropriate military commander.

Rationale

It is important that all involved in an installation’s voluntary education program understand the relationship among the voluntary education program’s mission, the missions of the installation and the service, and the needs of the service members. The mission statement focuses the efforts of voluntary education program personnel and engenders commitment to voluntary education. The mission statement reflects common goals and values, and also provides flexibility to meet changing needs. Strong command support heavily influences the educational environment on an installation. Its ranking among command priorities is an important determinant for program success. A supportive command attitude toward voluntary postsecondary education promotes interest in educational self-development and confers vitality and legitimacy upon the voluntary education program.

Subprinciples

- SP 1.1 The installation’s voluntary education mission statement is current and congruent with Department of Defense Directive 1322.8 and with Department of Defense, military service, and major service command implementing directives, as appropriate.
- SP 1.2 The mission statement includes clear, consistent, and measurable objectives for the educational program. These objectives address the needs of the service, the installation, and the service members assigned and attached.

- SP 1.3 The mission statement is updated and promulgated on a systematic basis.
- SP 1.4 Voluntary education program planning and program management activities are consistent with the mission statement.
- SP 1.5 Command oversight is effective and connects individual service members to the voluntary education program.
- SP 1.6 Education services professionals have access to and regularly inform commanders on the voluntary education program's status.
- SP 1.7 Commanders participate in major education center events and milestones such as graduation ceremonies.

Self-Study Requirements

1. Provide the installation's voluntary education program mission statement and objectives, with evidence of endorsement by the appropriate military commander. (SP 1.1 and 1.2)
2. Provide a copy of the installation mission statement, standing installation-level instructions and directives that authorize, regulate, and promote voluntary education on this installation. (SP 1.1 and 1.2)
3. Describe the provisions and process for periodic review and revision of the mission statement. (SP 1.3)
4. Explain how the mission statement influences program planning and management decision making. (SP 1.4) (See Principle Five, The Voluntary Education Program Plan, SP 5.4.)
5. Describe the effectiveness of command oversight relative to the program of voluntary education. Provide specific examples of how this oversight has supported the installation's voluntary education program. (SP 1.5)
6. Describe the extent of access that voluntary education professionals have to commanders and the frequency with which commanders are informed of the mission, activities, and needs of voluntary education. (SP 1.6)

7. Provide a schedule of such briefings to the commander that have taken place during the 12 months preceding this self-study. (SP 1.6)
8. Describe the extent of participation by commanders in major education center events over the course of the 12 months preceding this self-study. (SP 1.7)
9. Provide details on the nature of these events and the nature of command participation. (SP 1.7)

Principle Two: Program Management and Leadership

Managers of the voluntary education program are professional educators who effectively administer the human, fiscal, and learning resources required to meet the educational needs of the installation.

Rationale

The voluntary education program must be administered as a unified whole, encompassing the institutions and the appropriate support structures. To administer the program, the command needs a competent educator who is also an effective leader of people and manager of resources.

Effective program management fosters coordination, collaboration, and communication between educational services professionals and academic professionals at the supporting institutions. It provides a workable, collegial environment for developing, approving, marketing, and evaluating academic programs and services.

An important component of effective leadership in the voluntary education program is the mentoring of education services personnel, who in turn will promote the educational development of service members.

The understanding and use of appropriate information systems in education program delivery and administration is critical to the success and future growth of voluntary education programs.

Subprinciples

- SP 2.1 The education services officer (ESO) is responsible for fostering a common understanding among all constituents of the vision, mission, and objectives of the voluntary education program.

- SP 2.2 As a strong advocate for the installation education program, the ESO communicates the needs of the program to the commander and to other decision makers.

- SP 2.3 The ESO creates and maintains an environment of coordination, communication, and collaboration among the education center staff

and promotes opportunities for joint planning, coordination, and collaboration among education center staff, institutional personnel, the installation education advisory committee, and other stakeholders in the voluntary education program.

- SP 2.4 The ESO ensures that there is a common installation academic calendar and schedule of classes that accommodate the military duties of service members, serve the academic programs they seek to complete, and avoid duplication.
- SP 2.5 Effective marketing and publicity efforts are a collaborative effort by the Education Center and the institutions and are conducted in a timely manner.
- SP 2.6 The Education Center has a coherent administrative structure, with clearly defined duties and responsibilities for each position that are included in current and accurate position descriptions.
- SP 2.7 Education Center staff are authorized and hired in sufficient numbers, with appropriate expertise, and appropriate grade structures, to attain the goals of the education program.
- SP 2.8 Education center staff receive appropriate orientation, training, and professional development for their position.
- SP 2.9 The Education Center administration uses technology appropriately to facilitate its management. The ESO and Center staff are knowledgeable about current technologies and how they affect the voluntary education program. (See Principle Four: Resources, Technology Infrastructure and Physical Resources, SP 4.9 and 4.10.)
- SP 2.10 The ESO is responsible for evaluating services provided through the Education Center on a regular basis and in an appropriate manner. (See Principle Five: The Voluntary Education Program Plan, Data Collection and Analysis, SP 5.1.)
- SP 2.11 The ESO is responsible for assuring the effectiveness and quality of academic programs on the installation. (See Principle Five: The

Voluntary Education Program Plan, Evaluation of Programs and Services, SP 5.6.)

- SP 2.12 The ESO is responsible for acquiring new academic programs needed on the installation and for assuring that these programs conform to applicable DoD, service, installation and state-level guidelines and requirements. The acquisition process must target institutions that adhere to SOC guidelines. Such targeted institutions should also offer instruction through a variety of instructional delivery modes appropriate to the needs of the installation's clientele.

Self-Study Requirements

1. Describe the ways in which the ESO fosters a common understanding among all constituents of the vision, mission, and objectives of the voluntary education program. (SP 2.1)
2. Describe the venues available to the ESO to communicate program needs (e.g. meetings, reports, written communication) and the actions taken to advocate for unmet needs as identified in Principle Five: The Voluntary Education Program Plan. (SP 2.2)
3. Describe the ways the ESO communicates with the other Education Center staff and institution representatives, including formal meetings, informal methods, and so forth. (SP 2.3)
4. Internal Coordination: Describe the ways in which joint planning, coordination and collaboration are facilitated between Education Center and institution personnel, including formal meetings, frequency of such meetings, and topics addressed. (SP 2.3)
5. Provide agendas, minutes, or other documentation of meetings and collaboration described in 3 and 4 above. (SP 2.3)
6. External Coordination: Describe the ways joint planning, coordination, and collaboration take place with the broad spectrum of stakeholders in the voluntary education program (e.g., an Education Advisory Committee including service members, key military personnel, libraries, and so forth). (SP 2.3)

7. Provide agendas, minutes or other documentation of joint planning and collaboration as described in requirement 6 above. (SP 2.3)
8. Provide a copy of the common calendar (schedule of courses) for the past 12-month period. (SP 2.4)
9. List and describe any areas of concern with (e.g., course duplication, inconvenient hours for service members) and areas of cooperation and/or mutual benefits of the common academic calendar and schedule. (SP 2.4)
10. List all marketing techniques, venues, and target audiences used by the Education Center within the past year. (.) (SP 2.5)
11. Provide samples of recent marketing efforts. (SP 2.5)
12. Actual Staff: Provide an organization chart for the Education Center, indicating the actual positions, with the assigned duties and responsibilities. (SP 2.6)
13. Describe how changing job expectations are communicated by the ESO to the staff of the Education Center. (SP 2.6)
14. Authorized Staff [funded and unfunded]: Provide a copy of the document that shows the number and type of positions authorized. (SP 2.7)
15. Describe the impact of any differences between authorized and actual staff on the functioning of the Education Center. What steps have been taken to compensate for these differences? (SP 2.7)
16. Describe the orientation and training provided to each Education Center staff member at the time of employment and/or when substantial changes in job expectations occur. (SP 2.8)
17. Describe professional development opportunities regularly available to staff. (SP 2.8)

18. Provide documentation of training and/or certification for testing personnel (test control officer (TCO), assistant test control officer (ATCO), test examiner). (SP 2.8)
19. Describe the ways in which technology is used to facilitate the functions of the Education Center, including management decision-making and reporting, counseling, tuition assistance, and testing. (SP 2.9) (See Principle Four: Resources, Technology Infrastructure and Physical Resources, Self-Study Requirements 9 and 10.)
20. Describe the ways in which individual service members may use technology to facilitate routine processes such as requesting TA online. (SP 2.9) (See Principle Four: Resources, Technology Infrastructure and Physical Resources, Self-Study Requirements 9 and 10.)
21. Describe any obstacles the Education Center faces in implementing the use of technology (e.g., training of staff, lack of equipment, inadequate support). (SP 2.9)

Note: Items 22 – 26 refer to material covered in Principle Five, The Voluntary Education Program Plan. You may respond to these items by giving specific references to that document.

22. Describe the process for evaluating services, including the use of customer satisfaction surveys, the frequency of such surveys, and other methods of customer service evaluation. (SP 2.10) (See Principle Five: The Voluntary Education Program Plan, Self-Study Requirements, Data Collection and Analysis.)
23. Describe any changes made in Education Center services resulting from the evaluation process (e.g. change in hours, more use of technology). (SP 2.10) (See Principle Five: The Voluntary Education Program Plan, Self-Study Requirements, Evaluation of Programs and Services.)
24. Briefly describe the process for assuring the effectiveness and quality of academic programs on the installation. (SP 2.11) (See Principle Five: The Voluntary Education Program Plan, Self-Study Requirements, Data Collection and Analysis.)

25. Provide reports, data, or other information bearing on the quality, effectiveness, and need fulfillment of academic programs on the installation. (SP 2.11) (See Principle Five: The Voluntary Education Program Plan, Self-Study Requirements, Data Collection and Analysis.)
26. Describe any changes made or expected in academic programs on the installation resulting from the assessment process in 24 and 25 above to assure program effectiveness. (SP 2.11) (See Principle Five: The Voluntary Education Program Plan, Self-Study Requirements, Evaluation of Programs and Services.)
27. Describe the process for the most recent institutional and/or program acquisition and provide documentation such as RFPs and MOUs / ESAs that show that the selected institution complies with DoD, service, installation, and state-level guidelines and regulations. (SP 2.12)
28. Describe areas of concern or areas of exceptional strength as revealed by the evaluation process. (SP 2.10 and 2.11)

Principle Three: Student Services

The policies, procedures, and practices of the voluntary education program take into account the conditions and circumstances of service members as adult learners and promote the success of those learners through appropriate counseling, testing, financial aid, and other services.

Rationale

Student services assist each service member in achieving a successful educational experience. Counseling, admissions, testing, official evaluation, and award of credit for prior learning, transcription of credit, financial aid/TA, academic advisement, program completion, and graduation are critical services performed by the installation and the supporting institutions.

The counseling service has three overarching goals for the student:

- (1) to understand the blend of education, training, and professional development that is appropriate to his or her professional and personal goals;
- (2) to select and begin a formal higher education program appropriate to his or her education goals; and
- (3) to become knowledgeable about available financial resources.

Educated and qualified personnel are essential to an effective counseling service. The student services staff functions as a team to support the voluntary education program mission.

Appropriate and effective use of test instruments supports the mission of the voluntary education program and assists service members in meeting their individual education objectives.

Subprinciples

- SP 3.1 Student services are planned and delivered through a partnership between the installation and the supporting institutions.
- SP 3.2 Each counselor has the educational qualifications and experience to function as a professional and to work collaboratively as part of the installation student services team.

- SP 3.3 Counselors assist students in setting their education goals and selecting their education program, considering alternative credit options, and working through a degree plan to completion.
- SP 3.4 Counselors use multiple counseling methods, including individual and group counseling sessions, technology, outreach activities, and drop-in information sessions.
- SP 3.5 Counselors maintain direct positive links with supporting institutions on matters of academic advisement and other student services such as admissions, placement testing, official evaluation, and award of credit for prior learning, transcription of credit, registration, and financial aid.
- SP 3.6 Counselors maintain accurate and complete individual education records and degree plans electronically and in hard copy, as needed.
- SP 3.7 The installation testing service offers a complete range of tests in accordance with education and installation needs and requirements. Testing services should be comprehensive and, to the extent possible, computerized. The testing service includes diagnostic and placement instruments as well as college credit instruments.
- SP 3.8 Student services information and relevant links should be on an Internet web site. To the extent possible, students should be able to access their education records, request TA, conduct other education activities, and obtain education program information on the Internet.
- SP 3.9 Formal, well-organized graduation ceremonies are held regularly, involve military leaders, supporting institutions, and families and friends of the graduates, and are fitting tributes to successful degree attainments.

Self-Study Requirements

1. Describe the formal and informal practices that demonstrate the partnership between the installation and the institutions for planning and delivering student services. (SP 3.1)

2. Describe the tools and processes used by counselors in assisting service members with their educational goals. (SP 3.3 and 3.4)
3. Provide specific examples to show how the installation counseling and testing services interact with the supporting institutions' academic advisement and other student services. (SP 3.5)
4. Describe how individual education records are updated and maintained. (SP 3.6)
5. Provide examples of individual education records for review during the MIVER visit, to the extent permitted by the Privacy Act. (SP 3.7)
6. Explain how the installation testing services are managed. What different categories of tests are offered? Briefly describe the process for students who want to take a test: selection, registration, testing, and results. (SP 3.8)
7. Provide an Internet address for student services information. (SP 3.8)
8. Describe the graduation ceremonies honoring students who have completed degree programs, with information about sponsorship, attendance, and frequency. (SP 3.9)

Principle Four: Resources

A sufficient reservoir of relevant instructional resources is available to the instructor for teaching support and to the student for reference, research, and lifelong learning. Facilities and technology infrastructure are appropriate to support voluntary education program objectives and services offered. Financial resources are adequate and appropriately used to accomplish the mission and achieve the objectives of the program.

Rationale

Instructional resources are a shared responsibility between the installation and the supporting institutions. Ready availability of instructional resources is critical for quality postsecondary education. The installation and supporting educational institutions must collaborate to provide necessary instructional, physical, and financial resources appropriate for students and their programs of study.

Installation libraries serve as a valuable instructional resource for installation voluntary education programs. Installation librarians work with installation and institutional education professionals to provide reference services, instruction, and specific research capabilities aligned with programs being offered on the installation.

Developments in technology have brought about dramatic change in both the learning needs and the way voluntary education is delivered. Distance learning, with a long history of serving isolated and remote learners, has now emerged as part of mainstream education to provide learning opportunities that are flexibly responsive to learners' needs.

Physical resources should be adequate and well-suited for the program and services offered in the voluntary education program. The health and safety of staff, faculty, and students are important factors in program operations. Classrooms, laboratories, and technology infrastructure must provide an environment conducive for learning and tailored to the instruction and services being offered.

Planning, budgeting, and allocation of financial resources are critical to voluntary education program success. Adequate funding for tuition assistance, basic skills, libraries, and education center operations is necessary for program consistency and quality. Available funding is distributed equitably based on program need.

Subprinciples

Instructional Resources

- SP 4.1 Installation and supporting institutions serve as contributing partners in providing instructional resources with specific responsibilities clearly identified in the MOUs/ESAs/contracts.
- SP 4.2 An installation learning center, if available, offers a well-planned learning environment targeted toward specific learning outcomes.
- SP 4.3 The installation library has a well-defined mission that includes support of the voluntary education program. The library hours of operation are tailored to accommodate student needs. Personnel capable of assisting students effectively are available during operating hours.
- SP 4.4 Education services professionals include the installation librarian and staff, who are part of the partnership providing voluntary education on the installation.
- SP 4.5 Library technologies are employed to make instructional resources readily available for lifelong learning. User support and instruction in the use of these technologies are a component of the library's partnership with the voluntary education program.
- SP 4.6 Provision of computer and multimedia technology needed to support the instructional component of the voluntary education program is a shared responsibility of the installation and the supporting institutions with the responsibilities clearly articulated in the MOUs/ESAs/contracts.

Technology Infrastructure and Physical Resources

- SP 4.7 Adequate classroom, laboratory, testing, and administrative facilities are available and suitable to course offerings and class schedules.
- SP 4.8 Classrooms, testing facilities, and administrative offices are properly lighted, ventilated, temperature controlled, and well-

maintained, and meet standard fire, safety, health, and access regulations.

- SP 4.9 The available technology meets the needs of both students and faculty for presenting information, interacting within the learning community, and gaining access to instructional resources.
- SP 4.10 The available technology meets the needs of the ESO and administrative staff for managing the voluntary education program efficiently and effectively and for effectively communicating relevant information to the community. (See Principle Two: Program Administration and Leadership, SP 2.11)
- SP 4.11 Appropriate space and equipment are available for vocational-technical and other special-purpose courses offered on the installation.
- SP 4.12 Facilities and special-purpose equipment are available to faculty, students, and staff during non-duty and non-teaching hours to meet program needs.
- SP 4.13 Adequate space and technology infrastructure are available for private, individual counseling and academic advisement.
- SP 4.14 The testing facility is acoustically controlled, contains necessary technologies, provides for secure test storage, and allows the test examiner full visibility of the testing room.
- SP 4.15 The Education Center, classrooms, learning centers, laboratories, and library are part of the installation's short- and long-range physical facilities and technology infrastructure plans.
- SP 4.16 Under the leadership of the ESO, installation and institutional personnel will collaborate to ensure regular upgrades of hardware and software.
- SP 4.17 Well-maintained restrooms and auxiliary space such as lounge and storage areas are available for student and faculty use.

Financial Resources

- SP 4.18 Adequate funding is provided for tuition assistance, basic skills, library, and Education Center operations.
- SP 4.19 Education services and library personnel appropriately participate in the planning, budgeting and resource management of the voluntary education program for both the long term and short term.
- SP 4.20 Accountability of program funds is in accordance with established policies and procedures.
- SP 4.21 The ESO analyzes appropriate financial data to determine cost effectiveness for Education Center operations.
- SP 4.22 The ESO monitors tuition and fee structures and reimbursement policies of supporting education institutions.

Self-Study Requirements

Instructional Resources

1. Describe the relationship of the installation librarian and library with the voluntary education program. (SP 4.3, 4.4)
2. Provide a copy of the library's mission statement. (SP 4.3, 4.4)
3. Describe the installation library's physical facilities and collection of available resources. Include the library's hours of operation and staffing patterns. (SP 4.3, 4.5)
4. Provide a copy of the installation library's materials acquisition budget for the last three fiscal years. Identify specific concerns about the library's information resources, hours of operation, and staffing patterns in terms of the voluntary education program. (SP 4.3, 4.5)

5. Describe the library technologies available at the installation (i.e., online catalog, microforms, databases, other online resources). Specify provisions made for document delivery/interlibrary loan, including the number of items requested/provided by the installation library for the most recent fiscal year. Include information about user orientation and instruction in the use of library resources provided by installation library personnel. (SP 4.1, 4.4, 4.5)
6. Describe other information resources (physical and virtual) available to postsecondary education students, including descriptions of library resources available in the community (e.g., military libraries, local public libraries, community college libraries, online information resources, and other college/university libraries). (SP 4.4)
7. Provide any articulation agreements, interlibrary loan policies, and the policies of the local libraries in terms of military usage. List any special considerations in terms of access to information resources in the area served by the installation. (SP 4.4)
8. Provide information about the responsibilities of the institutional libraries described in the MOUs/ESAs/contracts. Describe collaborative efforts between institutional faculty and home campus library staff and installation library staff. Identify any resources provided by the institutions to the installation library. (SP 4.1)
9. Describe the learning centers available on the installation. List the technologies available in each center and identify hours of operation and staffing patterns. Include data used to measure the learning center's effectiveness. (SP 4.2)
10. Describe the computer and multimedia technologies (including classroom Internet access) available for classroom instruction and student and faculty use at the installation. Assess the adequacy of these resources and describe any plans in place to upgrade multimedia instructional resources. (SP 4.6)

Technology Infrastructure and Physical Resources

11. Describe the facilities available to support the voluntary education program for classrooms, learning centers, laboratories, computer laboratories, and

- administrative spaces. Describe how the facilities are allocated to support Education Center operations, institutional site directors and staff, faculty, and academic advisors. Describe how the facilities are scheduled to support course offerings and the faculty, students, and staff during both non-duty and non-teaching hours. (SP 4.7, 4.12)
12. Describe current technology and information systems available to support administrative functions of the voluntary education program. Describe specific plans in place to ensure proper staff development in the use of the technologies. Describe the ways in which technology infrastructure (e.g., the Internet, local area networks, email) is used to communicate with the community served by the Education Center. (SP 4.10) (See Principle Two, Program Management and Leadership, Self-Study Requirements 25 – 28.)
 13. Describe the facilities and technology infrastructure available to support group and private counseling sessions. Describe the facilities and technology infrastructure available to the institutions to conduct academic advisement. (SP 4.13) (See Principle Two, Program Management and Leadership, Self-Study Requirements 25 – 28.)
 14. Describe the facilities and equipment available for vocational-technical and other special purpose courses offered on the installation. Describe how the facilities are scheduled to support course offerings and the faculty, students, and staff during both non-duty and non-teaching hours. (SP 4.11, 4.12)
 15. Describe the condition of the classrooms, learning centers, laboratories, administrative spaces, and restrooms. Provide evidence that the facilities meet installation fire, safety, access, and health guidelines. Summarize any shortcomings identified by health, fire, and safety inspections conducted during the most recent complete fiscal year. (SP 4.8, 4.18)
 16. Describe the testing facilities available to support the installation's voluntary education program. Include in the description what technology infrastructure is used to support testing. Describe how the test examiners provide security for the test instruments. (SP 4.14)
 17. Describe the use of facilities, technology infrastructure, and special equipment located off the installation to support the voluntary education program. (SP 4.9, 4.12)

18. Provide a copy of the installation's physical facility and technology infrastructure plans (short-range and long-range) that exist to support the voluntary education program. Describe the initiatives underway to implement these plans and refresh the technology. (SP 4.16, 4.17) **Note:** This plan should be available for review during the MIVER visit.
19. Assess the overall adequacy of the physical facilities available on the installation to support the voluntary education program. Identify any special concerns about the physical facilities and include plans underway to address the concerns. (SP 4.7, 4.16, 4.17)

Financial Resources

20. Describe the financial support for the installation's voluntary education program. Include a summary of funding for the current year and actual funding for the past three years for tuition assistance, Education Center operations, the installation library, and other relevant programs or entities.
21. Provide a copy of Education Center budget and expenditures for the current fiscal year. (SP 4.18, 4.19, 4.20) (See Installation Summary Form.)
22. Describe charges levied on the institutions by the installation for the use of facilities, utilities, equipment, and so forth. (SP 4.18, 4.19, 4.21)
23. Describe any resources provided by the institutions in support of the voluntary education program on the installation. Examples could include support for library services, implementation of new technologies, upgrade of existing technologies, and resources needed to establish new programs based on identified needs. (SP 4.18, 4.21)
24. Describe the participation of the ESO in short- and long-range installation funding and manpower planning. (SP 4.19, 4.21)
25. Describe the tuition and fee structures of each supporting education institution. Identify the processes for setting these each year and specify how this issue is addressed in the MOUs/ESAs /contracts. (SP 4.22)

26. Identify areas of concern regarding financial resources, including non-resourced requirements for tuition assistance. Discuss initiatives underway to resolve problems regarding financial resources. (SP 4.18)

Principle Five: The Voluntary Education Program Plan

The installation has a comprehensive Voluntary Education Program Plan (VEPP) designed to fulfill the mission, attain the objectives, and meet the needs of the voluntary education program.

Education program planning is comprehensive and continuous and ensures the effective application of resources in achieving program mission and objectives. Results of the program evaluation help modify and improve the program as well as provide the basis for planning.

Data collection, analysis, and interpretation are used to identify and prioritize the installation’s educational needs so that they may be addressed in a systematic, data-driven fashion.

Rationale

Ongoing assessment and evaluations ensure that quality programs and services are being offered and may suggest program modifications and new directions. Needs assessment is key in making planning decisions within the context of the installation educational mission statement, program objectives, and individual service member’s requirements and aspirations.

Integral to the installation’s planning process for meeting educational needs is the search for and the selection of institutions to meet those needs. The process for bringing the most appropriate institutions into the installation voluntary education program as partners is critical to program planning. Planning, derived from the installation needs assessment, is key to translating educational needs into educational outcomes.

Structure of Voluntary Education Program Plan

This description of the VEPP gives an overview of the VEPP. The actual requirements for each section are contained in the Subprinciples and Self-Study Requirements below.

While the VEPP may be presented in a variety of formats, it should contain the following sections:

Section 1. Mission and Objectives (See Principle One for requirements.)

The statement of mission and objectives is the VEPP's foundation. All programs and services, and projected modifications, should be congruent with the mission and objectives.

Section 2. Data Collection, Analysis, and Interpretation

This section of the report describes the processes used by the ESO to gather information about the effectiveness and quality of all programs and services that make up the voluntary education program. It should further describe how this information is analyzed and interpreted to result in a coherent statement of needs for the voluntary education program.

Many sources of information may be used: survey data, command instructions or directives, interviews with students and other clients of the Education Center, installation education advisory committees, expected changes in installation demographics (units arriving or leaving), expected changes in the organization of staffing of the Education Center, carry-over items from previous year Action Plans (section 4 below) and any other information that will affect the voluntary education program, either directly or indirectly.

All individuals and organizations with a stake in the voluntary education program must be included in the data collection portion of the VEPP. The collection, analysis, and interpretation of data should target all respondents whose educational needs are addressed by the voluntary education program. This section should describe those respondents (e.g., service members, commanders, and family members) and provide demographic data on each group, as appropriate.

One area of concern for many ESOs is the extent to which they can gather information or data from academic institutions on the installation. The parameters for this should be specified in the MOU/ESA/contract. At a minimum, these documents should provide sufficient information for the ESO to monitor and reach independent judgments about the effectiveness and quality of institutions. The ESO might wish to request enrollment and grade reports for all courses, qualifications of instructors, projected schedules showing how students will be able to enroll in courses required for graduation, graduation records or rates, and the

like. Whenever possible, the ESO should ask the institution to provide comparisons to home campus quality and effectiveness measures.

The data collected, analyzed, and interpreted in this section serves as the basis for the evaluation of programs and services, which is the subject of the next section of the Voluntary Education Program Plan.

Section 3. Evaluation of Programs and Services

The purpose of this section of the VEPP is to determine the extent to which the needs identified in the previous section (Data Collection, Analysis, and Interpretation) are being met and to assess the quality and effectiveness of existing programs and services. These determinations lead to a listing of priority needs to be addressed in the coming year together with a projection of required resources. Additionally, this section reviews progress on items from previous years' plans, assesses the extent to which action items have been accomplished, and projects future actions.

Section 4. Action Plan to Fulfill Mission, Attain Objectives, and Meet Needs

This section of the VEPP sets forth, on an annual basis, the specific steps to be taken to fulfill the mission, attain the objectives, and meet the needs of the voluntary education program. The action plan projects a one to three year planning horizon and should be updated annually, but it is not necessary that the previous sections (Mission, Data Collection, Analysis, and Interpretation, Evaluation of Programs and Services) be repeated in their entirety each year. However, when data or results from previous years are used, any additional information such as changes in installation population should be noted.

This section should indicate which of the priority needs (from section 3) are to be addressed in the coming year. If new programs are to be added, the plan should briefly describe the process for acquisition and should note their impact on existing resources (e.g., classrooms, offices). If additional resources are required, the action plan should indicate how they will be obtained.

This section should address carry-over action items from previous years and project specific actions, including the possibility of elimination, for the coming year.

Subprinciples

Mission and Objectives (See Principle One: Mission Statement and Command Support)

Data Collection, Analysis, and Interpretation

- SP 5.1 There is a systematic process for the collection, analysis, and interpretation of data, including a timeline that results in sufficient information for evaluating services offered by the Education Center and for assuring the quality effectiveness of academic programs on the installation. (See Principle Two: Program Management and Leadership, Subprinciples SP 2.10 and 2.11.)
- SP 5.2 The process for collection and analysis of data targets all individuals, organizations, and groups with a stake in the voluntary education program, including service members stationed on the installation, family members, commanders, students, and academic institutions.
- SP 5.3 The collection, analysis, and interpretation of data are done according to accepted professional standards.
- SP 5.4 The collection, analysis, and interpretation of data result in a coherent, complete statement of educational needs on the installation.

Evaluation of Programs and Services

- SP 5.5 The needs identified (see SP 5.3 above) are congruent with the mission and objectives of the voluntary education program.
- SP 5.6 The evaluation of programs and services determines the way in which, and to what extent, the identified needs (see SP 5.3 above) for academic programs and student services are being met.
- SP 5.7 The evaluation of programs and services determines which academic programs and student services are addressing needs identified in SP 5.3 above and the effectiveness of the program or service in meeting the need.

- SP 5.8 The evaluation of programs and services addresses the adequacy of current resources to meet needs identified in SP 5.3 above and projects additional resources needed and potential sources.
- SP 5.9 The evaluation of programs and services should result in a priority listing of unmet needs to be addressed in the coming year, with priority being determined by their centrality to the mission of the voluntary education program
- SP 5.10 The evaluation of programs and services should review projected actions from previous years' action plans and determine the extent to which they have been accomplished.

Action Plan to Fulfill Mission, Attain Objectives and Meet Needs

- SP 5.11 The action plan projects a one to three year planning horizon and should be updated annually.
- SP 5.12 The action plan should note any substantive changes to programs or services, including the addition or elimination of programs or services.
- SP 5.13 The action plan projects specific actions to address each of the priority needs determined in SP 5.8 above, together with timetables and resource requirements.
- SP 5.14 For each resource requirement identified in SP 5.12, the action plan projects the means by which the resource will be acquired.
- SP 5.15 The action plan addresses carry-over action items from previous years, and projects specific actions, including the possibility of elimination, for the coming year.

Self-Study Requirements

1. Provide a copy of the VEPP. The items below provide specific requirements for the Plan. If the Plan is constructed to meet these requirements, it is not necessary to repeat these items.

Data Collection, Analysis, and Interpretation

2. The process for collection, analysis, and interpretation of data should be described in Section 2 of the VEPP. (SP 5.1)
3. The methodology for the collection, analysis and interpretation of data should be described in Section 2 of the VEPP. (SP 5.3)
4. Provide all instruments used to gather data as appendices to Section 2 of the VEPP. (SP 5.2 and 5.3)
5. In Section 2 of the VEPP, list all categories of targeted respondents and describe the information/data/documentation to be obtained from each group. (SP 5.2)
6. The statement of installation educational needs for student services and academic programs should be included in Section 2 of the VEPP. (SP 5.4)

Evaluation of Programs and Services

7. Those needs determined not to be congruent with the mission and objectives of the voluntary education program should be noted (with rationale) in Section 3 of the VEPP. (SP 5.4)
8. For each need identified in SP 5.3 above, Section 3 of the VEPP should indicate which academic programs and/or student services address this need and the extent to which it is being met. (SP 5.5)
9. For each academic program and student service, Section 3 of the VEPP should indicate which needs are being addressed and the effectiveness of the program or service in meeting the need. (SP 5.6)

10. For each need identified in SP 5.3 above, Section 3 of the VEPP should indicate the adequacy of current resources and project additional resource requirements. (SP 5.7)
11. The priority listing of unmet needs should be included in Section 3 of the VEPP. (SP 5.8)
12. The review of previous years' action plans should be included in Section 3 of the VEPP.

Action Plan to Fulfill Mission, Attain Objectives, and Meet Needs

13. The most recent update of the action plan should be included as Section 4 of the VEPP. (SP 5.10)
14. Each substantive change projected for academic programs and for services offered by the Education Center should be described, together with the rationale for the projected change.
15. For each priority need identified in SP 5.8, Section 4 of the VEPP should specify what action is to be taken in the coming year, the timeline for this action, and resources needed to accomplish the action. (SP 5.12)
16. For each resource requirement identified in SP 5.12, Section 4 of the VEPP should project the means by which the resource will be acquired. (SP 5.13)
17. For each carry-over action item from previous years, Section 4 of the VEPP should project specific actions, including the possibility of elimination, for the coming year. (SP 5.14)

Summary Questions

1. Describe the three greatest strengths of the voluntary education program on this installation. For each, indicate where it is addressed in this self-study or provide separate rationale and justification.
2. Describe the three most significant areas of concern regarding the voluntary education program on this installation. For each, indicate where it is addressed in this self-study or provide separate rationale and justification.

Supplemental Self-Study Requirements for Navy College Offices: NCPACE

Principle One: Self-Study Requirement 6a:

- 6a. Include in the response to Self-Study Requirement 6 a description of the process used to brief ship commanders and others who have service members participating in NCPACE.

Principle Two: Self-Study Requirement 3a:

- 3a. Include in the response to Self-Study Requirement 3 a description of the ways the ESO and/or other Education Center staff communicate with personnel aboard ship or other venues concerning NCPACE.

Principle Two: Self-Study Requirement 16a:

- 16a. Include in the response to Self-Study Requirement 16 a description of the orientation and training to NCPACE requirements provided to personnel aboard ship or other venues with NCPACE participation.

Principle Three: Self-Study Requirement 3a:

- 3a. Describe the process for interaction among Navy College personnel, shipboard personnel and contract personnel relative to NCPACE academic advisement, counseling, and testing.

Principle Four: Self-Study Requirement 23, under the heading NCPACE Resources:

23. Describe and explain any concerns relative to resources available to NCPACE students that might affect the quality of education they receive aboard ship or at other venues.

Principle Five: Self-Study Requirement 2a:

- 2a. Include in the response to Self-Study Requirement 2 a description of the process for collecting, analyzing, and interpreting data relative to the needs of NCPACE students, if applicable.

Principle Five: Self-Study Requirement 6a:

- 6a. Include in the response to Self-Study Requirement 6, any information about the needs of students in NCPACE.

Principle Five: Self-Study Requirement 15a:

- 15a. Identify any actions to be taken in the coming year with respect to NCPACE, the timeline for the action and resources required for implementation.

Document Checklist

Documents should be provided in electronic formats. If documents can be scanned and converted to PDF format, they may be submitted on CD ROM.

PN	SSR	Required Document
1	1	Provide the installation's voluntary education program mission statement and objectives, with evidence of endorsement by the installation commander (SP 1.1 and 1.2).
1	2	Provide a copy of the installation mission statement, standing installation-level instructions/directives that authorize, regulate, and/or promote voluntary education on this installation. (SP 1.1 and 1.2)
1	7	Provide a schedule of briefings of this kind (for commanders) which have taken place during the 12 months preceding this self-study. (SP 1.6)
2	5	Provide agendas, minutes, or other documentation of meetings and collaboration described in requirements 3 and 4 above. (This refers to coordination within the Education Center, including staff and institutional personnel.) (SP 2.3)
2	7	Provide agendas, minutes or other documentation of joint planning and collaboration as described in requirement 6 above. (This refers to groups or constituents external to the Education Center.) (SP 2.3)
2	8	Provide a copy of the common calendar (schedule of courses) for the past 12-month period. (SP 2.4)
2	11	Provide samples of recent marketing efforts. (SP 2.5)
2	12	Provide an organizational chart for the Education Center, indicating the duties and responsibilities of each position. (SP 2.6)
2	14	Provide a copy of the document that shows the number and type of positions authorized. (SP 2.7)
2	18	Provide documentation of training and/or certification for testing personnel (TCO, ATCO, test examiner). (SP 2.8)
2	25	Provide reports, data, or other information bearing on the quality and effectiveness of academic programs on the installation. (SP 2.11) (See Principle Five: The Voluntary Education Program Plan, Self-Study Requirements, Data Collection and Analysis.)
3	5	Provide examples of individual education records for review during

		the MIVER visit, to the extent permitted by the Privacy Act. (SP 3.7)
4	2	Provide a copy of the library's mission statement. (SP 4.3 and 4.4)
4	4	Provide a copy of the installation library's materials acquisition budget for the last three fiscal years.
4	7	Provide any articulation agreements, interlibrary loan policies, and the policies of the local libraries in terms of military usage. List any special considerations in terms of access to information resources in the area served by the installation. (SP 4.4)
4	18	Provide a copy of the installation's physical facility and technology infrastructure plans (short-range and long-range) that exist to support the voluntary education program. Describe the initiatives underway to implement these plans and refresh the technology. (SP 4.16, 4.17). Note: This plan should be available for review during the MIVER visit.
4	21	Provide a copy of Education Center budget and expenditures for the current fiscal year. (SP 4.18, 4.19, 4.20) (See Installation Summary Form.)
5	1	Provide a copy of the Voluntary Education Program Plan.
5	4	Provide all instruments used to gather data as appendices to Section 2 of the VEPP. (SP 5.2 and 5.3)
5	13	The most recent update of the action plan should be included as Section 4 of the VEPP. (SP 5.10)

Regular MIVER Visit Installation Summary Form

You may use this form or create your own.

Visit Date: _____

Name of Installation: _____

Installation Location: _____

Installation Mission: (Provide a brief description of the installation's mission and any anticipated changes.)

Installation Population

Active Military (potential students) -----

Percentage participating in an education program -----

Family Members -----

DoD Civilians -----

Other (Please specify.) -----

Active duty military participating -----

Civilian Education Level of Active Duty Enlisted

ENLISTED	INSTALLATION	%
Non-High School Graduate	-----	-----
High School Diploma/GED	-----	-----
1-2 Years of College	-----	-----

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Associate’s degree	-----	-----
3-4 Years of College	-----	-----
Bachelor’s degree	-----	-----
Master’s degree or higher	-----	-----
Total	-----	-----

Civilian Education Level of Active Duty Officers

OFFICERS	INSTALLATION	%
Non-High School Graduate	-----	-----
High School Diploma/GED	-----	-----
1-2 Years of College	-----	-----
Associate’s degree	-----	-----
3-4 Years of College	-----	-----
Bachelor’s degree	-----	-----
Master’s degree or higher	-----	-----
Total	-----	-----

Education Center Information

Education Center Mission: (Provide a brief description of the Education Center’s mission and any anticipated changes. Attach one copy of the current Education Services brochure.)

ESO: _____

Mailing address: _____

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Telephone: (commercial): _____ Fax (commercial): _____

Web: _____ Email: _____

EDUCATION CENTER STAFF	NUMBER
Professional/Supervisory	_____
Education Counselors	_____
Education Specialists	_____
Administrative/Clerical	_____
Other (Please specify.) _____	_____
Total	_____

Organization Chart

Briefly describe how both the Education Center and the installation library fit into the installation’s organizational structure. Attach an organizational chart, if available.

Postsecondary Education Programs on the Installation

For each program on the installation please list:

Institution: _____

Degree/Certificate: _____

Fields of Study: _____

Year Started: _____

Postsecondary Programs off the Installation in Nearby Vicinity

For each program located in a nearby location off the installation, please list:

Institution: _____

Degree/Certificate: _____

Fields of Study: _____

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Year Started: _____

Description of Postsecondary Programs Offered via Distance Learning

Institution: _____

Degree/Certificate: _____

Fields of Study: _____

Year Started: _____

Installation Library

Collection

Fiction volumes	-----
Nonfiction volumes	-----
Total number of volumes	-----

PERSONNEL	FULL-TIME	PART-TIME
Professional librarians	-----	-----
Other staff	-----	-----
Total	-----	-----

List any special library services supporting the postsecondary programs, such as interlibrary loan, OCLC, online searches, and special articulation agreements:



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