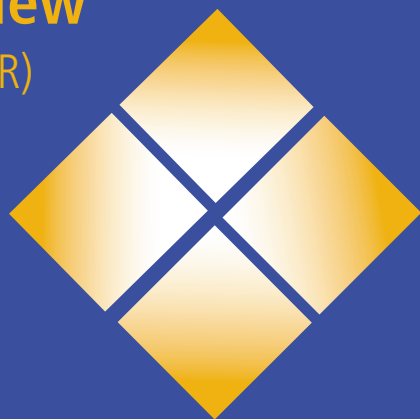




# Military Installation Voluntary Education Review

(MIVER)



## Principles of Good Practice For **Institutions** Providing Education Programs on Military Installations

July 2008

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

**PRINCIPLES OF GOOD PRACTICE  
FOR**

**INSTITUTIONS**

**PROVIDING EDUCATION PROGRAMS  
ON MILITARY INSTALLATIONS**

**JULY 2008**

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## Foreword

*Principles of Good Practice for Institutions Providing Education Programs on Military Installations* and its companion document, *Principles of Good Practice for Voluntary 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 both service member access to and quality of education. They are not “standards,” but instead they are intended to accomplish the following:

- help define the parameters of excellence;
- dispel misunderstandings about the purpose, legitimacy, and worth of voluntary education programs conducted on United States military installations;
- stimulate dialogue on how to strengthen and improve the quality of these programs and services; and
- 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 institution in preparation for a MIVER visit. The institution self-study provides a descriptive analysis of the institution’s 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 Institutions** **Providing Education Programs on Military** **Installations**

### **Principle One: Mission**

The institution providing voluntary education programs on a military installation has an educational mission statement that reflects sound adult education philosophy and goals and is clearly compatible with the installation voluntary education program mission statement and objectives.

### **Principle Two: Education Program**

**Instruction**

**Faculty**

**Assessment**

Education programs and services provided on military installations maintain the high quality required by regionally accredited institutions, using qualified and dedicated faculty supported by professional development programs and appropriate infrastructure. Assessment of student learning is based on the achievement of comprehensive and specific learning outcomes.

### **Principle Three: Program Administration**

**Management**

**Student Services**

Administration of the program includes academic and student services and demonstrates effective and reliable management of human, fiscal, technological, and learning resources.

**Principle Four: Resources**  
**Instructional Resources**  
**Physical Resources**  
**Financial Resources**

There is a sufficient reservoir of relevant instructional resources available to the instructor for teaching support and to the student for reference, research, and independent learning. Facilities and equipment are appropriate to support the programs and services offered. Financial resources are adequate and appropriately used to accomplish the institutional mission and to achieve program goals and objectives.

**Principle Five: Program Evaluation**

Continuous and systematic program evaluation stimulates program improvement, enhances quality and increases the likelihood of the achievement of program mission and objectives.

## **Explanation of Principles and Subprinciples**

### **Principle One: Mission**

**The institution providing voluntary education programs on a military installation has an educational mission statement that reflects sound adult education philosophy and goals and is clearly compatible with the installation voluntary education program mission statement and objectives.**

#### **Rationale**

An academic institution providing voluntary education programs on military installations is as committed to the education of service members as it is to its students who are not service members. There are times when the needs of service member-students differ from those of the traditional students at the main campus. Academic programs and services rendered to the military installation are in consonance with both the main institution's mission and that of the installation.

Compatible mission statements unify the voluntary education program and form a sound basis for an effective partnership. They ensure that the commitment to academic quality on the main campus, embodied in accreditation, self-improvement, and reputation, are vested in off-campus programs and services including, where applicable, e-learning programs and services.

#### **Subprinciples**

SP 1.1      Statements of missions and goals for programs and services offered on installations are consistent with, extend from, and are an integral part of the institutional mission.

- SP 1.2 The institutional and program mission statements are compatible with the mission statement of the installation and institutions are encouraged to adhere to the *Principles and Criteria of Servicemembers Opportunity Colleges*.
- SP 1.3 The institution's mission statement is reflected in the institution's program planning, goal setting, decision making, and policies at the installation.
- SP 1.4 The institution's mission statement and goals are included in the institution's catalog and program materials.
- SP 1.5 There are provisions for periodic review and revision of the institutional mission statement.

### **Self-Study Requirements**

1. Provide the institution's official mission statement.
2. Explain how the institution's activities at this installation are consistent with this mission statement.
3. Explain how the institution's mission statement is consistent with Principle One and its subprinciples.
4. Describe the provisions for periodic review and revision (and the date of last revision) of the institutional mission statement.

## **Principle Two: Education Program**

**Education programs and services provided on military installations maintain the high quality required by regionally accredited institutions, using qualified and dedicated faculty supported by professional development programs and appropriate infrastructure. Assessment of student learning is based on the achievement of comprehensive and specific learning outcomes.**

### **Rationale**

Institutions offering programs and services on installations must be responsive and innovative in meeting the needs of service members. Service members' duties and assignments make it difficult to meet traditional residency requirements and they need access to a variety of instructional delivery modes as well as recognition of extra-institutional learning. Whenever an institution offers e-learning programs, it uses an appropriate curriculum design structure.

Achievement is identified as the highest possible level of acquisition of intended learning outcomes in the context of program requirements and standards and the student's interests, abilities, and personal constraints. Achievement is further demonstrated by related evidence such as course completion, goal attainment, improved learning efficiency, and degree completion. Achievement fosters personal development such as self-esteem, self-directedness, autonomy, and ability to formulate clear goals and strategies for reaching them.

The teaching-learning environment and the students on military installations are different from those of the typical resident on-campus program for younger students. As a result, scheduling and modes of instructional delivery vary. While it is necessary to accommodate the special needs of the service member-student with creative scheduling and flexible application of the full array of instructional methodologies, these accommodations require that more, not less, attention be devoted to the students' achievement of intended learning outcomes. Learning outcomes assessment becomes increasingly important to the maintenance of quality

as programs and services accommodate the special capacities and needs of service members

Faculty are committed to the education of adult students. They are abreast of their academic fields and enjoy the normal intellectual intercourse of faculties. They are in tune with academic planning, decision-making, and instruction and curriculum development on the main campus. Faculty represent wide and diverse academic backgrounds with a substantial proportion of degrees held by faculty members conferred by institutions other than the one where they teach.

The faculty provides the diverse learning experiences that respond to the characteristics and contexts of adult learners while meeting established academic standards. These learning experiences recognize the social environments, experiences, backgrounds, motivations, and learning styles of service member-adult students. Faculty employ a variety of instructional methods that include the use of technology to achieve learning goals.

The institution, not its off-campus or on-installation branches, confers degrees. Colleges and universities must place the institutional imprimatur on all their graduates. Adjunct faculty and part-time administrators contribute valuable subject matter expertise and short-term operational capabilities. Nevertheless, it is important that the institution devotes full-time academic professionals to guide and teach off-campus offerings.

### **Subprinciples**

#### **Instruction**

- SP 2.1        Degrees are appropriately named, using degree requirements and standards common to institutions of higher education.
- SP 2.2        The institution assesses developmental education skills (i.e., reading, writing, mathematics, computer literacy, study skills, etc.) needed by students to meet prerequisites for entry into undergraduate programs and to assist students in achieving success in college programs.

- SP 2.3 Undergraduate degree programs include a coherent general education program, a major or a concentration, and academic skills consistent with the institution’s mission. The programs are designed to ensure both breadth and depth of knowledge and to facilitate intellectual inquiry.
- SP 2.4 The institution’s academic programs are consistent with needs assessments conducted by the installation.
- SP 2.5 Graduate degree programs include extensive use of research skills, understanding and application of theoretical knowledge, and advanced instruction in the degree discipline.
- SP 2.6 The institution maintains appropriate course and/or competency prerequisites to ensure that students enrolled in each course can achieve the expected learning outcomes.
- SP 2.7 Academic programs reflect the current body of knowledge in the subject area, and instructional methods and bibliographical references are up-to-date.
- SP 2.8 Credit awards for extra-institutional learning are made on the basis of nationally accepted principles and standards, are determined by using valid and reliable assessment techniques, and reflect expected course and program learning outcomes.
- SP 2.9 The institution discloses to the learner all information pertinent to the learning opportunity – such as course prerequisites, modes of study, evaluation criteria, and technical needs – and provides some form of orientation, for those desiring it.
- SP 2.10 The institution designs its transfer of credit policies and practices for students to minimize loss of credit and duplication of coursework.
- SP 2.11 The institution limits its academic residency requirement for undergraduate degree programs and does not have any “final year” or

“final semester” residency for active duty service members to accommodate the mobile nature of their military jobs.

- SP 2.12 The institution ensures that all students in degree programs are knowledgeable and can use computer applications that are appropriate to their programs of study.
- SP 2.13 The institution ensures that all students are competent in the use of current library technologies, effectively using campus library resources (and installation resources when appropriate) in conducting course and program research activities.
- SP 2.14 The institution assists the installation in determining ways to meet identified educational needs of service members and to improve the voluntary education program operations, for the purpose of enhancing achievement of service members’ educational goals and objectives.
- SP 2.15 The institution ensures that e-learning outcomes maintain the same rigor and standards as those maintained for classroom-based programs.
- SP 2.16 The importance of appropriate interaction (synchronous or asynchronous) between instructor and students and among students is reflected in the design of the e-learning program and its courses, and in the technical facilities and services provided.

### **Faculty**

- SP 2.17 Academic professionals have the attitudes, knowledge, skills, and commitment required to teach, advise, counsel, and assist students.
- SP 2.18 The institution employs faculty who have earned degrees from accredited institutions (preferably from a variety of institutions) appropriate to the level of instruction.
- SP 2.19 The institution has a balance of full-time and adjunct faculty teaching on the installation.

- SP 2.20 Faculty teaching at the installation has a significant role in developing and evaluating the institution's educational programs.
- SP 2.21 Faculty is sufficiently diverse in background to provide students the needed learning experiences and role models important in achieving expected programmatic outcomes.
- SP 2.22 Resumes of academic professionals are up-to-date and accurately reflect their experiences and education, and they are kept on file at the installation.
- SP 2.23 Professional development activities are designed to keep faculty professionally and technologically current and are available to and expected of all full- and part-time faculty.
- SP 2.24 Faculty must be capable of helping students in the use of current computer technologies, including library technologies.
- SP 2.25 The institution provides orientation, training and strategies for effective interaction to faculty and staff working with students in e-learning programs.

**Assessment**

- SP 2.26 Programs of study offered on military installations or offered by e-learning have clearly articulated learning outcomes that include (a) the identification of the knowledge, skills, and competencies students need for entrance and successful completion; (b) the integration of prior and current institutional and extra-institutional learning; and (c) strategies that enable students to complete them.
- SP 2.27 The meaning of grades is defined in institutional documents. The institution monitors its faculty grade distribution practices to ensure that student grades are not inflated and accurately reflect the quality of work performed.

- SP 2.28 Student assessment is designed to be an integral part of formal learning and is evidenced by what the student knows and can do through demonstrations of knowledge and skill.
- SP 2.29 Student assessment criteria, methods, techniques or strategies are developed by faculty and other academic professionals on the basis of how effectively they might determine the extent to which the specific learning outcomes are achieved.

### **Self-Study Requirements**

#### **Instruction**

1. Using the postsecondary degree and certificate programs as shown on the summary sheet, identify the number of students participating in each program.
2. Show your other postsecondary degree programs offered off the installation that attract students from the installation. Show the number of installation students in each program.
3. Identify the postsecondary degree and certificate programs offered entirely through an e-learning format in which students at the installation participate. Show the number of installation students in each program.
4. Describe how you work with installation personnel to ensure that service members can achieve their educational goals.
5. Describe your developmental education program (reading, writing, mathematics, computer literacy) that the institution currently provides to assist service members in meeting prerequisites for entry into college-level programs and for proceeding successfully through college programs.
6. Describe the general education program required for each undergraduate degree offered. Show the specific course areas and requirements for each area, and how the program provides a coherent education for participating students and encourages intellectual inquiry.

7. Show how you ensure that academic programs reflect the current body of knowledge and necessary research skills in the subject area, for each undergraduate and graduate program.
8. For use by the onsite visit team, provide course outlines, including instructional methods and bibliographical reference available for review.
9. Explain the methods your institution uses to assist students in completing degree requirements in a timely fashion. Include considerations such as advisement, student degree contracts, course scheduling and review of remaining requirements.
10. What opportunities, including formal instruction, do you provide for students to demonstrate the necessary computer skills required for their programs of study?
11. What opportunities, including formal instruction, do you provide for students to become competent in using library technologies?
12. What assessment processes are used to ensure that e-learning programs maintain the same standards as classroom-based programs?
13. List your e-learning courses and specify the interaction activities available between the instructor and students and among students.

### **Faculty**

14. Identify the full-time and adjunct faculty teaching on the installation during the current and two previous semesters, and have their resumes available for review by the onsite team during the visit.
15. Explain the criteria for selecting full-time and adjunct faculty. How, if at all, do these criteria differ from the main campus criteria?

16. Provide examples of how faculty teaching at the installation play a significant role in developing and evaluating the institution's educational programs.
17. List and describe professional development activities that are made available for full- and part-time faculty during the past calendar year. Identify topics and list the names of full- and part-time faculty from this installation in attendance at each development activity.
18. Describe faculty training for e-learning programs.
19. What are areas of concern relating to faculty and faculty development? How does the institution recognize installation faculty contributions and how does the institution assist faculty members in overcoming any deficiencies?

#### **Assessment**

20. Describe your processes for developing learning objectives and learning assessments.
21. Provide the grading policy of your institution, having it available for the site team during their visit. Describe how your grading policy at the installation adheres to the policy, including the consideration of grade inflation.
22. List two courses from each of your programs and describe the student assessment process used in each course.
23. Identify and describe the state-level educational policies and practices, if any, that affect the institution's delivery of postsecondary education on the installation.
24. Identify the planned initiatives that your institution has developed that may help service members better achieve their educational needs and objectives.

## **Principle Three: Program Administration**

**Administration of the program includes academic and student services and demonstrates effective and reliable management of human, fiscal, technological, and learning resources.**

### **Rationale**

Even though the administrative structure of programs on military installations varies, it is important that institutional programs be administered as *an education enterprise*. Regardless of structure, administrators provide leadership in developing and implementing policies and procedures to serve program participants, while remaining consistent with the general policies, procedures, and standards of the institution. Financial and other resources need to be sufficient to achieve the goals of the program. Particular attention is given to ensuring that proper library, media, laboratory, and computer support are available to students and faculty. The program's academic administration also provides recognized, acceptable, and equitable strategies for dealing with a broad range of issues, including, hiring, training, and evaluating faculty; developing and evaluating curricula; assessing students' prior and current learning; evaluating overall program effectiveness; and analysis of student retention factors.

To administer e-learning programs an institution needs sufficient infrastructure, e-learning course management, delivery platforms, technical support services, and faculty and student support training systems.

The administration of the on-installation program ensures that students are served appropriately. Serving them well requires that management attention focuses in large measure on program features such as admission, registration, degree completion, academic advisement, testing, financial aid, recordkeeping, course scheduling and sequencing, assessment, and integration of credit for military learning and testing into students' programs of study.

To administer the on-installation program, the institution needs a competent onsite educator-administrator who is also an effective manager with a strong focus on student service. Effective administration fosters coordination, collaboration and

communication between academic professionals and student services personnel with the installation education center personnel. It provides a workable, collegial environment for developing, implementing and evaluating academic programs and services.

Academic advisors are technically qualified and professionally oriented to helping service members as adult students. Academic advisers are cognizant of the unique needs of e-learners and are able to meet with installation counselors to ensure e-learning students receive appropriate counseling. Academic advisement includes degree completion strategies for the student. These strategies include independent study and testing options.

Appropriate and effective use of standardized tests supports the mission of the voluntary education program and assists service members in meeting their individual educational objectives. Testing results are used extensively in counseling, academic advisement, and placement. Tests routinely made available include not only diagnostic and placement instruments but also those used to award credit for prior learning.

Institutional administrators understand and use appropriate information system management principles and procedures. Data collection and analysis are important in program administration and decision-making. On-installation administrators collect and analyze data in partnership with the installation and with their main campus. The memorandum of understanding (MOU), Education Services Agreement (ESA), or contract clearly identifies all institutional management information requirements that are supplied to the installation, including data on student enrollments, agreements (contracts for degrees), and degree completions, as well as finances.

### **Subprinciples**

#### **Management**

SP 3.1 Institutional employment policies including compensation, teaching load, orientation, supervision, and professional development apply to faculty teaching on the installation.

- SP 3.2 Resumes of academic professionals are up-to-date and accurately reflect their past experience and education, and they are kept on file in accordance with personnel policies and practice.
- SP 3.3 Institutional staff professionals and education services professionals at the installation communicate and network on a regular basis.
- SP 3.4 The institution's on-installation administrator is a competent education professional with at least a bachelor's degree and proven management skills.
- SP 3.5 The institution delegates to the on-installation administrator those administrative functions needed to accomplish program mission and objectives that cannot be performed effectively at a distance by main campus administrators.
- SP 3.6 Professional development activities are provided for institutional staff professionals and they avail themselves of these activities to keep professionally current and to facilitate communication, coordination and collaboration.
- SP 3.7 The faculty and staff on the installation reflect diversity.
- SP 3.8 The institution provides a coherent administrative support structure for the on-installation program, including effective computer support and computer access to the main campus.
- SP 3.9 Appropriate management attention is paid to institutional functions and details such as course scheduling and sequencing, student registration, degree completion, academic advisement, testing, financial aid, recordkeeping, and integration of credit for military experience and testing into degree programs.
- SP 3.10 In areas of responsibility assigned by the institution, the on-installation administrator creates and maintains an environment of coordination, communication and collaboration among the staff, on-installation and institutional faculty and administrators.

Administrators also identify opportunities for joint planning, coordination and collaboration among institutions and installation education services personnel.

- SP 3.11 The institution makes a commitment to maintain a systematic evaluation of the content, processes, and support systems involved in learning activities.
- SP 3.12 Institutional policies regarding e-learning are clearly stated, appropriate and adhered to at this installation.
- SP 3.13 The policies, management practices, learning design processes, and operational procedures for e-learning are regularly evaluated to ensure they are effective and current.
- SP 3.14 Data are collected and analyzed to determine effectiveness of the institutional program to include enrollments, course completions, academic performance, student retention in programs, and cost analysis.
- SP 3.15 The institutions and the installation are partners in needs assessment, gathering and analyzing data, program planning, and evaluation.
- SP 3.16 Institutions participate in developing and maintaining 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 3.17 At installations in the United States, an MOU/ESA is negotiated and agreed upon between the installation and the institution. It clearly states the responsibilities and obligations of the representatives of the institution and the installation.

### **Student Services**

- SP 3.18 Institutional policies and practices for service members regarding admission, assessment and award of credit for prior learning, and

transcribing of credit are consistent with the institution's mission, nationally-recognized standards and practices and SOC Principles and Practices.

- SP 3.19 The institution has a clearly articulated policy for using standardized tests such as the College Level Examination Program (CLEP) General and Subject examinations, American College Testing Proficiency Examination Program (ACT/PEP), and DANTES Subject Standardized Tests (DSSTs). The institution awards college credit for such tests and integrates that credit into degree planning and degree completion strategies.
- SP 3.20 The institution provides readily available academic advisement to each student regarding his/her course work and degree completion.
- SP 3.21 Registrations and textbook sales/rentals are convenient for the students in terms of location and time.
- SP 3.22 The institution provides appropriate and timely financial aid assistance to all students and actively encourages participation in programs such as the GI Bill, Pell Grants, state grants, and institutional scholarships that may be available.
- SP 3.23 Formal, well-organized graduation ceremonies involving institutional officials, military leaders, and families and friends of the graduates are fitting tributes to successful degree attainment.

## **Self-Study Requirements**

### **Management**

1. What institutional employment policies including compensation, teaching load, orientation, supervision, and professional development apply to faculty and staff on the installation? How comparable are these policies to main campus policies?
2. Describe the institution's procedures for evaluation of the content processes and support systems involved in its learning activities.
3. What are the institution's policies on e-learning? Show how the program at the site is consistent with these policies.
4. What provisions are there for the involvement of installation faculty in the academic affairs of the department or college?
5. Who is responsible for institutional program administration on the installation?
6. What oversight of the program is provided from the main campus? What is the administrative structure on the main campus for programs offered on the installation? Provide a current organization chart showing the relationship between the main campus and the installation.
7. What administration personnel are responsible for the delivery of the program both at the installation and on the main campus?
8. What computer support is available to the on-installation administrator to facilitate information systems management? Identify areas where this computer support needs to be improved.
9. What professional development activities are available to the onsite director and other administrative personnel? How frequently do staff members participate in professional development activities?

10. What data are collected and analyzed to determine effectiveness of the institutional program to include enrollments, course completions, academic performance, student retention in programs, and cost analysis?
11. How does the institution assist the installation in the needs assessment process?
12. What are the interactions of the institutional administrative services with those of the installation and with those of the other institutions providing educational programs on the installation?
13. How does the institution assist in the development of a common installation academic calendar and schedule of classes that accommodate the military duties of service members?
14. How is voluntary education encouraged on the installation? How is that influenced by the institution's onsite director and faculty? By other institutions serving the military population on or off the installation? By the installation Education Services Officer? By the installation command structure?
15. Is program marketing and promotion included in the MOU/ESA (or contract)? How is marketing and promotion being conducted by the institution on the installation?
16. What initiatives are underway to strengthen administration, management, and program marketing?
17. How do the institutional admissions, testing, and registration policies and procedures on the installation differ from main campus policies and procedures?

### **Student Services**

18. Who are the academic advisors? What are their qualifications and credentials? How are they trained?

19. How are students advised and how is their progress monitored?
20. What is the relationship between the institution's academic advisement services and the installation's counseling and testing services? Is that relationship appropriate and adequate to the task? Describe why or why not.
21. What does the institution do to help military students complete their degrees?
22. How can academic advisement be strengthened?
23. How does the institution advise military students regarding financial aid, including tuition assistance, GI Bill and service kickers, Pell Grants, and other forms of aid available to military students?
24. What are the institution's minimum acceptable scores for CLEP, DSST, and/or ACT/PEP examinations?
25. How does the institution validate traditional, nontraditional, and prior learning credits?
26. What are the institution's limits on academic residency requirements for active duty service members?
27. How do institutional staff responsible for students' official evaluations use non- classroom-based education in the degree planning process, e.g. testing, professional, technical, work experience?
28. Do institutional representatives have access to DANTES, ACE, and SOC recommendations and policies and procedures? How is it accessed?
29. How are student records maintained onsite by the institution? What student records are maintained on the main campus? How are they used for follow-up and placement?
30. What provisions are made for student supplies such as textbooks and instructional materials required for specific courses?

31. When are traditional, nontraditional, and prior learning credits posted to a student's transcript?
32. How does the institution operate its graduation ceremonies? How could they be improved?



## **Principle Four: Resources**

**There is a sufficient reservoir of relevant instructional resources available to the instructor for teaching support and to the student for reference, research, and independent learning. Facilities and equipment are appropriate to support the programs and services offered. Financial resources are adequate and appropriately used to accomplish the institutional mission and to achieve program goals and objectives.**

### **Rationale**

The teaching/learning process, whether onsite or e-learning in format, evolves from the premise that appropriate instructional resources are both planned for and made available as needed throughout the process. Included in this resource base are library collections and services, access to instructional technologies (including the Internet and appropriate software packages) and training in their use. MOUs and ESAs clearly assign and differentiate the respective responsibilities of the institution and the installation in providing these resources.

Although the installation generally has primary responsibility for physical resources, the institution should take an active role in ensuring that they are adequate and well-suited for its program and services offered on the installation. It is, in particular, the responsibility of the institution to make its needs for physical facilities known to the appropriate installation office in a timely fashion. The role of the institution in providing an adequate infrastructure for its e-learning programs is especially critical. The health, security, and safety of staff, faculty and students are important factors in program operations. Classrooms, laboratories and station equipment used for instruction and educational services must be conducive for learning and tailored, to the maximum extent possible, to the instruction and services being offered.

Planning, budgeting, allocation, and accountability of financial resources are critical to program success. The institution's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs. The institution's financial practices, records, and reports demonstrate fiscal viability of its operations. It is, in particular, the responsibility of the institution to

maintain installation-specific records of revenues generated, direct costs expended, and indirect costs recovered.

### **Subprinciples**

#### **Instructional Resources**

- SP 4.1 Instructional resources are a shared responsibility among the institution, the installation and other institutions serving on the installation.
- SP 4.2 The institution ensures that its faculty and students have the instructional resources requisite for its individual course offerings and degree programs (whether onsite or e-learning in format) and the training necessary to use them.
- SP 4.3 Institutional personnel, including faculty, develop cooperative relationships with the installation librarian and appropriate library staff.
- SP 4.4 Responsibilities for providing instructional resources are identified in the applicable MOU, ESA or contract.
- SP 4.5 Effective mechanisms exist for making reference materials available to students, either in electronic form or as “reserve” library materials, or both.
- SP 4.6 The institution uses library technologies such as on-line computerized catalog systems and computer-based bibliographic and data files to make information and source documents readily available to students and faculty.
- SP 4.7 The on-campus library provides on-installation students needed library services on request.
- SP 4.8 Provision of computer technology needed to support the voluntary education program is a shared responsibility of the institution and the

installation with the responsibilities clearly articulated in the applicable MOU, ESA or contract.

- SP 4.9 The institution ensures the availability to its students of adequate computer resources for the courses and programs it offers, whether in onsite or e-learning format.
- SP 4.10 Audio-visual (multimedia) equipment is appropriate, state-of-the-art, well-maintained, and readily available to support classroom instruction and independent study.
- SP 4.11 The hours of operation of institution-operated computer laboratories, libraries, learning centers, and other instructional support facilities are tailored to accommodate student course assignments and study schedules, and are staffed with personnel capable of assisting students effectively.

### **Physical Resources**

- SP 4.12 The institution identifies needed physical facilities and communicates such needs to appropriate installation officials.
- SP 4.13 The technology infrastructure for e-learning courses, if any, meets the needs of both students and faculty for presenting information, interacting within the learning community, and gaining access to learning resources.
- SP 4.14 Provision of adequate physical resources is appropriately addressed in the applicable MOU, ESA or contract.

### **Financial Resources**

- SP 4.15 The institution's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs, whether onsite or e-learning in format.

- SP 4.16 The institution's financial practices, records, and reports demonstrate fiscal viability.
- SP 4.17 The institution analyzes costs of programs and services so as to ensure cost effectiveness.
- SP 4.18 Consistent with the applicable MOU, ESA or contract, the institution provides requested financial information to the ESO for purposes of installation program evaluations.
- SP 4.19 A public institution, operating at an installation in its own state, charges in-state tuition for assigned active duty personnel and their adult family members when permitted by state law or policy.

### **Self-Study Requirements**

#### **Instructional Resources**

1. Describe the library resources which are available to the military student participating in the institution's education programs, whether onsite or e-learning in format.
2. Assess the **accessibility** of library facilities, both physical and virtual. Identify any notable strengths or weaknesses. If initiatives are underway to correct weaknesses, please describe them.
3. Assess the **adequacy** of library facilities, both physical and virtual. Identify any notable strengths or weaknesses. If initiatives are underway to correct weaknesses, please describe them.
4. What articulation agreements, if any, exist which affect the adequacy and availability of library services to students? Assess the effectiveness of any such agreements in supporting both onsite and e-learning formats of instruction.

5. Describe how faculty orient their students in the use of library resources and encourage their use in research. Assess the effectiveness of such activity.
6. How, if at all, does your institution contribute to library services at the installation? Is the nature of such contributions specified in the applicable MOU, ESA or contract?
7. Describe how faculty orient their students in the use of computer technology and encourage its application in their academic work. Assess the effectiveness of such activity.
8. Assess the adequacy of computer resources which are currently available to support programs of study, whether in onsite or e-learning format. Identify any notable strengths or weaknesses. If initiatives are underway to correct weaknesses, please describe them.
9. Assess the adequacy of the provisions of the applicable MOU, ESA or contract regarding the respective responsibilities of the installation and the institution relative to computer and Internet support.
10. Assess the adequacy of the audio-visual (multimedia) equipment which is available for instruction. Identify any notable strengths or weaknesses. If initiatives are underway to correct weaknesses, please describe them.
11. Describe the nature and use of any satellite or microwave educational programming or other automated delivery systems which are available.

### **Physical Resources**

12. Assess the adequacy of each of the following onsite physical facilities relative to supporting the institution's programs of study:
  - a. classroom space
  - b. laboratory space
  - c. administrative space
  - d. lighting
  - e. heating and cooling

- f. ventilation
  - g. maintenance
  - h. restrooms
  - i. advisement facilities
  - j. storage space
13. Assess the adequacy of the technology infrastructure for e-learning courses, if any, with special reference to its adequacy for meeting the needs of both students and faculty. Identify any notable strengths or weaknesses. If initiatives are underway to correct weaknesses, please describe them.

### **Financial Resources**

14. Describe the budgeting processes of the institution for this installation's program.
15. For the last complete fiscal year prior to the completion of this report, please provide the following information:
- a. Revenues generated by tuition payments from students at this installation.
  - b. Revenues generated by fee payments from students at this installation.
  - c. All other revenues generated at this installation.
  - d. Expenditures for faculty salaries, wages, and fringe benefits for services rendered to students through this installation.
  - e. Expenditures for all other salaries, wages, and fringe benefits for services rendered through this installation.
  - f. Expenditures for all non-personnel services at this installation.
  - g. Total indirect cost recoveries from activities at this installation.
16. Compare tuition rates and fees at this installation with on-campus rates. If there are differences, please explain.
17. Assess the adequacy of the institution's financial circumstances at this installation. Identify any notable strengths or weaknesses. If initiatives are underway to correct weaknesses, please describe them.

## **Principle Five: Program Evaluation**

**Continuous and systematic program evaluation stimulates program improvement, enhances quality and increases the likelihood of the achievement of program mission and objectives.**

### **Rationale**

The health and vitality of the education programs on military installations depend on critical and thorough reviews of the level of attainment of student learning outcomes and program effectiveness. Academic professionals and education services personnel should have a common understanding of the effectiveness of each academic program offered at the installation. Outside evaluation by program specialists is a recognized method of obtaining an assessment of program effectiveness.

In addition to program evaluation, the multi-dimensional nature of education programs and their objectives, recognizes a wide variety of outcomes including: (a) student learning outcomes, (b) alumni outcomes, (c) faculty outcomes, (d) employer or military outcomes, (e) program outcomes, and (f) institutional outcomes.

Periodic evaluations by outside program evaluators ensure quality program offerings and services and suggest program modifications and new directions toward goals of excellence in adult education. On-installation programs should be included in the institutional program assessment process. Peer, self, and student evaluations should be elements of a functional faculty performance review process.

### **Subprinciples**

SP 5.1 Program evaluation conducted by an outside group of professionals, as planned and conducted for campus program review, should include programs conducted on military installations.

- SP 5.2 Program evaluation should occur on a periodic basis, and include installation-based programs.
- SP 5.3 The institution uses the results of program evaluation to modify and improve the program.
- SP 5.4 Effective program evaluation identifies areas that need improvement and includes development of specific measures and standards for assessing immediate, intermediate and long-range results.
- SP 5.5 Peer, self, and student evaluations are elements of a functional faculty performance review process.
- SP 5.6 The institution using diverse learning formats has a formalized and validated evaluation program for comparing the effectiveness of these formats and their suitability for voluntary military education.
- SP 5.7 The e-learning design is evaluated on a regular basis for effectiveness, with findings utilized as a basis for improvement.

### **Self-Study Requirements**

1. Describe the evaluation process used at this installation to assess your academic programs, the academic and support services provided to students, and the faculty teaching the courses.
2. Show how this evaluation program parallels the main campus program.
3. Have any main campus program evaluations by outside academic professionals been made of the main campus counterparts of programs offered by your institution at this installation? For those conducted, did they include this installation's program? If they did include the installation, describe the results.

## **Institution Summary Form**

*Please complete all information.*

Name of Institution: \_\_\_\_\_

Type (public, private, 2-year, 4-year): \_\_\_\_\_

Degrees Offered: \_\_\_\_\_

Institution Mission: \_\_\_\_\_

Point of Contact for MIVER Visit:

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Email Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

FAX: \_\_\_\_\_

### **Student Population**

	On-Campus	Off-Campus	This Site
Full-time	-----	-----	-----
Part-time	-----	-----	-----
FTE	-----	-----	-----

**Education Programs Offered at this Installation**

Please list the following for each degree or certificate offered.

Degree: \_\_\_\_\_

Field of Study: \_\_\_\_\_

Format (8-week, 16-week, weekend, etc.): \_\_\_\_\_

Annual Course Enrollment: \_\_\_\_\_

Degree: \_\_\_\_\_

Field of Study: \_\_\_\_\_

Format (8-week, 16-week, weekend, etc.): \_\_\_\_\_

Annual Course Enrollment: \_\_\_\_\_

Degree: \_\_\_\_\_

Field of Study: \_\_\_\_\_

Format (8-week, 16-week, weekend, etc.): \_\_\_\_\_

Annual Course Enrollment: \_\_\_\_\_

**Onsite Staff**

Onsite Administrator: \_\_\_\_\_

Address: \_\_\_\_\_

Email Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

	<b># of Staff</b>
Professional/Supervisory	-----
Administrative/Clerical	-----
Other (part-time)	-----
Other (full-time)	-----
Total	-----

**Organization Chart**

Briefly describe the administrative lines of authority between this site and the main campus (**also attach an organizational chart**):

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**History**

Give a brief history of the educational program at this site:

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**Class Size**

Average -----

Minimum -----

**List of Classes for Current Term and Include:**

Course Number \_\_\_\_\_

Title \_\_\_\_\_

Enrollment \_\_\_\_\_

Name of Instructor \_\_\_\_\_

**Tuition (per credit) and Fees**

Main Campus -----

This Site -----

**Faculty Salaries**

Main Campus -----

This Site -----

**Attach a roster of faculty for current term (name, highest academic degree held, field of specialization, and number of terms taught on site).**

**Library**

% of Gross Tuition Spent for Library Support

Main Campus -----

This Site -----

**Revenues/Expenditures**

	Current FY (Projected)	Last FY (Actual)
Tuition Revenue	-----	-----
Expenditures		
Instruction	-----	-----
Administration	-----	-----
Other (specify)	-----	-----
Total	-----	-----
Ratio of Revenues to Expenditures	-----	-----





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