

State of Iowa

1969
Revised

**GUIDELINES FOR COMPREHENSIVE SELF-STUDY
OF
AREA VOCATIONAL SCHOOLS AND AREA COMMUNITY COLLEGES**

Prepared jointly by the Area Schools
Branch of the Department of Public
Instruction and the Regent
Committee on Educational Relations

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines

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EXPLANATION

The guidelines contained herein have been prepared for use by Iowa's area schools when complying with the rules regarding approval procedures adopted by the Sixty-second General Assembly as required by Section 257.25, Code of Iowa.

These guidelines constitute the suggested procedures for each area school to follow when preparing the comprehensive self-study which shall precede each visit by an examination team jointly representing the two state boards. The guidelines contained herein do not include the standards; instead, they represent a format whereby the area school - through self-study - can describe and identify the degree to which it appears to meet or exceed such standards.

**Guidelines for Comprehensive Self-Study
of
Area Vocational Schools and Area Community Colleges**

I. Introduction

- A. Provide a brief history of the area school.
- B. Basic data: official description of area encompassed; attendance centers; assessed valuation of taxable property; population and population trends; and summary of the educational, cultural, social, and economic "community characteristics" existing in the merged area within which the institution is operated.

II. Purposes

- A. Provide a brief statement explaining the philosophy to which the institution subscribes.
- B. Description of how the philosophy was developed.
- C. Recent or contemplated changes in institution's philosophy.
- D. Which of the types of "educational opportunities and services" enumerated in Section 280A.1, Code of Iowa, are currently being offered by the institution?

III. Administration

- A. Role of the board in control of institution.
 - 1. Handbook for guidance of the members of the board. (Copies should be available to the members of the visiting team at time of visit. If no handbook exists, tell what plans, if any, there are to develop one.)
 - 2. Composition of the board including occupation of each member.
 - 3. How the board operates.
 - a. Committees of board and functions of each.
 - b. Individual who prepares agenda for board meeting.
 - c. Persons who receive copies of the minutes. (Board minutes for past two years should be available for visiting team.)
 - d. Persons, other than the area superintendent, who regularly attend meetings of the board.
- B. Administration of area schools.
 - 1. Structure for policy making.
 - a. Describe the degree to which faculty participate in policy making.
 - b. Using a concrete example, trace the way a major policy decision was made.
 - c. List the standing committees of the faculty, giving chairman of each and telling how members are selected and chairman chosen.
 - d. Provide a chart showing how policies are made.
 - 2. Execution of institutional policies.
 - a. List the administrative offices and describe the responsibilities of each office.
 - b. Give the title and job description of each administrative position, provide a brief statement of the individual's qualifications for the position, and mention any non-administrative duties (such as instructional) to which the administrator devotes some of his time.
 - c. Provide a chart showing the relationship among the various administrative offices.
 - d. Identify by name specific administrators who currently fill each office.

- C. Advisory committee used.
 - 1. Composition.
 - a. General.
 - b. Occupational.
 - 2. Frequency of meetings.
 - 3. Role in curriculum construction.
- D. Strengths and limitations of the administrative structure and operation.
 - 1. Major strengths.
 - 2. Major limitations.
 - 3. Steps being taken to overcome limitations.

IV. Students

- A. Current enrollment data and enrollment trends. (Provide current enrollment of fall term.)
- B. Stated admission requirements and deviations in practice, if any. (Provide a copy of conditions for admission to the institution, if applicable, and a copy of the admission requirements for each curriculum or category.)
- C. Student attrition. (Summarize data on student withdrawal before completing educational programs in which enrolled and the reasons for such withdrawal.)
- D. Student characteristics - Include such items as age, educational background, permanent residence, socio-economic status of students' parents, number of siblings, part-time employment, residence of students while attending area school, financial needs, and academic aptitude test scores. (It is recognized that this specific information may not be available for each student. Lacking such specific data for certain areas, the institution should provide a general statement concerning this information.)
- E. Student life.
(The items that follow - where applicable - will frequently be covered by existing publications of the institution such as catalogs, handbooks, bulletins, etc. The self-study report can include cross references to such already-published materials.)
 - 1. Orientation of students.
 - 2. Provisions for counseling for both full-time and part-time students: academic; personal; and vocational.
 - 3. Policies in effect relative to students living in residence halls or private homes. (If in print or mimeograph form, just refer to this and have copies available for visiting team.)
 - 4. Provision for food service and snack bar.
 - 5. Information on extra-class activities of students and extent of participation.
 - 6. Data included in student folders in counseling office.
 - 7. Cultural events on campus.
 - 8. Intercollegiate athletic program.
 - a. Extent.
 - b. Amount of financial aid to athletes and institutional policies that govern granting of such aid.
 - 9. Nature of intramural program.
 - 10. Arrangements for protection of student health and provisions for insurance.
 - 11. Provisions for aiding students to secure suitable jobs.
 - 12. Provisions for financial assistance to students and total amount of such aid (scholarships, awards, grants, loans, work for the college).
 - 13. Student organizations - coordination of activities and policies governing organizational activities (e.g., non-discrimination, fund raising, social events, hazing).

14. Student publications - nature and policies regarding publications.
 15. Provisions for student participation in instructional policy making (membership on committees, activities of student government groups, regularly scheduled forums with college administrators and student leaders, etc.).
- F. Policies and practices in Office of Registrar (e.g., probation, suspension, readmission policies; repeating courses; acceptance of C-grades for transfer students; registration procedures such as dropping courses; and studies of grading practices).
- G. Student behavior - policies and procedures of handling.
- H. Evidence of student acceptance of responsibility.
1. Student voice in establishing regulations for own conduct.
 2. Student participation in disciplinary action.
 3. Student willingness to question accepted practices and to stand up and speak out for what he believes.
 4. Student handbook - steps whereby it was developed.
- I. Student admission selection.
- J. Evidence of success of graduates.
1. Follow-up studies of graduates.
 - a. Those who transfer to four-year colleges.
 - b. Those who end their formal education after completing their program in your institution. (Include employer evaluation of performance of graduates.)
 2. Evaluation of students including last term of attendance in your school by use of standardized tests and other devices and techniques.
 - a. Evidences of growth while in your institution.
 - b. Comparison with students in comparable schools and similar programs.
 3. Follow-up of students who do not complete program in which they are enrolled.
 4. Outstanding alumni.
- K. Steps that have been taken to develop unity and good morale among the students.
- L. How program of student personnel services is coordinated including services for part-time students. (Include an organizational chart of your student personnel services showing relationship of services, assignments, responsibilities of personnel, and the counselor-student ratio.)
- M. Strengths and limitations of students and student services.
1. Major strengths.
 2. Major limitations.
 3. Steps being taken to overcome limitations.
- V. Faculty
- A. Ability to recruit and retain competent faculty.
1. Faculty appointment policies and procedures.
 - a. Person or persons having role in making recommendations to the board for appointments.
 - b. Description of the process by which appointments are made.
 - c. Nature of contract. (Having available sample copy of contract.)
 2. Number of faculty who have resigned in last three years and reasons for leaving - and how many years each was on your staff.
 3. Number of new faculty who have been added in last three years.
 4. Average number of years of service in your institution of present staff.
- B. Identification of staff members who are only part-time employees of the institution and explanation of what individual does the balance of his time.
- C. Conditions of faculty service.
1. Faculty tenure policies, including reasons for dismissal and procedures followed.

2. Forms for recording teaching assignment and faculty qualifications - complete the form provided for each full-time and part-time instructional staff member - exclusive of adult education instructors - showing all teaching assignments (including each course number and title, number in each class or section, and contact hours or credit hours per week for each). The complete file of these forms should be readily available to the examination team, but they are **not** to be included in the self-study document.
 3. Faculty salaries for current year.
 4. Summary of qualifications of professional staff by preparation level.
 5. Total number of full-time **equivalent** instructional faculty.
 6. Total number of full-time **equivalent** professional staff other than instructional (administration, counseling, directing, coaching, librarians, etc.).
 7. Provisions for faculty retirement, insurance, and other fringe benefits.
 8. Provisions for faculty development.
 - a. In-service education programs conducted by the institution.
 - b. Leaves of absence with remuneration and number of faculty receiving such leaves of absence in last two years.
 - c. Number of faculty currently working on advanced degrees during summers, evenings, or Saturdays.
 9. Adequacy of faculty office space and equipment.
 10. Adequacy of clerical help and provisions for use of student assistants.
 11. Faculty handbook. (If there is such a handbook, a copy should be available for the visiting team. If one does not exist, indicate steps, if any, being taken to develop it.)
- D. Faculty-administrator relationships.
1. Faculty voice in administrative decisions.
 2. Academic freedom.
 3. Respect of faculty member's desires in making assignment to teaching responsibilities.
 4. Data included in file kept by chief administrator (superintendent and/or director, etc.) on each faculty member and extent to which the files are kept up to date in regard to such things as additional training, research and publications, membership in professional organizations, leadership positions, etc.
- E. Faculty-community relationships (including active membership in various community institutions and organizations).
- F. Strengths and limitations of faculty.
1. Major strengths.
 2. Major limitations.
 3. Steps being taken to overcome limitations.

VI. Instructional Program

- A. Degrees, certificates, and diplomas awarded.
1. Indicate the degrees, certificates, and diplomas awarded by the institution, and in an adjacent column show the field of specialization and enrollment (as of end of second week of fall term and projections of enrollment for those programs that have not started as yet) in each field, and the number of students completing the program in the previous two years.
 2. Report the requirements for different degrees, certificates, and diplomas. (Designate the general education requirements for the degree, certificate, and diploma programs. Indicate sequential courses where applicable.)
- B. Describe the steps taken to develop curriculums (such as vocational-technical programs and adult programs) including the degree to which manpower-needs surveys, occupational analyses, and advisory committees are used. (Illustrate the process by

- tracing the development of at least two programs now being offered in your institution.)
- C. Describe any significant changes or innovations in the instructional program in the last two years including any experimental programs.
 - D. Indicate curriculum changes contemplated for the near future including changes in emphasis in part-time programs.
 - E. Show percent of courses listed in catalog that are offered at least every other semester or term.
 - F. Data on class sizes.
 - 1. Make a table showing class sizes.
 - 2. If you have classes that meet in a large lecture section for certain days and then break up into discussion groups for other days, please explain.
 - 3. Report the average class size for classes carrying academic credit in the fall terms of the current and preceding year.
 - 4. Report the average class size for the classes in the vocational-technical field for the current fall term and the fall term of the preceding year.
 - G. Describe provisions made in the instructional program for:
 - 1. Superior students (honor sections, advanced standing, testing out of required courses).
 - 2. Students needing remedial work in reading, writing, and speaking.
 - H. Describe extent to which instructors have developed study guides including: objectives of the course; up-to-date references; outline of content; and plan of evaluation. (Describe how the procedure differs, if any, for part-time programs.)
 - I. Report the policies on textbooks and student supplies: book rental or sale; who selects textbooks to be used and how frequently textbook can be changed for a given course; use of paperbacks; and bookstore policies.
 - J. List the courses requiring most library usage; support by statistics based on daily student use of library.
 - K. Describe provisions for supervision of instructional program including part-time.
 - L. Report the extent of utilization of specialists to enrich and/or evaluate programs including provisions for part-time programs.
 - M. Describe the extent to which audio-visual and electronic media are used to facilitate instruction including part-time programs.
 - N. Tell how the institution promotes excellence in teaching.
 - O. Prepare an analysis of how the instructional program and the extra-class activities are consonant with the institution's purposes, the academic and/or technical abilities of the students, and the needs of the area in which the school is located.
 - P. Explain how a curriculum change is brought about in the area school including part-time programs.
 - Q. Strengths and limitations of instructional program.
 - 1. Major strengths.
 - 2. Major limitations.
 - 3. Steps being taken to overcome limitations.

VII. Library

- A. Library staff.
 - 1. List the professional librarians on the staff, the extent of their education and work specifically in library science, salary, specific area of library responsibilities, and other duties.
 - 2. Describe the non-professional staff in the library (sub-professional, clerical, part-time student help) and explain duties.
- B. Describe assistance received from instructional staff in improving the library collection; what library committee or committees exist?

- C. Methods of keeping staff informed concerning library acquisitions.
- D. Data on number and distribution of volumes by areas. (The format of the Higher Education General Information Survey on library collection, staff, expenditures, and salaries may be used when completing this section.)
 - 1. Total volumes.
 - 2. Number of volumes purchased in past year.
 - 3. Number of serials (periodicals, etc.) subscribed to. (As a supplementary item, which should be available for the visiting team, the librarian should prepare an alphabetical list of all serials, showing those that are bound and the dates for which each is available.)
 - 4. Number of volumes weeded in past year.
 - 5. Plans for weeding collection in future.
- E. Data on use of library.
 - 1. Location of library in relation to classrooms, laboratories, shops, offices, and dormitories.
 - 2. Days and hours library open to use.
 - 3. Accessibility of collection to students; open or closed stacks? any restrictions on any types of material?
 - 4. Circulation data.
 - a. Number of books circulated each month divided by number of students (full-time equivalent) - It would be preferable to categorize circulation according to "home" use, reserve use, library room use, and comparison of above to each of the last three years.
 - b. Brief description of how circulation statistics are gathered.
 - c. Number of books borrowed through inter-library loan. Sources: other colleges, public libraries. Are ALA forms used?
 - 5. Classroom, shop, and laboratory libraries (if any).
 - a. Number of books shelved in classrooms, shops, and laboratories according to department.
 - b. Source of funds for such books.
 - c. Brief description of responsibility for accession, circulation, and weeding of such books.
 - d. Extent to which duplicate copies are available in library.
- F. Provisions for orienting students in the use of the library.
- G. Facilities of library.
 - 1. Seating space.
 - 2. Air conditioning.
 - 3. Micro-film reader, reproducing and copying equipment, typewriters, and provisions for hearing recordings.
 - 4. Audio-visual equipment: What is available through library? How administered? How maintained?
- H. Library budget
 - 1. Provide the following information. (Submit proposed expenditures from Function Seven - **Learning Resources** of the Uniform Financial Accounting System for Area Schools.)
 - a. Total expenditure for library.
 - b. Percent of total operational budget spent for library.
 - c. Amount spent per student (full-time equivalent).
 - d. Expenditures for library collection, supplies, and equipment.
 - e. Salaries and wages.
 - (1) Professional library staff.
 - (2) Sub-professional and clerical.
 - (3) Student assistants.
- I. Strengths and limitations of library.
 - 1. Major strengths.
 - 2. Major limitations.
 - 3. Steps being taken to overcome limitations.

VIII. Physical Plant and Equipment

- A. Description of physical plant (Include size of campus, number of buildings, when each building was built, current use of each building, number of general classrooms and average size, number and size of different types of laboratories and shops, facilities for physical education, music, dramatics, auditoria, seminar rooms, administrative offices, student organization rooms, book store, residence halls, food services, etc.)
- B. Data on room utilization (40 hour week).
 - 1. Percentage of utilization of general classroom.
 - 2. Percentage of utilization of laboratories and shops.
- C. Parking facilities.
 - 1. Provisions for staff and visitor parking.
 - 2. Provisions for student parking - include number of cars driven to campus on average day.
- D. Lighting and maintenance of buildings and campus.
- E. Additions to physical plant currently in progress and the method of funding such additions.
- F. Plans for further additions to the plant and sources of funding.
- G. Major repairs and alterations in progress or contemplated for immediate future.
- H. Equipment.
 - 1. Special equipment owned or rented for administrative or maintenance responsibilities.
 - a. Data processing.
 - b. Special business office equipment for institutional accounting, billing, etc.
 - 2. Special instructional equipment for instructional usage; e.g., a foreign language laboratory; test scoring; television; video-tape; demonstration motors, transmissions, etc., given by automobile manufacturers; and equipment for office machine classes.
 - 3. Equipment for duplicating, mimeographing, copying, etc.
- I. Strengths and limitations of physical plant and equipment.
 - 1. Major strengths.
 - 2. Major limitations.
 - 3. Steps being taken or contemplated to overcome limitations.

IX. Financial Resources

Note: The Uniform Financial Accounting System for Area Schools developed by the State Board of Public Instruction will enable the institution to include in its self-study the information contained in this section.

- A. Current operating income for the past year, the current year of the examination visit and anticipated income for the year following the examination visit. (The report should cover the fiscal year July 1 through June 30.)
 - 1. Educational and general income. All current general income available for the instructional and administrative programs, and for general expenses as reported in the General Operating Fund. This may be provided by utilizing the revenue statement of the chart of accounts of the 400 series of the Uniform Financial Accounting System for Area Schools.
 - 2. Income from Auxiliary Agency Fund. This may be provided by utilizing the revenue statement of the chart of accounts of the 400 series.
 - 3. Income from the Scholarship and Endowment Fund. This may be provided by utilizing the revenue statement of the chart of accounts of the 400 series.
 - 4. Income from the Loan Fund. This may be provided by utilizing the revenue statement of the chart of accounts of the 400 series.
- B. Current expenditures.



1. Educational and general. All current expenditures from the General Operating Fund. This may be provided by utilizing the expenditure statement of the chart of accounts of the 500 through 700 series.
 2. Expenditures from Auxiliary Agency Fund. This may be provided by utilizing the expenditure statement of the chart of accounts of the 500 through 700 series.
 3. Expenditures from the Scholarship and Endowment Fund. This may be provided by utilizing the expenditure statement of the chart of accounts of the 500 through 700 series.
 4. Expenditures from the Loan Fund. This may be provided by utilizing the expenditure statement of the chart of accounts of the 500 through 700 series.
- C. Financing capital improvement. (Provide information for the current year and the two preceding years.)
1. Income from Plant Fund. This may be provided by utilizing the income statement of the chart of accounts of the 400 series.
 2. Expenditures from Plant Fund. This may be provided by utilizing the expenditure statement of the chart of accounts of the 500 through 700 series.
- D. Operational budgeting policies and practices in institution.
1. Are there separate budgets for divisions or departments?
 2. How are items obtained?
 3. How are budget adjustments made? (e.g., transfer salary-savings funds at mid-year for purchase of library books.)
- E. Strengths and limitations of financial resources.
1. Major strengths.
 2. Major limitations.
 3. Steps being taken to overcome limitations.