



Vocational Accreditation Report

ACCREDITATION REPORT

The Accreditation Report is a combination of two reports—the institution self-study report and visit team site visit report. The purpose of these reports is to:

1. Conduct a self-study by the institution to determine areas of commendation and identified areas for continuous improvement.
2. Validate the completion and accuracy of the institution's self-study by an external visiting team and provide feedback to assist the institution in developing and evaluating the institution improvement plan.
3. Verify that the institution meets the Array Global standards.
4. Facilitate development and implementation of an effective institution improvement plan.

Instructions for Self-Study

The steps the institution should take to prepare for the accreditation visit are:

STEP 1 CREATE A SELF-STUDY COMMITTEE

If possible, a year prior to the institution's full accreditation visit, the institution should create a Self-Study Committee and include administration, parents, and representatives from each grade level. Responsibility for completing the different sections in this self-study should be divided among the team members. The self-study should represent the Self-Study Committee's collective work and findings; it should not be the work of one or two individuals.

STEP 2 CONDUCT THE SELF-STUDY

The Self-Study Committee reviews the indicators in each standard and gives a rating based on the rating framework. The Committee must be completely transparent in rating the institution to ensure that the self-study process is being followed and will have the most benefit for the institution's improvement efforts. Every institution will have strong areas and areas for improvement. By completing the ratings, the Committee is able to note the positive things taking place and focus on items that for institutional improvement.

The completed self-study will be submitted to the Visit Team Chair one-month prior to the full accreditation visit.

STEP 3 GATHER ITEMS OF EVIDENCE

Evidence is documentation or items that substantiate the Self-Study Committee's rating for each indicator. The Committee will gather items of evidence for each indicator and organize them electronically in a separate folder for each standard. Items of evidence should be in English for international schools and in the native language for national schools. The institution should ensure that the items of evidence are embedded into the institution program and used to provide a quality program. Items of evidence should not be simply copied and considered as adopted by the institution. The electronic folders containing items of evidence will be reviewed prior to and during the institution's full accreditation visit, but are also for the institution's ongoing use to aid in the institution's improvement process.

Items of evidence may apply to more than one indicator. In these instances, include the items of evidence for the first indicator and for other indicators, indicate where the items of evidence are first included.

All items of evidence will be submitted digitally (preferably through Google Drive or OneDrive) to the Visit Team Chair one-month prior to the full accreditation visit.

STEP 4 CREATE AND IMPLEMENT AN INSTITUTION IMPROVEMENT PLAN

After the self-study has been completed the Self-Study Committee should create an institution improvement plan. All indicator ratings should be prioritized according to areas of greatest need. Indicators with the lowest ratings should become main areas of focus for the improvement plan.

STEP 5 HOST THE SITE VISIT

The self-study, along with the items of evidence, will be used by the visit accreditation team to evaluate and validate the institution's self-study, and to assist in verifying whether the institution meets the Array Global standards for accreditation.

Following the visit, the institution should review and update the institution improvement plan based on the findings of the visit.

Self- Study Information

| COMMITTEE (to be completed by the institution) | |
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| COMMITTEE MEMBER: | |
| JOB TITLE: | |
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| COMMITTEE MEMBER: | |
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| INSTITUTION DESCRIPTION (to be completed by the institution) |
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Site Visit Information

| VISIT TEAM <small>(to be completed by the visit team)</small> | |
|---------------------------------------------------------------|--|
| DATE OF SITE VISIT: | |
| VISIT TEAM CHAIR: | |
| JOB TITLE: | |
| EMAIL: | |
| VISIT TEAM MEMBER: | |
| JOB TITLE: | |
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Rating Framework

The rating framework is based on a four-point scale and is used to evaluate each indicator. These definitions are to be used to determine the correct rating for each indicator.

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| 4 - EXEMPLARY | <p>All components of the indicator are fully met and are fully integrated throughout the institution.</p> <p>The institution is exemplary in the indicator and goes above and beyond what is expected.</p> <p>The institution should be recognized for the exemplary work and receive a Commendation.</p> |
| 3 - ACCOMPLISHED | <p>Most components of the indicator are mostly met and are fully integrated throughout the institution.</p> <p>The institution is accomplished in the indicator and meets the minimum requirement.</p> |
| 2 - DEVELOPING | <p>Some components of the indicator are met.</p> <p>The institution is in the process of developing a plan to meet the expectations of the indicator.</p> |
| 1 - EXPLORATORY | <p>Few or none of components of the indicator are met.</p> <p>The institution is exploring plan development to meet the expectations of the indicator.</p> <p>The institution will be required to make the indicator an Area for Continuous Improvement and report to Array Global on their progress.</p> |

Standard 1 Curricular Program

The foundation of any institution is the curriculum. The curriculum is up to date, supports students to meet their potentials, and prepares students for the global society. The institution regularly reviews and updates the curriculum to ensure that it is current and meets the institution's mission. The instructional materials support the instructional process and student learning.

1.1 The curriculum is aligned with the institution's mission.

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- 1.2** The curriculum is aligned with licensure, career or industry expectations or requirements for each vocational training offered by the institution.

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- 1.3** The institution program includes opportunities for students enrolled in each vocational program to have field experiences or internships in the program for which they are enrolled.

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- 1.4** Each curricular subject identifies the relevance of that subject to the intended career for which the student is preparing.

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- 1.5** The institution has a timeline and process for reviewing and updating all curricular offerings and instructional materials. The curricular review process is conducted in accordance with students' needs, data analysis, and includes input from professionals in the vocational fields.

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- 1.6** Instructional materials (textbooks, media, handouts, equipment, tools, etc.) are carefully analyzed to ensure that they are aligned with the educational goals for each vocational program in order to support student success and preparation.

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Standard 2 Instructional Program

Staff members should demonstrate specific knowledge and/or experience in the career for which the students are preparing. The student services should be a high priority for the institution.

How the institution delivers the curriculum through its instructional program is of the highest importance. Teaching and learning are focused on helping students reach their potentials and prepare for the global society. The institution has internal and external assessment procedures to ensure student performance is comparable to student performance throughout the world. Data is used to improve teaching, learning, and individualize the education of each student to ensure all are meeting their potentials. Innovative instructional strategies are used to engage students in their learning in and out of the classroom.

2.1 Instructors have appropriate certification or licensure for the career field(s) they instruct.

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2.2 Instructors are regularly evaluated to monitor all students' satisfactory completion of the program goals for which the students are preparing

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2.3 The directors, administrators and support personnel are knowledgeable of the career environment for which the students are preparing and keep current on any changes or proposed changes in each vocational area offered by the institution.

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2.4 Instructors use current and innovative educational strategies to ensure students meet their potentials and are prepared for employment in the specified vocational field.

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2.5 A professional development plan for instructors is created based on identified needs and provides opportunities for instructors to develop and improve their instructional strategies.

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- 2.6** The institution has assigned at least one staff member to assist students with searching for employment after completing the vocational program.

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- 2.7** Students are regularly assessed to ensure that they are making adequate progress towards completion of the program.

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Standard 3 Structure and Finances

The efficient management of the institution is essential to assist in student course completion and success.

- 3.1** The institution or its agents provide accurate information in advertising, sales, and job placement data for all students completing the program.

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3.2 The institution demonstrates financial stability to ensure all students can complete the program for which they have enrolled.

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3.3 The institution has an advisory committee that is composed of practitioners in the profession for each career field offered to monitor and ensure the vocational programs are current.

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3.4 The institution facilities, curricular resources, instructional equipment, and other materials support a realistic career environment for which the students are preparing.

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3.5 The institution has accurate and complete student records and transcripts for each student enrolling and completing the designated program.

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3.6 The institution has clear grading policies and procedures that include:

- a. A standardized grading policy that is consistently monitored by the administrative staff.
- b. A student record keeping system that is confidential and contains all required student information.
- c. A process for releasing records to potential employers.

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3.7 The institution has a staff handbook that outlines the expectations of each staff member. The institution requires each employee to submit a signed statement indicating understanding of and agreement with the policies, procedures, and expectations.

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- 3.8** The institution has a student handbook that outlines the expectations for students including the institution's code of conduct. The institution requires each student to submit a signed statement indicating understanding of and agreement with the policies, procedures, and expectations.

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- 3.9** The institution has a well-developed evaluation system for all employees that emphasizes improvement in order to help all students reach their potentials.

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3.10 The institution has comprehensive policies and procedures which guide the operations of the institution and are available to stakeholders.

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3.11 The institution has policies and procedures for any inquiry, complaint, or concern submitted by any stakeholder. The procedures clearly define the chain-of-command for submission and appeals.

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3.12 The institution facilities support the vocational programs and meet all building, safety, and fire codes.

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3.13 The institution has a comprehensive technology plan focused on technology infrastructure, training, software, etc. to support student learning.

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Standard 4 Entrance and Completion Requirements

The institution maintains accurate and up-to-date information about the intended area of preparation, student completion statistics, and availability of employment opportunities in the career areas. The institution monitors students who complete the program and who receive employment in the industry or career placement in which they studied.

- 4.1** The institution has admission policies or an ability to benefit exams that are designed to determine a student's skill level and qualifications.

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- 4.2** Before enrollment, students are provided with information about the total costs of the program and expectations to complete the program.

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- 4.3** Before enrollment, students are provided with a catalog or brochure that includes accurate and up-to-date information about the intended career, job availability in that career, and requirements for licensing and or placement in that career.

| SELF-STUDY (completed by the institution) | SITE VISIT (completed by the visit team) |
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- 4.4** Upon completion of the program of study, each student is provided with appropriate credentials to enter the vocational area and if required, an opportunity to take and pass a licensure examination for the vocation.

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- 4.5** The institution monitors the job placement of each person completing the program to verify that at least 70% are working in jobs for which they were trained.

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- 4.6** Any advertising or promotional activities for the institution program are accurate, ethical, truthful, and a reflection of the institution's mission and values.

| SELF-STUDY (completed by the institution) | SITE VISIT (completed by the visit team) |
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- 4.7** If the vocation requires a minimum number of hours of instruction for entry into the career, the institution curriculum and program meets the required hours of instruction for that career.

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Standard 5 Culture of Continuous Improvement

Institutions must have a culture of continuous improvement that is evident with all stakeholders. Institutions must continually plan for growth in student learning and performance to meet the changing global landscape and demands for jobs. The institution must develop a comprehensive institution profile to discover as much information as possible about the students, staff, and community and use this information to develop goals, that if accomplished will be evidenced by growth of all students.

- 5.1** The institution has developed a concise mission statement that is used to guide all curricula, programs, activities, and decision making.

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- 5.2** The institution has a profile that includes as much information as possible about the institution, community, current students, and past students. The institution profile is used to develop an institution improvement plan to ensure students are meeting their potentials and are prepared for the global society. The profile should include the program completion of those enrolled and employment placement in the career area for which students are trained.

| SELF-STUDY (completed by the institution) | SITE VISIT (completed by the visit team) |
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- 5.3** The profile of the institution demonstrates that instructional practices and institution programs align with relevant research regarding how students learn. The profile also highlights the knowledge, skills and attitudes they will need to lead purposeful and constructive lives.

| SELF-STUDY (completed by the institution) | SITE VISIT (completed by the visit team) |
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- 5.4** The institution improvement plan emphasizes the most critical areas needed to ensure success for all students. The strategies for the improvement plan are based on data from the institution profile.

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- 5.5** The institution improvement plan has goals that are focused on student improvement with long-range, mid-range and short-range strategies to meet the established goals.

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- 5.6** The institution improvement plan is evaluated, and revised if necessary, on at least an annual basis to ensure that the goals being met align with the institution's mission.

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