

Team Chair Training Exhibit

The five (5) team chairs (of the 45) who did not complete the Fall 2018 Debrief and Training Webinar are detailed below. Attached to this narrative is evidence of them not doing ANY visits in 2019 and their current INACTIVE status. The ACICS Accreditation Management System (Personify) tracks all visit projects conducted by each evaluator. It also allows staff to assign various status to that record. The "INACTIVE" status means that the evaluator would not be available for assignment during the visit composition process.

Further, travel staff were forwarded specific instructions about the Team Chairs that should be used for selection (Exhibit X, Communication to Staff on Chairs that did training).

1. Ms. Rogena Kyles - her last visit was on November 12, 2018.

Personify: Accrediting Council of Independent C and S

Recent Items | Application Approval Management | CRM/Orders | Customers | Reporting

ACICS Coordinator [No Batch Opened]

Screen Task: Inactive - "Retired" from ACICS visits/IRC Reactivated to serve in an emergency. (Last updated by PW...)

What do you want to do?

Quick Create

- Order
- Donation
- Contact Tracking
- Constituent at Same Address
- Alert

Financial Data

- Order and Donation History
- Financial Analysis
- Credit Limits
- Dues Basis
- Credit Card Information
- Show Orders System-Wide

ACICS Operations

- Accredited Program
- Evaluators
- Visit
- Accreditation

Ms. Rogena Kyles
ID # 00017876
Inactive
Attorney

Relationships: 0
BUSINESS
Ms. Rogena Kyles
Attorney

Constituent Class: Individual (mobile) (Business)
Edit Contact Info

cc Main Page

Institute Name	Visit Descripti	Visit Start Da	Visit End Date	Visit Status	Clip Program Co	Clip Level Code	Visit ID
Accreding Coun		11/12/2018	11/18/2018	CLOSED			8618
Parsons Internat	NG	10/08/2018	10/09/2018	CLOSED			8922
Accreding Coun		11/06/2016	11/11/2016	CLOSED			8785
SOLEY College	SP	10/12/2016	10/13/2016	CLOSED			8750
Valley College	NG	09/29/2016	09/30/2016	CLOSED			8176
Valley College	NG	09/26/2016	09/29/2016	CLOSED			8175
Alturus Career C	NG	09/21/2016	09/22/2016	CLOSED			8223
Alturus Career C	NG	09/19/2016	09/20/2016	CLOSED			8223
Hunter Business	NG	09/16/2016	09/16/2016	CLOSED			8386
Hunter Business	NG	09/13/2016	09/14/2016	CLOSED			8208
National College	SP	09/07/2016	09/08/2016	CLOSED			8670
ITT Technical In	SP	08/30/2016	08/30/2016	CLOSED			8663
Accreding Coun	WS	08/26/2016	08/26/2016	CLOSED			8605
Accreding Coun	WS	08/25/2016	08/25/2016	CLOSED			8604
Accreding Coun		07/11/2016	07/15/2016	CLOSED			8595
American Colleg	SP	06/23/2016	06/24/2016	CLOSED			8594
Northwestern Po	UR	06/07/2016	06/08/2016	CLOSED			8503
Trillium College	NG	05/02/2016	05/03/2016	CLOSED			8134
South Bayla Univ	IG	05/27/2016	05/28/2016	CLOSED			8349

Screen Tasks | Product Research | Kyle, Rogena (CRM360) | Home Page | 14 Overdue | 0 Due Today | 0 Future | New | PWILLIAM | ACICS / ACICS | PR.00 | CRM360

Her Evaluator status is INACTIVE

Personify: Accrediting Council of Independent C and S

Recent Items | Application Approval Management | CRM/Orders | Customers | Reporting

ACICS Coordinator [No Batch Opened]

Screen Task: Inactive - "Retired" from ACICS visits/IRC Reactivated to serve in an emergency. (Last updated by PW...)

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Financial Data

- Order and Donation History
- Financial Analysis
- Credit Limits
- Dues Basis

Ms. Rogena Kyles
ID # 00017876
Inactive
Attorney

Relationships: 0
BUSINESS
Ms. Rogena Kyles
Attorney

Constituent Class: Individual (mobile) (Business)
Edit Contact Info

cc Main Page

Evaluator Detail

Evaluator Status: **Inactive** | Training Type: Chair | Training Date: 8/26/2005

Evaluator Type: Member | Resume Recvd Date: 6/7/2016 | Date Of Contract: 9/14/2008

Prof Development Date: | Vetted Date: 2/15/2009 | Evaluator Position: Administrative

Team Chair Training Exhibit

2. Mr. David Wenger – his last visit was in 2016

Personify: Accrediting Council of Independent C and S

ACICS Coordinator [No Batch Opened]

Mr. Dennis E. Wenger
 ID# 00023753
 Business Program Director

Relationships: 0
 HOME
 Mr. Dennis E. Wenger
 Business Program Director

Constituent Class: Individual (Business)
[Edit Contact Info](#)

« Main Page

Institute Name	Visit Description	Visit Start Date	Visit End Date	Visit Status	Cio Program Co	Cio Level Code	Visit ID
Santa Barbara B	NG	02/17/2016	02/18/2016	CLOSED	52.0302	01	6235
Santa Barbara B	NG	02/17/2016	02/18/2016	CLOSED	52.0302	03	6235
Santa Barbara B	NG	02/17/2016	02/18/2016	CLOSED	52.0204	04	6238
South College-As	QAM-DS	01/19/2016	01/19/2016	CLOSED	52.0299	03	7179
Everest College	NG	01/13/2016	01/14/2016	CLOSED	52.0301	03	6257
Everest College	NG	01/13/2016	01/14/2016	CLOSED	52.0301	03	6257
Everest College	NG	01/13/2016	01/14/2016	CLOSED	52.0301	03	6257
Albion Career C	NG	01/11/2016	01/12/2016	CLOSED	52.0301	03	6266
Albion Career C	NG	01/11/2016	01/12/2016	CLOSED	52.0301	03	6266
American Nation	NG	10/14/2015	10/15/2015	CLOSED	52.0301	01	7298
American Nation	NG	10/14/2015	10/15/2015	CLOSED	52.0301	03	7298
American Nation	NG	10/14/2015	10/15/2015	CLOSED	52.0301	03	7298
American Nation	NG	10/14/2015	10/15/2015	CLOSED	52.0301	01	7298
American Nation	NG	10/14/2015	10/15/2015	CLOSED	52.0302	01	7298
American Nation	NG	10/14/2015	10/15/2015	CLOSED	52.0302	01	7298
American Nation	NG	10/14/2015	10/15/2015	CLOSED	52.0401	03	7298
American Nation	NG	10/14/2015	10/15/2015	CLOSED	52.0301	04	7298
American Nation	QAM-RV	10/14/2015	10/15/2015	CLOSED	52.0301	04	7644
Ohio Business C	NG	10/12/2015	10/13/2015	CLOSED	52.0401	02	7332
Ohio Business C	NG	10/12/2015	10/13/2015	CLOSED	52.0401	02	7332

14 Overdue 0 Due Today 0 Future New

Wenger, Dennis (CRM360) Home Page

PYGILLIAM ACICS | ACICS PPR00 CRM360

ACCOUNT INACTIVE

Personify: Accrediting Council of Independent C and S

ACICS Coordinator [No Batch Opened]

Mr. Dennis E. Wenger
 ID# 00023753
 Business Program Director

Relationships: 0
 HOME
 Mr. Dennis E. Wenger
 Business Program Director

Constituent Class: Individual (Business)
[Edit Contact Info](#)

« Main Page

Account Inactive

Evaluator Detail

Evaluator Status: Training Type: Training Date:

Evaluator Type: Resume Record Date: Date of Contract:

Prof Development Date: Visited Date: Evaluator Position:

Team Chair Training Exhibit

3. Dr. John (Jack) Jones

Last visit conducted was in September 2018. He served as a member of IRC in July 2019

Personality Accrediting Council of Independent C and S

ACICS Coordinator [No Batch Opened]

Dr. John R. Jones (Jack)
 ID# 00017524
 (Prev.) IEC Accred. Consultant/Retired from CCI
 EVL

Relationships: 0
 HOME
 Dr. John R. Jones

Constituent Class: Individual
 (Business)

What do you want to do?
 Quick Create
 Order
 Donation
 Contact Tracking
 Constituent of Same Address
 Alert

Financial Data
 Order and Donation History
 Financial Analysis
 Credit Limits
 Dues Dash
 Credit Card Information
 Show Orders System-Wide

ACICS Operations
 Accredited Program
 Evaluators
 Visit
 Accreditation

Background Information
 Activity and Contact Tracking
 System Activities

Institution Name	Visit Descrpt	Visit Start D.	Visit End Date	Visit Status	Cap Program C.	Cap Level Code	Visit ID
Accrediting Council for I		07/15/2019	07/16/2019	ACTIVE			9723
Brightwood College	NS	09/25/2018	09/25/2018	CLOSED			9579
Brightwood College	NS	09/24/2018	09/25/2018	CLOSED			9581
Virginia College	NS	09/12/2018	09/13/2018	CLOSED			8547
Schiller International U	NS	02/16/2018	02/16/2018	CLOSED			9114
Schiller International U	NS	02/15/2018	02/15/2018	CLOSED			9113
Schiller International U	NS	02/13/2018	02/13/2018	CLOSED			9112
Accrediting Council for I		11/06/2017	11/06/2017	CLOSED			9339
Brown Mackie College - UA		01/13/2017	01/13/2017	CLOSED			8528
American National Univ	NS	01/11/2017	01/12/2017	CLOSED			8909
Charter College	NS	06/20/2016	06/22/2016	CLOSED			8240
National College	NS	10/14/2015	10/15/2015	CLOSED	52.0201	01	7294
National College	NS	10/14/2015	10/15/2015	CLOSED	52.0201	02	7294
National College	NS	10/14/2015	10/15/2015	CLOSED	52.0201	01	7294
National College	NS	10/14/2015	10/15/2015	CLOSED	52.0201	02	7294
National College	NS	10/12/2015	10/13/2015	CLOSED	52.0201	01	7286
National College	NS	10/12/2015	10/13/2015	CLOSED	52.0201	01	7286
National College	NS	10/12/2015	10/13/2015	CLOSED	52.0201	03	7286
National College	NS	10/12/2015	10/13/2015	CLOSED	52.0201	01	7286

Jones, John (00017524) Home Page

14 Overdue 0 Due Today 0 Future New

PHILLIAM ACICS / ACICS 999.00 CRP00

ACCOUNT INACTIVE

Personality Accrediting Council of Independent C and S

ACICS Coordinator [No Batch Opened]

Dr. John R. Jones (Jack)
 ID# 00017524
 (Prev.) IEC Accred. Consultant/Retired from CCI
 EVL

Relationships: 0
 HOME
 Dr. John R. Jones

Constituent Class: Individual
 (Business)

What do you want to do?
 Quick Create
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 System Activities

ACCOUNT INACTIVE

cc Main Page

Evaluator Detail

Evaluator Status: Training Type: Training Date:

Evaluator Type: Resume Recvd Date: Date Of Contract:

Prof Development Date: Vetted Date: Evaluator Position:

Jones, John (00017524) Home Page

14 Overdue 0 Due Today 0 Future New

PHILLIAM ACICS / ACICS 999.00 CRP00

Team Chair Training Exhibit

4. Mr. Terry Campbell – last visit was in 2018

Mr. Terry Campbell
ID# 00023342
Professor
EVL

Relationships: 0
BUSINESS
Mr. Terry Campbell
Professor
Purdue Global University (online)

Constituent Class: Individual (Business)

Institution Name	Visit Description	Visit Start Date	Visit End Date	Visit Status	CIP Program C	CIP Level Code	Visit ID
IGM Academy of Americ	NS	10/02/2016	10/02/2016	CLOSED			8531
Purdue University of Am	NS	01/17/2018	01/18/2018	CLOSED	44.0401	05	9382
American College of Co	NS	06/03/2017	06/04/2017	CLOSED			9042
American College of Co	NS	05/01/2017	05/12/2017	CLOSED			9043
Brescia College - IA	NS	01/19/2017	01/19/2017	CLOSED			8912
Bryan University	NS	09/07/2016	09/26/2016	CLOSED	43.0103	03	8219
Bryan University	NS	09/07/2016	09/26/2016	CLOSED	43.0103	01	8219
Lincoln Technical Inst	NS	09/22/2016	09/22/2016	CLOSED			8256
Lincoln Technical Inst	NS	09/22/2016	09/21/2016	CLOSED			8268
ITT Technical Institute	SP	06/03/2016	06/31/2016	CANCELLED			8668
ITT Technical Institute	SP	08/03/2016	08/26/2016	CLOSED			8715
Accrediting Council for I		07/11/2016	07/15/2016	CLOSED			8555
Nash Brook Cooperative	NS	05/01/2016	06/02/2016	CLOSED			8461
South Bayls University	IG	05/04/2016	05/26/2016	CLOSED			8334
UEI College	NS	05/19/2016	05/26/2016	CLOSED	43.0109	01	8466
UEI College	NS	05/19/2016	05/26/2016	CLOSED			8466
Principale Career Institut	NS	05/01/2016	05/12/2016	CLOSED			8217
DA-Bank Business Collig	NS	05/09/2016	05/10/2016	CLOSED			8263
Lexnet Academy, Inc.	NS	02/01/2016	02/02/2016	CLOSED			8203

Mr. Campbell did complete the Evaluator Refresher and Educational Activities Webinars (See previous training exhibit) and can serve in those capacities.

5. Dr. Jim Hutton

Last visit was in 2016. He served as a member of the Review Board in 2016.

James D. Hutton, PHD
ID# 00011080
Owner

Relationships: 13
HOME
James D. Hutton, PHD
Owner
Hutton Education

Constituent Class: Individual (Home)

Institution Name	Visit Description	Visit Start Date	Visit End Date	Visit Status	CIP Program C	CIP Level Code	Visit ID
Accrediting Council for I		12/02/2016	12/02/2016	CLOSED			8999
Accrediting Council for I		09/23/2016	09/23/2016	CLOSED			8774
American College of Co	SP	10/24/2014	10/25/2014	CLOSED			7212
Accrediting Council for I	WS	07/24/2014	07/25/2014	CLOSED			3080
Accrediting Council for I		05/20/2014	05/20/2014	CLOSED			6947
Globe University - Minn	RY	10/25/2013	10/26/2013	CLOSED	52.0201	06	6245
California International	SP	03/04/2013	03/05/2013	CLOSED			5132
Brightwood College	NS	06/04/2012	06/05/2012	CLOSED			3427
Parkland Community College	NS	05/30/2012	05/31/2012	CLOSED			3486
Accrediting Council for I	2011 Prof. Dev	09/28/2011	09/28/2011	CLOSED			2290
Miami-Jacobe Career Co	NS, NP	10/10/2010	10/10/2010	CLOSED			1476
Art Institute of Port Lau	ACICS staff ac	02/16/2010	02/16/2010	CLOSED			505

Team Chair Training Exhibit

STATUS INACTIVE

The screenshot displays a CRM interface for a user named James D. Hutton, PHD. The user's status is 'Inactive'. The interface includes a navigation menu on the left with categories like 'Quick Create', 'Financial Data', 'ACICS Operations', and 'Background Information'. The main content area shows the user's profile with the following details:

- Name:** James D. Hutton, PHD
- ID#:** 0001000
- Owner:** Owner
- Relationships:** 13 (HOME, James D. Hutton, PHD, Hutton Education)
- Constituent Class:** Individual (mobile)

The 'Evaluator Detail' section contains the following information:

Evaluator Status:	Active	Training Type:		Training Date:	
Evaluator Type:	Member	Resume Record Date:	12/13/2011	Date of Contract:	7/18/2000
First Development Date:	4/1/2007	Valid Date:	4/30/2008	Evaluator Position:	Administrative

The bottom of the screen shows a 'Screen Tasks' bar with '14 Overdue', '1 Due Today', and '0 Future' items, and a user profile for 'Hutton, James (CRM100)'.

Evaluator – Deborah Bird

Below is a screenshot of Ms. Bird's Evaluator record from the Personify database to evidence that her name was included on the list in error as she has not served on a team since 2015.

The screenshot displays the Personify database interface for the user 'Ms Deborah Lynn Bird, MSN, RN'. The interface includes a navigation menu on the left with sections like 'What do you want to do?', 'Financial Data', 'ACICS Operations', and 'Background Information'. The main content area shows the user's profile, including their ID# (00221877) and role (Nursing Administrator). A table lists evaluator assignments with columns for Institute Name, Inst. Description, Inst. Start Date, Inst. End Date, Inst. Status, Evaluator Program Co., Evaluator Code, and Inst. ID.

Institute Name	Inst. Description	Inst. Start Date	Inst. End Date	Inst. Status	Evaluator Program Co.	Evaluator Code	Inst. ID
Shore College	NS	06/20/2013	06/20/2013	CLOSED	SI-2001	92	4190
Rivers Career Co	NS	06/17/2013	06/18/2013	CLOSED	SI-1601	92	5021
HDT College of	ALI	06/24/2013	06/25/2013	CLOSED	SI-1613	91	5399
Hunter Business	NP	07/02/2013	07/02/2013	CLOSED	SI-1612	91	6070
Heckesh Drafts	ALI	06/25/2013	06/26/2013	CLOSED	SI-2999	91	6191
Southern Technic	NS	06/09/2015	06/10/2015	CLOSED	SI-2901	92	7220
Jersey College	NS	06/15/2015	06/16/2015	CLOSED	SI-2999	91	7630

Evaluator – Dennis Gnage

Attached is a copy of his Evaluator Refresher Training Certificate

CERTIFICATE

PROUDLY PRESENTED TO

Dennis Gnage

ACICS Evaluator Refresher Training Webinar

Jan 21, 2019

Date of Completion

acics.org

Organizer



Judee A. Timm, Ph.D.

EDUCATION

Ph.D., Southern Illinois University, Carbondale, IL; MBA, Golden Gate University, San Francisco, CA; M.A., Michigan State University, East Lansing, MI; B.S., Southern Illinois University, Carbondale, IL

CURRENT POSITION

Business/International Business Professor, Coordinator of Distance Education (Emeritus). Monterey Peninsula College, Business and Technology Division, Monterey, CA 93940.

Educational Consultant/Reviewer. Specializing in educational administration, career/business education, teacher training, online instruction, and professional development.

United States Vice President/International Executive Committee Member. Representing the U.S. Chapter of the International Society for Business Education (SIEC-ISBE).

SIEC-ISBE Newsletter Editor. Serving as international editor for the quarterly publication of the SIEC-ISBE Newsletter.

PROFESSIONAL AFFILIATIONS:

International Society for Business Education. Held numerous leadership positions. Currently serving as US Vice President on the SIEC/ISBE international board.

National Education Association, Content Quality Review Board. Charged with reviewing and beta testing online professional development courses offered or recommended by the National Education Association.

Accrediting Council for Independent Colleges and Schools. Serve as accreditation program reviewer and team chair on multiple visits throughout the US, Canada, and Europe..

National Business Education Association. Reviewer and writer for multiple, peer reviewed yearbooks focusing on emerging topics in business/career education.

Association of Research in Business Education (Formerly Delta Pi Epsilon), Journal of Applied Research for Business Instruction and The Journal for Research in Business Education. Reviewer of current research articles in business education.

Judee A. Timm, Ph.D.

Monterey County Civil Grand Jury. Charged with conducting and reporting on investigations of public offices in Monterey County. Chaired the Education Committee.

PROFESSIONAL HIGHLIGHTS

President, International Society for Business Education. (2009 – 2010); President Elect (2008-2009); Past President (2010-2011); U.S. Vice President on SIEC board (2015-2017).

Visiting Professor in International Management. (January 2010). AGH University of Science and Technology, Krakow, Poland.

International Business Section Editor. (2005 – 2007; 2010 – 2011). *Business Education Forum*, sponsored by the National Business Education Association.

Co-Founder and Editor. (2001-2004). *Journal of Global Business Education*, International Society of Business Education.

Editor. (2000-2009). *Case Studies in Business Education*, sponsored by the California Statewide Committee for Business Education,

NBEA Standards Task Force on International Business. (2007, 2012).

California Commission on Teacher Credentialing, Business Standard Setting Panel. (2005).

Policies Commission for Business and Economic Education, National Business Education Association. (1999); Policy Development Chair. (2000).

Instructional Development Projects:

“Teaching in Action” Training Videos for Community College Educators Series I – Active Teaching and Learning, (2008); Series II – Online Teaching and Learning (2009), Business Discipline/Industry Collaborative for Business Education Grant, July 1, 2007 – June 30, 2008; July 1, 2008 – June 30, 2009.

“Multiculturalism in Corporate America.” New course developed through the business division to be offered to meet the intercultural general education and international business program requirements. Project was funded by a Vocational Education Minigrant.

Project Coordinator, “Performance Accountability White Paper” for Teachers, Not Trainers Statewide Business Discipline/Industry Collaborative for Business Education Grant, July 1, 2001 – June 30, 2002.

Judee A. Timm, Ph.D.

Project Editor. Statewide Special Project Collaborative in Business Education grant, July 1, 2001- June 30, 2002.

ADMINISTRATIVE EXPERIENCE

International Executive Committee Member. Serves as U.S. Vice President on the international board of the International Society for Business Education (SIEC-ISBE).

Team Chair. School accreditation visits conducted through the Accrediting Council for Independent Colleges and Schools.

Faculty Coordinator of Distance Education, Monterey Peninsula College.

Department Chair, General Business Program, Monterey Peninsula College.

Executive Committee Member, VTEA Business/Industry Collaborative in Business/Computer Science Education Grant.

Division Chair, Business and Technology Division, Monterey Peninsula College.

Academic Senate President. Monterey Peninsula College.

Investigative Chair for Education. Monterey County Civil Grand Jury.

AWARDS

Academic Excellence Award to participate in the Faculty Development in International Business Program in Bangalore and Mumbai, India, January, 2012.

CIBER Faculty Scholarship to attend the Faculty Development in International Business Program in Singapore and Malaysia, January, 2011. Awarded by UCLA, USC, and San Diego State CIBER programs.

Academic Excellence Award to participate in the China Familiarization Seminar, Beijing and Shanghai, China, November 2005.

Academic Excellence Awards to present at three SIEC/ISBE international conferences in Sweden, Poland, and Ireland. Monterey Peninsula College Foundation, 2003, 2004, 2008.

Awarded CIBER Faculty Scholarship to attend the Asia/Pacific Outlook, Los Angeles, CA, March 1992; March 2002

Judee A. Timm, Ph.D.

SELECTED PROFESSIONAL PUBLICATIONS

Timm, J.A. and Monterey County Civil Grand Jury. (2016). Education: A “No Excuses” Approach to English Language Learning in Monterey County. Served as chair of this published report. Posted at <http://www.co.monterey.ca.us/home/showdocument?id=1087>

Timm, J.A. (2011). India excursion blog. Posted at <http://jtimmm2.tumblr.com>

Timm, J.A. (2011). Singapore and Malaysia excursion blog. Posted at <http://jtimmm.tumblr.com>

Timm, J.A. (2011). Basic business courses. *Online Business Education 2011 Yearbook*. National Business Education Association, 124-136.

Timm, J.A. (2009). Teaching in action video series II – A focus on online teaching and learning. *Business Discipline/Industry Collaborative for Business Education Grant Deliverable*. http://www.calbusinessed.org/BESAC_Deliverables_2009/Teaching_in_Action/TIA_Introduction/TIA

Timm, J.A. (2009). The role of government. *Economics & Personal Finance Education 2009 Yearbook*. National Business Education Association, 57-71.

Timm, J.A. (2008). Teaching in action video series I – A focus on active teaching and learning strategies. *Business Discipline/Industry Collaborative for Business Education Grant Deliverable*. http://www.calbusinessed.org/teaching_in_action.html

Timm, J.A. and Mikkelsen, J. (2008). Global vision and local focus of accounting skills in the 21st century. *Journal for Global Business Education*, 29-40.

Timm, J. A., Olson-Sutton, J., Burns, J., Roseland, D. (2007). *International Business: National Standards for Business Education*, 99-113.

Timm, J.A., Mikkelsen, J. and Castillo, L. (2005, June). *Marketing Toolkit for Dynamic and Successful Student Leadership Organizations*. Project and paper supported by VTEA Discipline/Industry Collaborative for Business Education CCCCO Grant #04-0159.

Timm, J.A. (Editor). (2005-2009). *Case Studies in Business/Technical Education*. Sponsored by the California Business Education Statewide Advisory Committee.

Timm, J.A. (2007, October). Achieving excellence in business education. *International Conference Proceedings: Transforming Business & Management for Growth & Development*, Kingston, Jamaica.

Timm, J. A. (2007, May). Turn your course upside down! *Case Studies in Business/Technical Education*, 3-5.

Judee A. Timm, Ph.D.

Timm, J.A. (2005, December). Preparing students for the next employment revolution – Incorporating new management practices in business/CIS instruction. *Business Education Forum*, 55-59. Project supported by VTEA Discipline/Industry Collaborative for Business Education.

Timm, J.A. (2003, February). Cultural sensitivity: The key to teaching global business ethics. *Business Education Forum*, 45-47.

Timm, J.A., (Co-editor). (2000-2004). *Journal for Global Business Education*, Sponsored by the Society for International Business Education.

Timm, J.A. (2002). International business online. *Technology, Methodology, and Business Education 2002 Yearbook*. National Business Education Association, 116-130.

Timm, J.A. Teaching international business. *Instructional Excellence for Business/CIS Education Website*. <http://www.calbusinessed.org/docs/IntBusIP8-23.doc>

Selected Presentations:

Business Issues and Ethics – Creating a Vibrant Online Learning Experience.

Presentation give at the SIEC-ISBE 82nd International Conference, Albury, Australia, July 20, 2010.

Tricks of the Trade for Effective Online Teaching. Presentation given at the California Business Education Conference, Riverside, California, November 7, 2009.

Preparing for the Virtual, Global, and Green Business Environment. Presentation given at the International Society for Business Education Conference, Colchester, England, August 6, 2009.

Teaching in Action -- The Challenge of Discovery Learning. Presentation given at the Asilomar Leadership Conference in Business/Technical Education, March 2008.

Self-Leadership in Business and Technical Education. Presentation given at the CCCAOE Conference, Sacramento, CA, March 13, 2008.

New Learning for a New World: Methods and Strategies to Meet the Challenges of 21st Century Business Careers. Presentation given at the International Society for Business Education Conference, Vienna, Austria, August 2, 2007.

Are Your Students Prepared to Tackle Globalization? Presentation given at the NBEA Conference, New York, New York, April 5, 2007.

Judee A. Timm, Ph.D.

Achieving Excellence in Business Education. Presentation given at the International Conference on Transforming Business & Management for Growth & Development, Kingston, Jamaica, October 20, 2006.

Reflections on China: Implications for Teaching and Learning in Business. Presentation given at the International Society for Business Education Conference, Torshavn, Faroe Islands, July 28, 2006.

Multiculturalism in Corporate America: A New General Education Experience. Presentation given at the CCCAOE Conference, Sacramento, CA, March 3, 2005.

GREGORY A. FERGUSON

Tel: [REDACTED] Cell: [REDACTED]
Email: [REDACTED]

OBJECTIVE

Creating opportunities for students at the middle and high school levels such that they can avail themselves of postsecondary opportunities. Proving interaction between students, parents, high school counselors, and college admission professionals. Designing and expanding college access programs to encourage student engagement in college admission process.

WORK HISTORY

Mar 1987

To Present

Executive Director, National College Fairs, Program and Services

National Association for College Admission Counseling

Arlington, Virginia 22201

Oversee the implementation of more than 90 national college access programs (59 National College Fairs and 20 Performing and Visual Arts Fairs) for students interested in pursuing education beyond high school. Managing a budget of over 11 million dollars. Working with a national volunteer network of high school counselors and college admission professionals in the delivery of programs to increase the rate of students attaining access to the many postsecondary options available to them. These programs serve over 675,000 students yearly.

- Supervise, train, and mentor a professional and administrative
- Expand the program to other areas
- Organize and conduct college access workshops
- Develop new sources of revenue
- Arrange partnership with other organizations including local and federal government, other educational organizations, affiliates, etc.
- Coordinate volunteer training workshops
- Implement Steps to College Program
- Implement lead retrieval program for students and exhibitors
- Develop and implement a marketing plan which includes media relations, social networking, and website development
- Creating an annual and strategic plan for the program

Sep 1985

to

Mar 1987

Director of Admissions and Veteran Affairs
Olive-Harvey College
Chicago, Illinois

Administrative officer responsible for the evening supervisor for the college, implementing and managing the college recruitment process as well as evaluating transcripts and candidates for graduation. Certifying veterans for educational benefits.

Evening Administrator of the college

Coordinating transfer and graduation transcript evaluations

Managing student registration

Coordinating technology resources

Coordinating high school visit for recruitment of students

Supervising an administrative staff of 20

Liaison with the Bureau of Veteran Affairs for Chicago City Colleges

Advising students and signing off on financial aid requests and student attendance verifications

Sep 1973

to

Mar 1987 Director of School College Relations/Regional Director of the Philadelphia Area Office
The National Scholarship Service & Fund for Negro Students
New York, NY and Philadelphia, PA

Managed and implemented programs designed to assist minority high school students in gaining access to postsecondary options. Secured a grant from the William Penn Foundation to open a regional office in Philadelphia and Chester, PA to serve disadvantaged youth. Provided group and individual counseling sessions for underrepresented students.

Conduct a national network of student-college interview sessions in major urban locations for socio and economically disadvantaged students

Media relations

Scheduling events with hotels and convention facilities

Developing proposals to secure funding for program expansion

Managing a professional staff in the New York National Office

Managing professional and clerical staff in both the Philadelphia and Chester, PA locations

Serving on the Educational Opportunity Center Board at Temple University

Meeting with school, local government, and community leaders to advance garner both program and financial support for college access programs

Supervising student counseling program

Program evaluations

Oct 1972

to

Aug 1973

Assistant Director of Admissions

Salisbury State College

Salisbury, MD

Responsible for the recruitment of minority high school students for the admission to the college

Conducting presentations at high schools and community events promoting the college potential minority applicants

Evaluating transcripts, test scores, and applications for admission

Advising freshmen minority students

Coordinating a Summer Educational Experience Program for entering minority students

EDUCATION

Sep 1968

to

May 1972 Lincoln University

Lincoln University, PA 19352

Bachelor of Arts in English (Cum Laude)

MEMBERSHIPS

American Society of Account Executives

The College Board

Peoples Congregational United Church of Church

ACT

National College Fair Committee

SOFTWARE/SYSTEM SKILLS

Microsoft word/office, excel, power point, CRM

REFERENCES

References will be provided upon request

JIN-HWA LEE FRAZIER

PROFESSIONAL EXPERIENCE

ASSISTANT GENERAL COUNSEL, EXECUTIVE OFFICE FOR U.S. ATTORNEYS

DEPARTMENT OF JUSTICE

Washington D.C., Feb 11-Feb 13, Sep 16-Present

- Legal advisor to U.S. Attorneys throughout Department of Justice (currently on leave of absence for military duty).
- Represent DOJ in mediation, arbitration, Equal Employment Opportunity Hearings, Merit System Protection Board cases.

DIRECTOR, AIR RESERVE COMPONENT TRAINING, JUDGE ADVOCATE GENERAL'S SCHOOL MAXWELL AFB

Montgomery AL, Jul 09-Jan 11, Feb 13-Aug 16

- Responsible for creating educational policy and training for 1200+ Air Reserve Component Judge Advocates on updates in criminal and civil law.
- Instruct all incoming Judge Advocates on military law in nine-week introductory course which includes classes on criminal law, trial advocacy, ethics, international and operations law, employment, environmental, contracts and medical.
- Evaluator for all instructors at AF JAG School, train faculty on teaching methodologies, review master curriculum plans for courses and lesson plans for presentations/seminars.
- Course manager for nine-week Ethics distance education course, Domestic Operations Course, Legal Assistance Course.
- Instructor for five week pre-trial hearing course, Chaplain's School (criminal law), Air Command and Staff College, Air War College, and First Sergeant's Academy (criminal law and civil law topics).
- Ranked as #1 of 8 Reserve Field Grade Officers (officers between the ranks of Major and Colonel).

ADJUNCT INSTRUCTOR, DEFENSE INSTITUTE FOR INTERNATIONAL LEGAL STUDIES (DILS)

Newport, Rhode Island, Jul 10-present

- Instruct on trial advocacy, civil and criminal jurisprudence, international law, law of armed conflict and rule of law.
- Instructed in military training on criminal law and trial advocacy in Nigeria, Liberia, Mexico, Columbia and Cambodia.

OFFICE FOR THE ADMINISTRATIVE REVIEW OF THE DETENTION OF ENEMY COMBATANTS (OARDEC)

Washington D.C./Guantanamo Bay, Cuba, Mar 10-Sep 10

- Deployed to joint military legal department to support Combat Status Review Tribunals (CSRT) and Detainee Review Boards (DRB) for detainees held at Guantanamo Bay, Cuba.
- Briefed senior military officials on current law, process and procedure for detainee operations and international law.
- Helped draft white paper for White House on future processes and review procedures for detainees at Guantanamo Bay.
- Ranked as #1 of 200 Field Grade Officers worked with by Navy Captain in over 30 years of service.

JT INVESTIGATIVE COMMITTEE TEAM CHIEF

FOB SHIELD, Baghdad, Iraq, Nov 08-Apr 09

- Advised national level Investigative Judges in establishing, streamlining procedures and processes for Rule of Law/Iraq.
- Assisted Iraqi Judges to investigate over 800 cases involving counter-terrorism, murder, kidnapping, organized crime.
- Supervised and led red zone movements of judicial teams throughout Iraq to interview witnesses and collect evidence.
- Created Iraq-wide arrest warrant database with DOS and Iraqi Law enforcement agents; helped create process for capturing new and outstanding warrants; led warrant teams in obtaining warrants and processed cases for referral to trial.
- Led nine Iraqi Investigators and three Navy Masters at Arms in investigating highest profile cases in Iraq.

DEPUTY STAFF JUDGE ADVOCATE

RAF MILDENHALL, United Kingdom, Jul 06-Jul 09

- Supervised 20 person office at Air Force base with a 12,500+ base population, 30+ Commanders, 32 separated units.
- Served as First Chair in legal office's most complex cases; prosecuted Air Force's first stalking case.
- Led military justice, civil law, and international law divisions to ensure accuracy in over 1,000+ legal opinions.
- Responsible for teaching criminal law, trial advocacy to legal staff, criminal law to investigators.
- Coordinated with English police and prosecutors on behalf of Airman; served as trial observer in English courts.
- Ensured timely processing of over 200+ Military Claims Act, Federal Claims Act and Int'l Agreement Claims Act claims.
- Ranked as the #1 Deputy Staff Judge Advocate supervised and observed in 16 years by base Staff Judge Advocate.

APPELLATE GOVERNMENT COUNSEL

BOLLING AFB, Washington D.C., Aug 04-Jun 06

- Competitively selected for appellate litigation department which represents the U.S. in all Air Force criminal cases before Federal military appellate courts: Air Force Court of Criminal Appeals and Court of Appeals for the Armed Forces.
- Responsible for trouble-shooting complex issues for Air Force prosecutions worldwide--analyzed 75+ legal issues.
- Wrote 50+ briefs and gave 11 oral arguments to AF Court of Criminal Appeals/Court of Appeals for the Armed Forces.
- Organized domestic violence conference for Department of Defense; presented two lectures to 150+ participants.

CHIEF OF MILITARY JUSTICE

OSAN AIR BASE, Republic of Korea, Jul 03-Jul 04

- Supervised nine legal personnel; provided legal advice to 50+ Commanders in Korea with a 11,000+ base population.
- Principal legal advisor for federal law enforcement agencies during on-going criminal investigations on over 100 cases.
- Managed/prosecuted 12+ courts, 225 administrative punishment actions, 60+ misconduct separations, exceeded all goals.
- Supervised third busiest office in Air Force for administrative punishment actions, exceeded all goals.
- Created military justice seminar to train base Commanders on criminal law, international law issues.
- Nominated by base Staff Judge Advocate for Air Force JAG Corp's highest award for outstanding captain or major.

CIRCUIT TRIAL COUNSEL

TRAVIS AIR FORCE BASE, California, Jul 03-Aug 01

- Selected for one of four spots on advanced trial team; tried 40+ felony level cases for 17 AF bases in 10 state region.
- Trained base judge advocates in all aspects of trial, provided advice to field and headquarters attorneys on criminal law.
- Routinely worked with expert witnesses in the fields of forensic toxicology, psychology, psychiatry, fingerprint, DNA, handwriting, blood alcohol content, sexual assault, computer crime.
- Wrote and argued over 100+ motions, responses; guest lecturer for JAG School on trial advocacy, criminal law.
- Organized and led annual trial litigation workshop for over 30 assistant staff judge advocates; provided six lectures.
- Awarded Air Force Meritorious Service Medal as a Captain, medal usually reserved for Majors.

ASSISTANT STAFF JUDGE ADVOCATE

NELLIS AFB, Las Vegas, Nevada, Jul 98-Jul 01

- Litigated 20+ felony courts and separation boards; conducted 10+ Grand Jury-equivalent proceedings, processed over 50 separations, 20 demotions. negotiated plea agreements, wrote, responded and argued motions.
- Supervised busiest base in Air Combat Command for administrative punishment actions and streamlined average processing to decrease overall processing by an average of five days in 20 day goal.
- As Chief of Legal Assistance, responsible for providing legal advice for base population of over 9000; oversaw program which served 5,669 clients, 3,733 powers of attorney, and 1,185 wills; drafted hundreds of probate documents.
- Advised 600+ clients on various issues to include probate, estate planning, family, tax and consumer law.
- As Chief of Civil Law, drafted 100+ legal opinions on a range of civil matters for base agencies.
- Ranked #1 litigator out of 8 attorneys at Nellis Air Force Base legal office.

EDUCATION

BOSTON UNIVERSITY SCHOOL OF LAW

Boston, Massachusetts, Sep 89-May 92

- Juris Doctor: May 1992; International Law Journal 1990-1992; Case and Note Editor 1991-1992.
- Research assistant, Criminal Procedure Professor (Summer 1990); Legal intern, Palmer & Dodge (Spring 1991); Summer clerk, Cook County State's Attorney-Felony Division (Summer 1991); Legal intern, Kramer & Krasker (Spring 1992); Judicial intern Massachusetts Superior Court (Spring 1992).

WASHINGTON UNIVERSITY

St Louis, Missouri, Sep 85-Aug 89

- Bachelor of Arts, May 1989.

LICENSING

Admitted to practice in New York, District of Columbia, California, Florida and U.S. Court of Appeals for the Armed Forces

AWARDS AND MEDALS

Bronze Star, Meritorious Service Medal (four), Air Force Commendation Medal (two), Joint Service Commendation Medal, Iraq Campaign Medal, Korea Defense Service Medal

MATTHEW A. JOHNSTON

EDUCATION

CALIFORNIA POLYTECHNIC STATE UNIVERSITY - San Luis Obispo, CA
Bachelor of Science in Business (Concentration: Management, Small Business) – April 1994

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE - Northridge, CA
Concentrated studies in Business - January, 1992

SAN DIEGO MESA COMMUNITY COLLEGE - San Diego, CA
Associate of Arts (Lower Division General Education Requirements Met) – June 1991

WORK EXPERIENCE

1994 - Present SANBARCOLLBUSCOM, INC.

California Aeronautical University (Est. 2015)

President – Founder and responsible for overall fiscal management, education delivery and on campus student services including housing, food services, and recreational facilities. Responsible for FAA integrated flight activities and approvals, overall aircraft management including an onsite aircraft maintenance department.

Santa Barbara Business College (assets sold 12-31-2019)

President – Responsible for financial management and overall operations including campus development to ensure company stability and future growth.

Vice President – Responsible for strategic planning, new program development, institutional effectiveness, compliance, budgeting, and information systems.

Director of Operations - Responsible for coordinating campus operations at all locations ensuring compliance for all local, state, federal, and two national accrediting agencies. Develop and assist all departments to meet required business plan goals through training, process evaluation and progress analysis.

Academic Dean - Managed the direction of faculty and staff to meet the academic needs and concerns of the students and community. Responsibilities included matriculation of student course curriculum, faculty observations and professional development.

Admissions Representative - Located at the Santa Barbara Campus my responsibilities included interviewing, qualifying, and coordinating new student program enrollments.

Faculty Member – Taught courses in the business department including Human Relations, Professional Resource Development, and computer courses. Developed course syllabi and outlines.

Financial Aid Assistant - Assisted in the processing and verification of financial aid paperwork and documentation processed through the colleges corporate office for all locations.

1994 DIVERSIFIED FINANCIAL AID SYSTEMS

Financial Aid Auditor - Assisted national financial aid consultant in review and reconstruction of financial aid records. Additional assignments were made to work with an educational management software package owned by the company.

1990 - 1994 WELLS FARGO BANK

Banking Services Representative - Responsible for customer service on bank accounts and time deposit accounts. Developed new account relationships. Awarded district top sales award.

COMMUNITY SERVICE

Boeing Customer Advisory Board-Training and Education, Member
Camarillo Wings Association, Board Member, Vice President
United States Power Squadron; 1st Lieutenant, Treasurer
Experimental Aircraft Association, Young Eagles Pilot
California Association of Private Postsecondary Schools, Past Chair

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Accreditation Continued - Evidence provided demonstrated compliance with applicable standards

Action Deferred - Additional information is needed

Compliance Warning - Click [here](#) to access all current action letters

Show-Cause - Click [here](#) to access all current action letters

Withdrawal of Accreditation (Appealed) - Click [here](#) to access all current action letters

Withdrawal of Campus Approval (Appealed) - Click [here](#) to access all current action letters

[Return to Search Options](#)

2 matches | 1 to 2 are displayed

1. California Aeronautical University

4839 Market Street

Ventura, CA 93003, United States

Member Since: 2003

Accreditation Expiration: 12/31/2022

Accreditation Status: Accreditation Continued

Associated Main: California Aeronautical University -
Bakersfield, CA

School Number : 00020699

Member Class: Branch

Phone: (805) 339-2999

Accreditation Extended To:

Student Achievement Disclosure Information:

www.calaero.edu/consumerinformation/

Program Name	Credential Level	Program Code	Program Category
Associate Of Science In Aviation Studies	Academic Associate's Degree	49.0102	Academic Associate's Degree
Bachelor Of Science In Aeronautics	Bachelor's Degree	49.0102	Bachelor's Degree
Professional Pilot	Certificate/Diploma	49.0102	Certificate/Diploma

2. California Aeronautical University

1450 Boughton Drive

Bakersfield, CA 93308, United States

Member Since: 2015

Accreditation Expiration: 12/31/2022

Accreditation Status: Accreditation Continued

School Number : 00269056

Member Class: Main

Phone: (805) 339-6370

Accreditation Extended To: 4/30/2018

Student Achievement Disclosure Information:

www.calaero.edu/consumerinformation/

Program Name	Credential Level	Program Code	Program Category
Aeronautics	Bachelor's Degree	49.0102	Bachelor's Degree
Aviation Studies	Academic Associate's Degree	49.0102	Academic Associate's Degree

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**ETHICS REVIEW COMMITTEE
MINUTES
Thursday, May 20, 2020**

Committee Members

Present: Judee Timm, Commissioner; Gregory Ferguson, Public; Jin-Hwa Frazier, Public; Matthew Johnston, Member; Michelle Edwards, Staff Liaison

Absent: None

CALL TO ORDER

Commissioner Timm called the meeting to order at 9 a.m. PDT, May 20, 2020.

OLD BUSINESS

Approved minutes of May 9, 2019.

Yes: 5 No: 0 Abstain: 0

NEW BUSINESS

ACICS Updates:

Michelle Edwards gave an update regarding ACICS operations in the midst of the Covid-19 pandemic noting that the annual business meeting has been postponed until June 23, 2020, and will be held virtually. In addition, all site visits, Council meetings, and staff operations are being conducted virtually until it's deemed safe to return to normal activities. The organization is busy developing the response to the Department of Education in its application for recognition.

Review of Ethics/Code of Conduct Document:

Commissioner Timm asked for comments/feedback regarding the 2019 Code of Conduct developed last year and currently posted on the ACICS website. Edwards noted that once the document was approved by the Board of Directors, it was published, sent directly to all schools and associates, and posted on the ACICS website. In general, feedback on the document was very positive.

The "Code" has been incorporated into all the operational activities of ACICS where Commissioners, IRC members, administrators, staff members, and evaluators are asked to review and verify the receipt and acknowledgement of their ethical obligations in working for ACICS. The "Code" has also been incorporated into the training of new ACICS hires, Board and IRC members, and evaluators.

Suggested Edits/Revisions to Procedures/Activities:

School Acknowledgement of the Code: Johnston suggested that we should develop an acknowledgement of the Code of Conduct by ACICS Colleges and Schools. The entire committee agreed that this would be a good idea to have schools acknowledge that these values and code of conduct applies to everyone working in or with the agency. Michelle Edwards will work on developing a working document or procedure that will ask schools to review and verify the “Code” on a yearly basis.

Reporting Conduct Violations: Timm suggested that we need an enhanced reporting process that is easy to document and can protect anonymity. It was suggested that we may adopt a modified system similar to what we already provide for student, faculty, or public complaints on our website. The key objective is that we identify a person in charge where messages are directed and simultaneously sent to multiple persons. We need to develop a chain of command regarding where complaints are handled before coming to the Ethics Review Committee. Michelle Edwards will look into what it will take to develop a webpage for activity.

Training: A discussion ensued regarding possible training of the “Code of Conduct” focusing on what it means in the work and interactions we conduct. A webinar could be developed. A definition of terms was suggested; however, given the complexities of ethical situations, where there is no one right answer, this didn’t appear to be a good idea. This will be further investigated.

DEFERRED ITEMS:

1. Training possibilities
2. Input Survey

ACTION PLAN:

1. Develop a document or mechanism for schools to acknowledge the ACICS Code of Conduct on an annual basis.
2. Develop a complaint mechanism for the website that will provide anonymity and a process of handling ethical violations.

ADJOURNMENT:

Meeting adjourned 10 a.m. PDT.



VISIT EVALUATION PROCEDURES AND GUIDELINES

This publication is designed to prepare evaluators for their vital role in the accreditation process. Please review it carefully and contact the ACICS staff member coordinating the visit if you have any questions.

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EVALUATOR SELECTION CRITERIA

The evaluator role within the accreditation process is crucial. ACICS evaluators are valued and recognized for the contributions they make to the peer review process.

Evaluators are classified as either **member** or **public**. Those affiliated with an ACICS-accredited institution are referred to as member evaluators and those not affiliated with an ACICS-accredited institution are referred to as public evaluators. Further, they are **academic**, **administrative**, or **neither**. An “academic” representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. The “administrative” representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary programmatic administration. Further, *recently* is being interpreted as having applicable experience within the last five years.

In addition to program specialists, full team visits (renewals of accreditation, initial grants, and Quality Assurance Monitoring - Branch) will include evaluators with expertise in student relations (SR), and educational activities (ED), and may also include distance education (DE).

ELIGIBILITY

To serve as an evaluator, an applicant must have documented, at least five years of experience and/or education in a specialty area or expertise. In addition, the following requirements must be met as evidenced by information provided on the resume:

- a. Member evaluators must have experience in at least two areas of operation including instruction, admissions, financial aid, placement, and administration.
- b. Student relations (SR) expertise requires experience calculating satisfactory academic progress (SAP) and familiarity with the preparation of the Campus Accountability Report (CAR).
- c. Educational activities (ED) expertise requires five years of experience at an administrative level and experience reviewing credentials of faculty assigned to teach general education courses.
- d. Distance education (DE) expertise requires experience in the management, instructing and curriculum development of distance education programs as well as evidence of training.

CONTINUED PROFESSIONAL DEVELOPMENT

It is critical that evaluators maintain currency in their fields of expertise in order to best serve ACICS and its membership. This is especially important for public evaluators, those who have retired from the field, and those that are experts in programs which require currency in licensure, certification, and registration.

Evaluators vetted in a field for which you are licensed/certified, and federal or state laws require renewal of said licensure/ certification, proof of currency as well as evidence of continued education must be submitted to evaluatormanager@acics.org, at least on an annual basis.

Public and/or retired evaluators are expected to participate in professional development to evidence currency in the field. Documentation of completion should be submitted to evaluatormanager@acics.org, at least on an annual basis.

CANONS OF ETHICAL RESPONSIBILITY

FOR ACICS EVALUATORS

The continued existence and acceptance of privately administered accreditation presumes the recognition that the aggregate of the system is based upon the singular integrity of all those individuals charged with the adoption of policies, procedures, and standards and with the evaluation and measurement of institutional performance. A member of an evaluation team plays a vital role in the maintenance and preservation of the system. Therefore, the fulfillment of this role requires an understanding by evaluators of their relationship with and function in the accreditation process.

In fulfilling accreditation responsibilities, an evaluator encounters a variety of issues and situations that require the exercise of fair and impartial judgment. Although the specifics of these issues and situations cannot be foreseen with particularity, fundamental ethical principles are available for guidance. Within the framework of such ethical principles, these Canons of Ethical Responsibility are set forth:

1. An evaluator shall conscientiously uphold the integrity of the accreditation process.
2. An evaluator shall avoid impropriety and the appearance of impropriety while conducting all activities, including the accepting or offering of any gifts of material value.
3. An evaluator shall perform all specified duties impartially and diligently.
4. An evaluator shall preserve the confidentiality of the institutional information to which he/she is privy. This includes sharing information with an outside consulting agency.
5. An evaluator shall, while representing ACICS, subscribe to the ACICS policy on Discrimination and Harassment during any and all interactions with the ACICS staff, other members of evaluation teams, or any person affiliated with an institution being evaluated. An evaluator shall have read the ACICS Policy on Discrimination and Harassment and will report to the ACICS President any action perceived to be discriminatory or harassing.
6. An evaluator shall refrain from any inappropriate business activity, in fact or appearance, relative to accreditation responsibilities related to serving on any evaluation team at any institution accredited by ACICS.
7. An evaluator shall not solicit any consulting requests from an institution for which he/she has served as a team member for a period of at least three years following the visit, regardless of his/her status as an evaluator. Active solicitation during an on-site review will result in immediate suspension of active service as an evaluator.
8. An evaluator shall notify ACICS if he/she accepts any contractual agreements, involving compensation, from any ACICS-accredited institutions in order to prospectively remove themselves from any ACICS activities relative to that institution.

In the final analysis, it is the desire for the respect and confidence of peers and of the educational institutions served that should provide an evaluator with the incentive for the highest possible degree of ethical conduct. The possible loss of that respect and confidence is the ultimate sanction.

ACICS POLICY ON DISCRIMINATION AND HARASSMENT

- A) ACICS does not condone sexual harassment, which includes the promise or threat, explicit or implicit, that an employee's job status will be affected favorably or unfavorably unless the employee agrees to demands of a sexual nature; unwelcome physical contact or verbal comments; or other activities that create a hostile environment in the workplace. If you believe that you have been subject to sexual harassment, you should report the incident according to the complaint procedures outlined below. No retaliatory action will be taken against any employee who files a complaint.
- B) ACICS is committed to providing a work environment that is free of discrimination and harassment. Actions, words, jokes, pictures, or comments that are based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic or that are obscene will not be tolerated. Sexual harassment, whether overt or subtle, is a form of misconduct that is demeaning to another person, undermines the integrity of the employment relationship, and is strictly prohibited.
- C) Any employee who wants to report an incident of sexual or other harassment should report the matter to his or her supervisor promptly. If the supervisor is unavailable, or if the employee believes that it would be inappropriate to report the matter to the supervisor, the employee should contact the President immediately. Employees can raise concerns and make reports without fear of reprisal.
- D) Any employee who becomes aware of possible sexual or other harassment of another employee should advise the President promptly. The President will handle the matter in a timely and confidential manner.
- E) The President or his designee will investigate the complaint promptly. The investigation will include interviews with persons identified by the complainant as having direct knowledge of the harassment. The alleged harasser also will be interviewed. After a thorough investigation, the President will prepare a written determination regarding the allegations, and copies of the determination will be provided to the complainant and the alleged harasser. Either party may appeal either the decision or the disciplinary action or both to the President, who will have the final authority.
- F) Any individual found to have engaged in harassment is subject to disciplinary action, including discharge where appropriate.

TYPES OF EVALUATION VISITS

Initial Grant

An initial evaluation visit is the first full opportunity for the Council to receive information about an institution interested in accreditation. Many initial applicants will have a small number of students with financial support coming primarily from community agencies and contracts with business and industry. An institution undergoing an initial evaluation visit usually does not have the authority to participate in federal financial aid programs. Some initial applicants may be currently accredited by another agency. A few are also multi-campus institutions, including a number of learning sites. The maximum grant of initial accreditation is three years for unaccredited institutions and four years for those currently in good standing with another accreditor.

Renewal of Accreditation

Renewal of accreditation visits are required for continued accreditation. Self-study materials are sent to institutions seeking to renew their accreditation in the spring of the year prior to the year of expiration of the current grant of accreditation. The maximum grant of accreditation is six years.

Quality Assurance Monitoring - Branch

When an institution initiates a branch campus, at least one visit is conducted within the first six months of operation. The Council also requires the report of a full evaluation team approximately twelve to eighteen months after the branch begins operation. These institutions are required to provide a modified version of the self-study to the evaluation team.

Quality Assurance Monitoring – Out of Scope

Institutions initiating new programs that include subjects outside the institution's current scope of operation (i.e., an institution with secretarial programs initiating an allied health curriculum) must have such programs reviewed onsite by an appropriate subject specialist. Team members are provided with a copy of the institution's new program application to utilize during the evaluation visit. These visits are usually conducted by one team member who is accompanied by an ACICS staff member and are normally one day in length.

Quality Assurance Monitoring - Readiness

Institutions initiating new programs at a higher credential level than previously offered by the institution must submit a transition plan in addition to the new program application. Prior to the initiation of the program, the institution must undergo an evaluation visit to determine the institution's preparedness (or readiness) to begin the program. These visits are usually conducted by one team member who is accompanied by an ACICS staff member and are normally one day in length.

Quality Assurance Monitoring – Higher Credential

A second visit is conducted when the institution has offered the new program at a higher credential for a period of time sufficient to assess program outcomes. These visits are usually conducted by team members, accompanied by an ACICS staff member, and are normally two days in length.

Quality Assurance Monitoring - Change of Ownership or Control

A one-day visit is conducted within six months following a change of ownership or control at an institution. The purpose of this visit, usually conducted by an ACICS staff member, is to review institutional changes as a result of the change in ownership or control.

Quality Assurance Monitoring – Distance Education

A one day visit is conducted within 1 year of approval to offer distance education. These visits are usually conducted by one team member, accompanied by an ACICS staff member, and are normally one day in length.

Special

Special visits are conducted when the Council determines that the report of an additional evaluation team is needed in order for a decision to be made regarding the institution's accredited status. These reports address specific areas as identified by the Council and assess the institution's overall compliance with the *Accreditation Criteria*.

Unannounced/Limited Announced

Unannounced and limited announced visits are conducted to address specific areas as identified by the Council and to assess the institution's overall compliance with the *Accreditation Criteria*. These visits are conducted by an ACICS staff member, but may also include one-two team members, and are normally one day in length.

ROLES AND RESPONSIBILITIES

CHAIR RESPONSIBILITIES

The chair and the ACICS staff representative (“staff”) shall organize and conduct a meeting of the team (see Pre-visit Team Meeting) prior to the visit to review the self-study and Update Report, the purpose of the visit, the role of each team member, the role of the staff, and the assignment of responsibilities during the visit. Given the value of a collaborative dynamic between the staff and chair, a brief meeting should be held prior to the full team meeting.

The chair and the staff shall maintain regular communication with the campus’s chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings. As appropriate, the chair and staff shall give the campus’s chief on-site administrator the opportunity to respond to the areas discussed. Further, the chief on-site administrator is to be informed of all findings prior to the exit conference. Recognizing the value of those campuses with corporate support, it is acceptable for such representation to observe the briefings and provide information if requested. However, they should not be present during the interviewing of the administrator and should not be the primary interface with the team.

The chair should ensure that the evaluation team conducts its review in compliance with Council’s standards; that all sections of the team report have been completed; and that information is reported in a detailed and accurate manner. The chair and staff should check with team members periodically to ensure that the visit is progressing on schedule. The chair is responsible for conducting the exit conference and preparing the final report according to the ACICS team report guidelines.

TEAM MEMBER RESPONSIBILITIES

Team members: Team members work independently on the sections assigned to them but are encouraged to request assistance as needed from the chair and the ACICS staff representative (“staff”). When each team member has gathered the necessary information, a draft of the evaluation report is written. The report should be detailed and accurate, with all findings supported by specific evidence. The report is to be thorough, covering all aspects of the campus’s operations and including strengths and areas in which the campus does not meet Council standards. All sections of the report will be read and discussed by all members of the team prior to departure.

Each program offered by a campus must be evaluated by a subject specialist. Ordinarily, each new program being offered by the campus will be reviewed by an individual with the required expertise and if possible, program reviews will be combined for efficiency. The evaluator will be accompanied by staff that will coordinate the visit and assist the team member as described above. The report will be read and discussed by the team prior to departure. If the visit is not conducted in conjunction with a full team visit, the staff member is responsible for conducting the exit conference and preparing the final report using the appropriate report outline (Quality Assurance Monitoring - Distance Education, New Program, Readiness, and/or Credential Inclusion). During a reevaluation visit, a subject specialist(s) will be invited to serve on the team for each specialized program. The Staff member will determine if it is necessary for the new program specialist to serve for the entire length of the evaluation visit or simply for the one-day program review

ACICS Staff Representative ("staff"): During the visit, the primary role of the staff is to interpret the *ACICS Accreditation Criteria*. Staff will provide team members with guidance in understanding and applying the *Criteria* and may assist team members with gathering information as time provides. Staff is not to be assigned sole responsibility for the writing of any section of the team report with the exception of the publications section. Staff also will ensure that all areas of the campus's operation are properly reviewed by the team members.

In addition, staff will provide institutional representatives with guidance in understanding the Council's accreditation standards. As stated above, staff and the team chair shall maintain regular communication with the chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings. As appropriate, the chair and staff shall give the campus an opportunity to address these areas prior to the exit conference. Further, the chief onsite administrator is to be informed of all findings prior to the exit conference.

PREVISIT TEAM MEETING

The following topics are to be covered by the team chair and/or the ACICS staff representative:

1. Introductions of all team members and academic/experiential background.
2. Purpose of the visit and review of the application, Update Report, and campus/institution history.
3. Materials sent to team members, including follow-up evaluation forms.
4. Evaluator expense and reimbursement procedures, if necessary.
5. The "Canons of Ethical Responsibility" and proper conduct during the visit.
6. Evaluation visit time schedule, using the class schedule information provided to the chair during their pre-visit communication.
7. Format for report writing and team report writing assignments.
8. Format and structure of the opening session with the campus director including any questions to be asked during that session.
9. Format and structure of the exit session.

REPORT WRITING EXPECTATIONS

The report writing and preparation guidelines are provided at the end of this manual.

1. The team report templates, as revised and published on the ACICS web site, must be used to complete the individual sections. The final narrative report prepared by the chair will remove any non-applicable questions.
2. Reports must be completed electronically (see use of computers below).
3. All questions must be answered in complete sentences. Answers to several related questions may be combined into one paragraph. Single-sentence paragraphs should be avoided.
4. Evaluators must complete their assigned report sections prior to the completion of the visit and provide both a hard copy and electronic version to the team chair and staff coordinator.
5. Programs within the same field should be evaluated on one report with separations on details completed as appropriated or as directed by the team leadership.
6. Information collected and recorded on reports cannot be shared with any party and a copy of said report should be maintained until the Council takes an action on the campus's application.

USE OF COMPUTERS ON VISITS

Reports must be typed while the team is onsite because the report sections must be turned in to the team chair and ACICS staff prior to the conclusion of the visit. When utilizing computers, team members should be mindful of the following:

1. Do not become overly focused on entering information into the computer and thereby neglect your responsibility outside the team room. When students, staff, and faculty are onsite, team members should be interviewing, observing, and collecting information needed to complete the written report.
2. The chair is responsible for the final report, including formatting and editing all sections. During the visit, time should be spent creating complete sentences and making sure all necessary information is included. The sample report (**Appendix A**) should be used as a guide.
3. Since the campus is responsible for providing printing capabilities, the reports should be printed but also shared electronically with the team leadership (chair and staff coordinator) – via email or flash drive.
4. The ACICS representative will bring a laptop on the visit and the campus will be asked to have computers and printers available for the team. However, team members should also travel with their personal laptops for convenience.

FINAL REPORT

The chair is responsible for preparing the final evaluation report for submission to the Council office. The report should reflect the unanimous opinion of the team, with the chair assuming final authority over content.

The chair will edit the draft of the team report and submit the final copy to the Council office via the email account, visitreports@acics.org. The edited report must be submitted within 5 days of the team's review. Following an extensive editorial process, a copy of the report is then forwarded to the institution for its written response.

Each finding listed on the summary page should include the page number in the report where the detailed explanation can be found. In addition, the explanation of a finding in the body of the report should contain the *Criteria* number in bold and in parenthesis at the beginning of the explanation. This method of cross-referencing enables everyone who reviews the report (campus, commissioners, staff, IRC) to locate information easily. Page number references should be added after the final report has been prepared to ensure accuracy.

It is imperative that the chair review the report in its entirety before submission to the Council office. The chair should review the report carefully for typographical and grammatical errors and consistency in report format. Staff members are not responsible for these activities and compliance with Council team report guidelines.

After preparing the team report on the computer, please submit to the Council office via email, retaining copies for your files.

TRAVEL AND HOTEL ARRANGEMENTS

Team members are responsible for making their own transportation arrangements using the ACICS Concur System. Team members should not schedule return transportation that would require them to leave the campus premises before 5:00 p.m. on the last day of the visit unless advised otherwise. Rental cars should not be secured by individual team members unless approved in advance by the ACICS staff representative. Hotel reservations will be made by and paid for by the staff representative. For convenience, all team members will stay at the same hotel. The staff representative will notify each team member of the name and address of the hotel. Changes made to hotel reservations by team members may create a rate change. Any rate increases due to change made by team members will be the responsibility of the team members, including reimbursable room charges which include room service, internet, and dry cleaning (for visits longer than 3 days).

REIMBURSEMENT INFORMATION

Please refer to Appendix B: Evaluator Reimbursement Policy and Procedures for additional details on the expectations for reimbursement submission. Team members will be reimbursed for all appropriate expenses, including travel (personal mileage), lodging, meals, and other expenses supported by original receipts. Using the Concur link via their individual evaluator account, each team member will complete at least two expense reports for each visit project – one for the airfare/train using the ACICS BTA account and another for all out of pocket expenses, including honorarium. Requests for reimbursement must be submitted within 60 days of the evaluation visit; requests submitted after that date will not be honored. **Receipts should not be paper-clipped or stapled to the reimbursement form but should be taped to a fullsheet of paper to ensure that they are not lost during the reimbursement process at the Council office.**

An honorarium of \$350 per actual visit day is paid to the chair of the evaluation team.

An honorarium of \$250 per actual visit day is paid to non-chair evaluators for participating as a team member.

An evening school visit, when coupled with a one- or two-day visit, does not qualify an evaluator for an additional day's honorarium. Honoraria are based on the number of full days scheduled for the visit. Each honorarium covers travel time, time on the premises, and time involved in preparing the formal report to the Council.

Payment for honoraria and reimbursement of expenses will be paid by the Council upon completion of the visit and receipt of reimbursement request forms with receipts documenting expenses incurred. All requests for reimbursement are to be sent to the Council office in Washington, D.C., not to the institution visited. Payment should normally be sent within 15 business days of the date the request form is received in the ACICS office, assuming the request is for only approved expenses and appropriate documentation/receipts are included.

Evaluators are protected from individual lawsuits through the Council professional liability insurance coverage.

ACICS CONCUR TRAVEL SYSTEM

The Concur Travel and Expense System must be used by all evaluators to make and manage their travel arrangement for ACICS purposes. The training material, as published at <http://www.acics.org/evaluators/content.aspx?id=2292> , should be reviewed prior to using the system. The expectations are summarized below:

1. Flight Arrangements: Changing or Canceling:

If the trip cannot be completed, for whatever reason, ACICS (staff coordinator) **MUST be notified immediately.**
The unused ticket will be the property of ACICS and cannot be used by the evaluator for personal travel. This will constitute a breach of the Canons of Ethical Behavior and subject to negative action.

2. Flight Assistance

Phone: 866-738-6444
Direct Contact: Scot Bower

3. Flight Expensing

An expense report **must** be submitted just for the flight for reconciliation purposes. The report and a copy of the ticket must also be mailed to the ACICS office. **Expense reports can be automatically created directly from the Upcoming Trip section of your profile.**

4. Other Expenses

Out of Pocket expenses must be submitted on a new report as per the normal process – **Payment Type should be changed.**

EVALUATOR

REIMBU **RSEMEN** **T** **POLICY**

A reimbursement policy has always been in place to monitor and guide evaluators on ACICS' expectations on the submission process. Significant revisions have been made and should be reviewed at the end of this document (Appendix B). Worthy of note are the following:

- Only alcohol consumed only at dinner, maximum of 2, will be reimbursed.
- Additional tipping (double tipping) and tips above 20% will not be reimbursed.
- Written approval from the staff coordinator is needed, and should be submitted with the expense reports, for the following: airfare in excess of \$1000; additional hotel nights; and car rental.
- For meal and beverage purchases only which are under \$10, a receipt is no longer necessary. However, an explanation for the expense must include the purpose of the expense, the amount and date.

EVALUATION VISIT MEETING ROOM MATERIALS

FULL TEAMS (RA, IG, AND QAM-BRANCH)

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module.
- b. Student enrollment on day(s) of visit by program and by day and evening divisions. c. Floor plan of facility.
- d. Staff roster and organization chart.
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students).
- f. All admissions tests and test cut-off scores for each program.
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator.
- h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers.
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan.
- j. Board of directors and administrative staff meeting minutes.
- k. Faculty meeting minutes.
- l. Documentation of in-service training sessions held and the schedule for upcoming session.
- m. Schedule and documentation of community resources utilized for each program (organized by program).
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator.
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last Renewal of Accreditation Visit (learning sites, new programs, distance education activity, substantive/nonsubstantive changes to an existing program, change of location, change of name, etc.).
- p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

- a. Corporate Charter.

- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure.
 - c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
 - d. State license and authorization to award degrees (if applicable).
 - e. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any
 - f. Most recent state and VA compliance reports.
 - g. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation.
 - h. Documentation that the institution is in compliance with copyright laws for instructional materials utilized.
 - i. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable).
 - j. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit.
 - k. Third-party contracts with other educational institutions or contracts such as JTPA.
3. Files
- a. Administrative staff personnel files that include updated ACICS data sheets.
 - b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

NOTE: Student files will be selected randomly for review by team members.

4. Inventories
- a. Library resource and reference materials including online materials (if applicable).
 - b. Instructional equipment for all programs.
5. Publications
- a. Most recent ACICS self-study application.
 - b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.
 - c. All current internal recruitment materials including admissions orientation packets, YTD admissions meeting minutes, copy of standard interview and phone scripts, and communication with external recruiters (if applicable).
 - d. Student, faculty, and staff handbooks (if applicable).
 - e. Current catalog with all addenda (if applicable).
 - f. Previous two years catalogs and addenda (if applicable).

QUALITY ASSURANCE MONITORING – OUT OF SCOPE, HIGHER CREDENTIAL & DISTANCE EDUCATION

Institutions are requested to place the following materials related to the program of study in the room provided to the evaluation team while at the institution.

1. Current information
 - a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module.
 - b. Student enrollment on day(s) of visit by program and by day and evening divisions. c. Floor plan of facility.
 - d. Staff roster and organizational chart.
 - e. Course syllabi for currently offered courses for the program(s) being reviewed (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students).
 - f. A copy of the most recently completed ACICS Campus Accountability Reports along with the complete back-up documentation. A copy of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation.
 - g. A copy of the current Campus Effectiveness Plan.
 - h. Faculty meeting minutes.
 - i. Documentation of in-service training sessions held and the schedule for upcoming sessions.
 - j. Schedule and documentation of community resources utilized for each program (organized by program).
 - k. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official documents

- a. State license and/or authorization to award degrees.
- b. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any.

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets.
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

NOTE: Student files will be selected randomly for review by team members.

4. Inventories

- a. Library resource and reference materials including online materials (if applicable).
- b. Instructional equipment.

5. Publications

- a. New Program/Distance Education Application for the program(s) being reviewed.
- b. Transitional Plan for a higher credential (*only applicable for Higher Credential visit*)
- c. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.

- d. Student, faculty, and staff handbooks (if applicable).
- e. Current catalog with all addenda (if applicable) and previous two years catalogs and addenda (if applicable).

QUALITY ASSURANCE MONITORING - READINESS **VISIT**

The following materials shall be prepared and placed in the visiting team's room prior to the team's arrival.

1. Current information
 - a. List of all currently approved programs.
 - b. Staff roster and organization chart.
 - c. Syllabi for all courses taught in the proposed new degree program(s).
 - d. Application for new program(s) offered at a higher credential.
 - e. Transitional Plan.

2. Official documents
 - a. State license and/or authorization to award degrees.
 - b. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any.

3. Files
 - a. Administrative staff files.
 - b. If applicable, faculty files for any instructors who will be teaching in the new degree program.

4. Inventories
 - a. Current library resource and reference materials.
 - b. Current instructional equipment.

5. Publications
 - a. All current advertising and promotional literature, including radio and television.
 - b. All planned advertising for the new program.
 - c. Current catalog with all addenda.

QUALITY ASSURANCE MONITORING - CHANGE OF OWNERSHIP/CONTROL

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period.
- b. Student enrollment on day(s) of visit by program and by day and evening divisions (if different than enrollment reported in the Update Report).
- c. Floor plan of facility.
- d. Comparative organization chart (before and after change of ownership).
- e. A copy of the current Campus Effectiveness Plan (CEP) along with the prior year's CEP (should be prior to change of ownership).
- f. Faculty meeting minutes.
- g. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator and owner(s) or completion of registration of an Accreditation Workshop for these individuals. [If individual(s) have attended a previous ACICS Accreditation Workshop while affiliated with this institution, a copy of that certificate may be provided in lieu of a certificate following the change of ownership.]
- h. Copies of correspondence with ACICS for any approvals or notifications for modifications since the Change of Ownership (learning sites, new programs, distance education activity, substantive/nonsubstantive changes to an existing program, change of location, change of name, etc.).

2. Official documents

- a. New state license and/or authorization to award degrees issued after change of ownership or control.
- b. Correspondence with the U.S. Department of Education regarding the reinstatement of the institution's Title IV eligibility by way of a Program Participation Agreement and Eligibility and Certification Approval Report (if applicable).
- c. Correspondence from ACICS granting temporary reinstatement of your institution's current grant of accreditation.

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets.
- b. Faculty academic files that include updated ACICS data sheets, position descriptions, copies of evaluations, and faculty development plans.
- c. Faculty and Staff summary sheets.

4. Inventories

- a. Library resource and reference materials including online materials (if applicable).
- b. Comparative list of instructional equipment for all programs (before and after change of ownership).

5. Publications

- a. Change of Ownership Application.
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.
- c. Student, faculty, and staff handbooks (if applicable).
- d. A copy of the current catalog with all addenda (if applicable) and a copy of the catalog prior to Change of Ownership.

A TYPICAL EVALUATION VISIT

Each evaluation visit is different due to the individual circumstances involved. However, the following activities will be a part of each evaluation visit regardless of purpose.

- I. Tour Physical Facilities
 - a. Classrooms (take an approximate student attendance count)
 - b. Lounges (student, faculty, visitors, etc.)
 - c. Resource center or library
 - d. Administrative and academic offices
 - e. Housing, if applicable

- II. Meet with the Campus Administrator
 - a. Introduce all team members, giving brief summary of professional experience of each
 - b. Obtain overview of institution's history, mission, and objectives of the programs
 - c. Obtain analysis of socioeconomic area in which the institution is located
 - d. Discuss briefly the planned activities of the day including each team member's role
 - e. Discuss any materials not available in the meeting room

- III. Begin Review by Team Members (individually and collectively)
 - a. Appropriate staff are interviewed based on areas assigned in the evaluation report
 - b. All team members should interview students
 - c. Team members will meet on a periodic basis as directed by the chair to share results of interviews and review of materials
 - d. Student Surveys will be administered and results generated as part of the reporting process

NOTE: The team chair and staff representative will periodically inform the chief on-site administrator of concerns identified by the team. All team members should communicate concerns to the chair/staff as they are discovered. There are to be no findings identified at the exit conference that the institution was not made aware of prior to the exit.

- IV. Read Team Report as a Group
 - a. Discuss and agree on content of report
 - b. Identify team findings that will require additional information from the campus
 - c. List any recommendations to be included as an addendum to the evaluation report (if applicable)

- V. Conduct Exit Conference with Team and Institutional Representatives
 - a. Team chair thanks school personnel

- b. Team chair summarizes the findings identified by the team that would require a response
- c. Staff representative explains the next steps in the evaluation process
- d. Evaluation formally ends

GUIDELINES FOR TEAM ACTIVITIES

This outline is provided for guidance to team members. Please note that not all parts of the outline will be applicable to all institutions. Team members will utilize the sections applicable to their assigned sections of the report.

Sections of the outline are compatible with sections of the self-study and Accreditation Criteria. Team members should always request and review documentation to support all statements.

TEAM CHAIR

1. Interview Chief On-Site Administrator
 - A. Mission
 1. What is it
 2. How is it achieved
 3. Describe Campus Effectiveness Plan (CEP) and its relationship to the mission
 - B. Campus Effectiveness Plan (on-site administrator or coordinator)
 1. How was the plan developed
 2. Discussion on specific areas
 3. Who is responsible for the implementation and monitoring
 4. Progress reporting/review
 5. Evidence of evaluation
 6. Review of surveys and other supporting materials
 - C. Organization, administration, and control
 1. Educational and experiential background of director
 2. Administrative chain of command
 3. Advisory committees or other community input
 4. Administrative staff and faculty meetings (how often, topics, etc.)
 5. Evaluation of staff and faculty
 6. Faculty input into administrative policies
 7. In-service training
 8. Extracurricular activities
 9. Clerical assistance
 10. Counseling for students
 11. Retention program (if applicable, interview specific staff assigned this function)
 12. Other student services
 13. Programs of study
2. Review and Evaluate
 - A. Faculty and administrative staff records
 1. Job descriptions
 2. Official college transcripts
 - a. Look for seal; not stamped "Issued to Student"
 - b. Make sure there is a transcript for each degree listed

- c. Determine if degree is appropriate; review grades received in related subjects
 - d. If degree is out of field, verify minimum of two years' work experience in fields
 - 3. Application for employment
 - 4. Faculty development plan
 - 5. In-service training
 - 6. Professional growth
 - 7. Employee contracts, if applicable
 - 8. Evaluations
3. Educational Facilities
- A. Buildings and grounds
 - B. Classrooms, offices, and lounges
 - C. Furniture and equipment
 - D. Review code compliance documentation (fire, safety, sanitation)
 - E. Examine fire extinguisher inspection notes (check expiration dates), fire exits, and evacuation plan

STUDENT RELATIONS SPECIALIST

The extensiveness of the expectations of the SR review process is thoroughly detailed in the ACICS Student Relations Training Manual which will be provided to each approved evaluator. Below is a general outline of the onsite interview/review process.

- 1. Interview Admissions Director and Representatives (as a separate group)
 - Institution's admission standards
 - Determination of leads and subsequent procedures
 - Procedures for admission (testing, orientation, etc.)
 - Type of student being recruited--recent graduate, adult, veteran, non-high school graduate, contract
 - Control executed over admission representatives
 - Responsibility for advertising (check materials published; for more information, refer to Appendix C of the *Accreditation Criteria*)
 - Evaluation of performance
 - Understanding of chain of command
 - Frequency of staff meetings and topics discussed
 - Testing procedures for ability-to-benefit vs. high school graduates/GED; who administers test
 - Who is responsible for determining test cut-off scores for admission
 - Observe at least one person designated to engage in recruitment activities conduct an initial phone screen and/or briefly observe an in-person interview with a prospective student.
- 2. Interview Financial Aid Director and Officers (separately)
 - Describe financial aid programs in which institution participates (Federal and state programs)
 - Describe institutional grant or loan programs
 - Describe any scholarship programs offered by the institution (check to see if all the details are accurately described in the catalog and research past recipients)

- Ask to see student financial records (e.g., ledger cards) and explanation of accounting methods
 - Percentage of total enrollment receiving financial aid
 - How are standards of satisfactory progress monitored
 - Describe the communication between the education and financial aid departments concerning satisfactory progress
 - Review standards of satisfactory progress as stated in the catalog
 - Explanation of refund policy and procedures (check actual withdrawals to be randomly selected by team member)
 - Describe default management procedures
 - Education/experience of financial aid director
 - Evaluation of performance
 - Involvement in admission process
 - Understanding of chain of command
 - Frequency of staff meetings and topics discussed
3. Evaluation and Review of Financial Aid Procedures
- Review of Enrollment Agreements, Ledger Cards and R2T4 forms
 - Review of administrative procedures for determining eligibility, packaging, awarding, and disbursement.
 - Review of initial and ongoing training and supervision for all financial aid personnel.
 - Review of financial aid activities.
4. Evaluation and Review of Recruitment Procedures
- Review of initial and ongoing training and supervision for all recruitment personnel (internal and external).
 - Review of recruitment activities.
 - Interviews with students regarding their recruitment experience.
5. Interview individual(s) responsible for administration/monitoring of Satisfactory Academic Progress (SAP)
- Where is the policy published in the catalog?
 - Explain the policy
 - Documentation of implementation (student file review)
 - Evidence of evaluation
 - Evidence of providing assistance to students (advising)
6. Interview Placement/Career Director
- Describe placement activities
 - Placement follow-up studies – documentation reviewed
 - Evaluation of performance
 - Understanding of chain of command
 - Frequency of staff meetings and topics discussed

EDUCATIONAL ACTIVITIES SPECIALIST

1. Interview the director of education/dean/academic affairs
- A. Discussion of qualifications and experience
 - B. Academic oversight and resources
 - C. Academic freedom policy
 - D. Academic Governance
 - E. Program for dealing with individual (academic) differences among students

- F. Process for the evaluation and revision of curriculum and the involvement of faculty
 - G. (If applicable) Discussion on systematic process for the awarding of credit for experience (occupational or professional). Documentation to evidence consistency in award.
2. Review of General Education Faculty (Occupation – bachelor’s degrees)
 - A. Evidence of bachelor’s degree and appropriate coursework (applied general education)
 - B. Evidence of graduate degree and the equivalent of 18 semester hours in the teaching area
 - C. Review coursework determined to be applicable to teaching area
 3. Review of all faculty academic file (with assistance from staff coordinator)
 - A. ACICS Data Sheet (current; not required)
 - B. Official transcripts for all qualifying credentials
 1. College seal or evidence of authenticity (for those microfilmed)
 2. Not “issued to student”
 - C. Faculty Development Plans
 1. In-service training (schedule)
 2. Professional growth activities
 3. Documentation of implementation
 - D. Position Descriptions or Employment Contracts
 - E. Evaluations by administration (student evaluations are recommended but not required)
 - F. Percentage of faculty members holding requisite academic credentials as specified (credential specific)
 4. Placement Verification in programs which hold specialized accreditation
 5. Review of Instructional tools for general education (if applicable)
 6. Review of contracts and/or agreements with other institutions or entities (if applicable)
 7. Review of curricula and general education coursework (if applicable)
 - A. Inclusion of minimum number of general education credits (credential specific)
 - B. Inclusion of required distribution of general education disciplines
 - C. General Education meeting standards (glossary definition of disciplines)

DISTANCE EDUCATION SPECIALIST

1. Interview the individual assigned to provide administration of the activity
 - A. Discussion of qualifications and experience
 - B. Oversight and resources
 - C. Distance Education Plan
 - D. Academic Governance
 - E. Program for dealing with individual (academic) differences among students
2. Review of the Distance Education Plan
 - A. Inclusion of components
 - B. Integration into CEP
 - C. Review coursework determined to be applicable to teaching area
3. Review Distance Education faculty academic files (with assistance from ED/staff coordinator)
 - A. ACICS Data Sheet (current; not required)

- B. Official transcripts for all qualifying credentials
 - 1. College seal or evidence of authenticity (for those microfilmed)
 - 2. Not “issued to student”
 - C. Faculty Development Plans
 - 1. In-service training (schedule)
 - 2. Professional growth activities
 - 3. Documentation of implementation
 - D. Position Descriptions or Employment Contracts
 - E. Evaluations by administration (student evaluations are recommended but not required)
 - F. Percentage of faculty members holding requisite academic credentials as specified (credential specific)
4. Review of, and interaction with, online platform (admin log-in should be provided)
 - A. Curriculums
 - B. Syllabi
 - C. Faculty/Student interaction and Student/Student interactions
 5. Review of Publication (Catalog)
 - A. Admissions policy
 - B. Confirmation of student identity
 - C. Disclosure of distance education activity
 6. Review of contracts and/or agreements with other institutions or entities (if applicable)

PROGRAM SPECIALIST

1. Review, Observe and Evaluate
 - A. Classrooms
 - What teaching methods are used?
 - Are teaching methods employed effective and appropriate for the subject matter?
 - Is the course being taught as outlined in the syllabus?
 - How is the rapport between the instructor and the student?
 - Do students participate in class, e.g., questions, note taking, presentations
 - How is instructional equipment utilized?
 - Are facilities adequate for type of class and number of students?
 - B. Program Faculty
 - Qualifications – academic and experiential (documentation required) ▪ Professional development/currency
 - C. Instructional Resources
 - Approximate number and quality of book titles, periodicals, reference materials and their adequacy for the programs offered
 - Circulation system, if used
 - Evidence of usage by faculty and students
 - Accessibility, location, hours (if housed in one central location)
 - D. Instructional Equipment
 - In working order
 - Up to date
 - Sufficient quantity for present enrollment
 - Applicable to courses offered

- Usage
- Leased or owned; maintenance
- Distributed or centrally located
- Appropriate software licensure, as applicable

D. Publications

- Review program-specific content to include admissions criteria, curriculum, course descriptions, etc. ▪ Comparison with information in syllabi

E. Syllabi

F. Evaluation of Out of Classwork for Purposes of Credit awarded for Financial Aid

- Review the campus's written procedures (as evidenced by their academic credit analysis) to determine compliance with the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding.
- Review evidence that out-of-class work or the equivalency is being evaluated.

2. Interview Students

Interviews should take place on all visits. See Interviewing Students section.

A. Enrollment information

1. How student heard about this institution
2. Why this institution was chosen
3. What admissions procedures were utilized
4. Was a catalog issued to student and does it accurately portray the institution
5. Were administrative policies explained
6. Was an enrollment agreement signed--if yes, did student receive a copy
7. Was there an orientation program?

B. Educational background

1. Is student a high school graduate
2. Has student had other postsecondary education--if so, what were transfer-of-credit policies and procedures when student enrolled in this institution

C. Tuition and financial arrangements

1. Name of program in which student is enrolled, length, and cost
2. How is the tuition paid?
3. Awareness of refund policy and terms of policy
4. If the student is receiving financial aid, is the student aware of how the aid is packaged and what the repayment responsibilities are? Does the student know the difference between a grant and a loan? Has the student been counseled about student loan default?

D. Educational program

1. Program objectives
2. Program requirements for graduation; does student know when s/he will complete program
3. Are students familiar with the sequencing and scheduling of courses
4. Size of largest, smallest, and average class
5. Preparation of instructors
6. Are instructors available for additional help
7. Do students evaluate faculty

8. Is there ample time for practice on equipment (e.g., computer, medical, electronic) and is it in good working order?
 9. Are textbooks received in a timely manner?
 10. Resource center/library
 11. Counseling and guidance
 12. Is there a feeling of freedom to discuss problems (e.g., academic, financial, personal) with administration and faculty?
 13. Awareness of school policy regarding academic or attendance problems
- E. Extra-Curricular Activities
1. What does the school offer?
 2. Do students actively participate in the activities offered?
- F. Opinions
1. School and educational program in general (e.g., best features, recommendations for improvement)
 2. Faculty as a whole
 3. Administration as a whole
 4. If choice were to be made again, would student enroll in this institution
 5. Would student recommend the institution to a friend or relative?
- G. Use of community resources
1. Guest lecturers
 2. Field trips
 3. Externships/internships
- H. Instructional evaluation
1. Who does the evaluation (director, dean, students, etc.)?
 2. How are evaluations performed?
 3. Who discusses results? How is it documented?
- I. Use of the resource center/library
- J. Describe best and worst features of working conditions
- K. Recommendations for improvement

GENERAL INTERVIEWING GUIDELINES

FACULTY MEETINGS

Faculty can be interviewed in groups (by department and overall) and probably some individually. General faculty meetings will be led by the educational activities specialist with support from the program specialists.

A. Educational/experiential background

B. Faculty Development Plan

1. How is plan developed? How is it implemented?

2. How is it documented? When is it reviewed?
- C. Professional organization memberships
1. Amount of participation
 2. Does institution contribute towards membership fees?
- D. Faculty meetings
1. How often
 2. Topics
- E. In-service training
1. How often
 2. Topics
 3. Do you find them helpful?
- F. Involvement in curriculum revision, materials selection, and faculty governance generally
1. How are faculty involved in curriculum review and development? Do you participate?
 2. -Are you able to make suggestions and recommendations for books and such? (*do you feel campus administration listens? values faculty input?*)
 3. Does your job description identify faculty participation in governance as a duty?
- G. Teaching load
1. Number of clock hours per week in class
 2. Average student-teacher ratio
 3. Number and identification of subject preparations
- H. Student attendance
1. Are you required to take attendance? Who do you give your attendance info?
 2. Is there an administrative policy of excessive absenteeism? If so, what is it?
- I. Availability to provide academic assistance outside of class time
- J. Preparation, utilization, and evaluation of course syllabi--are they given to students
- K. Selection of textbooks and supplementary
- L. Use of community resources: any or all of the following?
1. Guest lecturers
 2. Field Trips
 3. Externships/internships
 4. Other
- M. Instructional evaluation
1. Who does them (e.g., director, director of education, students?)
 2. How is evaluation performed? Are results discussed with you? Who does that?
- N. Use of the resource center/library – do you give assignments requiring students to use LRC
- O. Describe best and worst features of working conditions – Recommendations for improvement

STUDENT INTERVIEWS

If class is a mixed group, the evaluator may want to quickly ask students to **identify which program** they are enrolled in – you may ask them to say **when they started & when they plan to finish**. *These questions are suggested as a guide and not a script.*

1. How did you hear about the school? (*move on after you get some info about this*)
 - Why did you decide to enroll here? (*same as above, move on after a few responses*)
2. Admissions:
 - Did you complete an “application”?
 - Did you sign an enrollment agreement? (*and get a copy?*)
3. Catalog
 - Did you get a copy? When?
 - Have you been able to find info you need in it? - Does it accurately portray things? so far?
4. Orientation program:
 - Do you remember **who** did it? **When** was it done for you? **Helpful?**
5. Tuition and financial arrangements:
 - Was financial aid explained OK? How’s it going? (*need to be careful here – don’t get trapped into a griping session*)
6. Educational program
 - Do you know the objectives of your program? (*what do you expect to do when you finish*)
 - Do you generally know the requirements for graduation? (*for example, what are some of the courses you have to complete?*)
 - Do you have a “plan” for finishing? (*i.e., keep track of courses finished, courses need to take yet, etc.*)
7. Class sizes
 - Generally, how many students in the classes you take?
 - What kind are generally the largest? the smallest?
8. Instructors: How would you rate them, generally, on
 - preparation for class? knowledge about subjects they teach?
 - being willing to help you when you need it?
 - Do you know when they are available to help outside of class time?
 - Do you complete faculty and/or course evaluations?
9. Syllabus
 - Do you get a copy in all of your classes? at the start of the term?
 - Do you feel the syllabi are helpful? easy to figure out and use?
 - Do syllabi clearly give info on how your course grade will be figured?
10. Textbooks & instructional materials – are they appropriate? current? helpful to you?
11. How about equipment?
 - For classes or in programs where needed
 - Is the equipment available when needed? Kept in good repair? Generally up-to-date?
12. Library / LRC:

- Do you **use it**? For **what**?
- Are you **required to use it** for some assignments?

13. "Opinions":

- a. What's **best** about the school?
- b. What would you **change**?
- c. Would **you recommend a friend or family member come here**?

EVALUATION REPORT GUIDELINES

Accreditation has two fundamental purposes: to assure the quality of the institution and to promote the improvement of the institution. As members of the evaluation team, you have helped the Council and the institution to realize the first of these purposes through your report. It is imperative to be aware that the product of the team visit is the compiled team report. The report is an official document and should be considered as such during the visit, writing, and editing process as such. The report must provide an accurate summary of the campuses administrative and academic operations. The report must also provide a thorough and detailed summary when the team finds that the campus is not meeting any requirements of the Accreditation Criteria. Please note that all sections correspond directly to the Evaluation Standards listed in Title III, the Appendices, and the Glossary of the ACICS Accreditation Criteria.

To assist the institution in achieving the second purpose of accreditation— that of improvement beyond its compliance with the standards necessary for accreditation—members of the team are invited and encouraged to use this opportunity to suggest any practices, policies, or procedures which might improve the institution's educational and administrative quality. Your recommendations are for the benefit of the institution and will be shared only with the institution. They will not enter into any considerations of the Council regarding the accreditation status of the institution. A recommendation section is included at the end of each report. However, there is a clear distinction between a finding and a recommendation: a finding indicates there is a deficiency that needs to be addressed that affects educational or administrative activities; a recommendation is not a needed change (since the institution can ignore it) and is for institutional enhancement.

The templates are revised, as needed prior, to each travel cycle. Additionally, there are a number of resources available to assist in writing the team report. The most recent report templates and writing guides should be downloaded from the ACICS web site: Home > Evaluators > Evaluator Resources > Report Templates

The writing guidelines and samples are on the Web site for currency and accuracy.

Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-81

WELCOME

ACICS
Evaluator Training
Webinar

2016

INTRODUCTIONS

FACILITATOR:

Ms. Perliter Walters-Gilliam, Associate Vice President of Quality Enhancement & Training

Ms. Chinita Obi, Senior Accreditation & Institutional Development Support Coordinator

PARTICIPANTS:

Name, Affiliation, Area(s) of Expertise



ACICS Evaluator Training Workshop

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EVALUATOR TRAINING RESOURCES

- Evaluation Visit Policies & Procedures (*Pink Book*)
- Travel Arrangements and Reimbursement Training Guidelines
- Evaluation Visit Best Practices
- Report Templates - <http://www.acics.org/evaluators/content.aspx?id=2438>



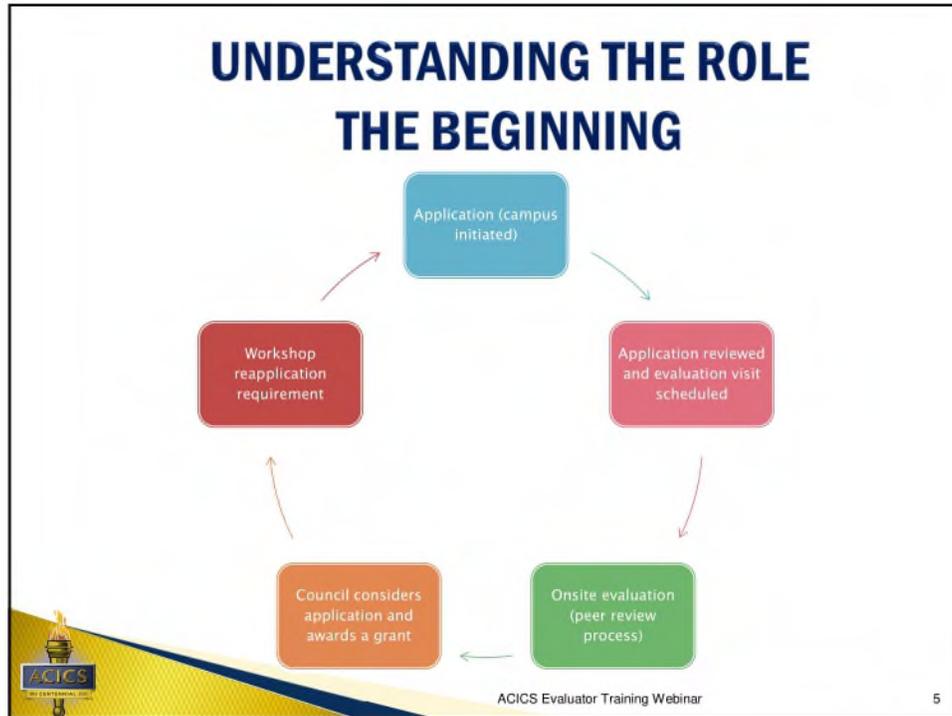
UNDERSTANDING THE ROLE

WHAT IS ACCREDITATION

A status granted to an institution that meets or exceeds the stated criteria of educational quality. The purposes of accreditation are to:

- assess and enhance the educational quality of an institution,
- assure consistency in institutional operations,
- promote institutional improvement, and
- provide for public accountability.





UNDERSTANDING THE ROLE

The ACICS Evaluator...

- Provides expertise in specifically approved areas
- Conducts an objective review of the campus
- Makes assessments of institutional effectiveness based on experience and industry standards
- Is an independent contractor/volunteer – not an employee

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UNDERSTANDING THE ROLE

Avoiding Conflicts of Interest

- Required Independent Contractor Agreement
- Consulting – perceived or otherwise
- Geographic Location
- School Affiliations



UNDERSTANDING THE ROLE VISIT TYPES

Full Onsite Evaluation Team Visits (2 days)

- Renewal of Accreditation (RA)
- Initial Grant (IG)

Quality Assurance Monitoring (QAM) Evaluation Team Visits

- QAM – Out of Scope (OS) – One day
- QAM – RV (Readiness Visit) – One day
- QAM – HC (Higher Credential) – Two days
- QAM – DE (Distance Education) – One day

Combined Full Team & QAM Review*



UNDERSTANDING THE ROLE

Full Team Visits

Team Chair

- Oversight of team's review activities
- Communicate with institution prior and during visit
- Full compilation and preparation of report
- Review and evaluation of Campus Effectiveness Plan (CEP)
- Institutional Mission, Organization, and Administration review
- Works with ACICS staff representative to lead review

Student Relations Expert

- Student file review
- Admissions & Recruitment
- Financial Aid
- Satisfactory Academic Progress
- Student Services
- CAR Verification – retention rates



UNDERSTANDING THE ROLE

Full Team Visits

Program Specialist

- Program administration
- Instructional Components
- Instructional tools
- Curriculum Evaluation (program outline/content)
- Catalog review
- Syllabi review
- Program advertising and disclosures
- CAR Verification – placement
- Evaluation of contact time
- Assessment of prerequisites

Educational Activities Expert

- Faculty Development Plans
- Faculty Qualifications for General Education
- General Education Courses
- Faculty Transcript Review
- Instructional Tools/Components
- Administration of academic programs
- Academic policies
- CAR Verification – placement for programs with specialized accreditation (if applicable)
- Prior Learning P&P review (if applicable)
- Career Services review



UNDERSTANDING THE ROLE – Staff Managed Visits

Out-of-Scope (OS), Readiness Visit (RV), Higher Credential (HC)
Distance Education (DE)

Responsibilities of Program Specialist

- Program administration
- Instructional Components
- Curriculum Evaluation
- Program Quality Assessment
- CAR Verification (if applicable)
- Student Relations (admissions)
- Catalog
- Faculty File Review
- Library



THE REVIEW – Travel Cycles

Jan Winter Cycle	Feb Winter Cycle	Mar IRC	Apr Council
May Spring Cycle	Jun Spring Cycle	Jul IRC	Aug Council
Sep Fall Cycle	Oct Fall Cycle	Nov IRC	Dec Council



Important Notices

Visit Solicitation

Evaluators should not contact ACICS staff to solicit visit participation or communicate availability. If you are only available for certain cycles, send an email to evaluatormanager@acics.org.

Possible action may include **warning, limited visit participation, and removal from the active pool.**

Certification/Licensure/Registration

Starting in 2014, experts of programs which require licensure, certification, or registration (federal or state), must hold an active/current license, certification, or registration. This document will be kept current and will be added to the evaluators record.



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Important Notices

The Evaluator Newsletter

This newsletter which can be found here on the ACICS web site, <http://www.acics.org/evaluators/content.aspx?id=2096> is the **primary and official** means of communicating with the evaluators. It is the evaluator's responsibility to ensure the following:

- Email addresses on record are active (notice of publication)
- Refer to the web site to stay abreast of any information shared in the newsletter

References to ACICS

Evaluators are welcome to reference their relationship with ACICS in bios, resumes, business cards and Social Media including Face Book, Twitter, LinkedIn. However, the **only way** this can be done is in the following manner:

- Independent Contractor for ACICS
- Independent Program Evaluator



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ACICS Travel Center - Concur

ACICS is utilizing the Concur Travel and Expense System to manage and cover the cost of travel for all team members, using an ACICS Corporate Account. Key elements:

- Use of the system is **MANDATORY** for airfare/train reservations.
- Evaluator profiles **MUST** be completed prior to using the system to include frequent flier numbers, etc. so that miles may be credited to the evaluator's personal frequent flier account.
- Legal name, as listed on license and/or passport must be in Personify.
- Tickets in excess of \$1000 will not be processed and purchase will be suspended until approval is received by the staff coordinator.

Please refer to the raining materials in your handout for additional information and specific instructions of all requirements.



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Before you say "Yes!"

- Check and **double check** all calendars to ensure availability
- Confirm area(s) requested for review (SR, ED, DE, Program(s))
- Ensure that there is no conflict of interest with the campus to be reviewed
- Communicate any unique circumstances to the requesting staff



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Once you say “Yes!”

- Mark your calendars – all of them!
- Record visit information for future reference – with whom, what visit, when are you needed, where are you going?,
- Await instructions from staff on making flight arrangements or communicate flight options no later than two weeks before visit
- Make flight arrangements to arrive prior to 6pm the evening **BEFORE** the visit and to depart no earlier than 7pm the last day of the visit, unless approval is granted for alternative arrangements
- Let staff know if you have not received the materials from the campus; hotel information; etc. Materials **should be** reviewed prior to arrival.
- **IMMEDIATELY** communicate any change in plans which affects your ability to participate on the visit.



The Pre-Visit Meeting

- Attendance/participation is **required***
- Generally the evening (6pm – 6:30pm) before the visit
- Facilitated by the team chair and supported by staff coordinator
- Team member introductions
- Briefing/Preparation for visit
- Business Casual attire



When we get there...

- Lead assumed by staff & chair
- Facility tour
- Introductions with administration
- Team Meeting
- Lunch selection
- Get to work!



THE PROCESS

OBJECTIVES:

1. Review Methods of Discovery
2. Identifying Areas of Concern
3. Reporting Areas of Non-Compliance
4. Preparation of Report
 1. Providing information
 2. Citations
 3. Recommendations



METHODS OF DISCOVERY

There are the 3 methods of discovery:



Interviews



Observations



Document Review



Interviews

Who do you interview?

When do you begin interviews?

Where and how might interviews be conducted?

What do you do with the information from the interviews?



Observations

What?

Classes – lectures and labs
 Program specific equipment/resources
 Externships/Clinical Sites*
 Admissions/FA Interviews (SR)

When?

First day of a two-day visit
 First & Second days of a three-day visit

Why?

Faculty/student interaction
 Faculty expertise; knowledge
 Student use of instructional tools
 Students' ability to perform job functions
 Administrative process

How?

Scheduled (externships)
 Random (class schedule)



Document Review

- *Campus Effectiveness Plan (CEP)*
- *Campus Accountability Report (CAR)*
- *Self-study narrative*
- *Class schedule*
- *Academic Credit Analysis (ACA)*
- *Catalog*



- *Course Syllabi*
- *Library/Instructional Resources*
- *Community Resources*
- *Out-of-class activities**
- *Externship Agreements*
- *Faculty files*
- *Student files – academic & financial aid*
- *Administrative staff files*



Document Review

- **Campus Effectiveness Plan (CEP)**

Reviewed by the team chair and would include program improvement plans if necessary.

- **Campus Accountability Report (CAR)**

Reviewed by the student relations and educational experts as well as the program specialists.

- **Self-study narrative**

Should be read by all team members prior to the pre-visit meeting. Institution's assessment of its operations/activities.

- **Class schedule**

The class schedule provides guidance on classes to be observed as well as to assess contact time.

- **Catalog**

Includes all institutional policies along with program-specific elements that will be verified against practices.



Document Review

- **Academic Credit Analysis (ACA)**

A form used to measure credit hours based on contact hours allocated across lecture, lab, and practicum as appropriate.

Approved by ACICS and accepted on the record as the hours allocated for credit conversion.

An important document that requires ACICS approval if changed/revised/incorrect

- **Course Syllabi**

Should include all the items outlined in the Glossary of the *Accreditation Criteria*.

- **Library/Instructional Resources**

The report will be completed by one individual but with input from each specialist based on the assessment of their programs' instructional resources.

- **Community Resources**

Institutions must include the community in every program and would include advisory committees, guest speakers, field trips, and events.



Document Review

• **Out-of-class activities (homework)**

Guidance is provided in the Spring 2013 *The Evaluator* Newsletter

Minimum expectation – for every one hour of in class **lecture** = two hours of homework for credit bearing programs

The homework must be evaluation and included in grades (have a weight)

• **Externship Agreements**

For all active sites, agreements will be reviewed for current signatures and inclusion of elements (Glossary). *Externship files should be reviewed in their entirety to include review of timesheets*

• **Faculty files**

Reviewed for qualifications – academic and experiential (as appropriate).

• **Student files – academic & financial aid**

Reviewed by the SR experts

• **Administrative staff files**

Reviewed by the SR expert and team chair



Case One

Your preliminary review of the faculty summary document showed that one of the faculty members in your OAS program is teaching more than 32 hours per week.

What additional documents would you review to get more information?

Class schedule

Faculty data sheet

Faculty contract



Case TWO

Students in your program complained that the equipment was in poor condition – always broken, never fixed, etc.

What type of documentation might you ask for to substantiate this claim?

Inventory of Equipment

Purchase Orders

Repair Tickets



Case Three

The institution shared in its self-study narrative that faculty, students, graduates, and employers are all involved in policy and curriculum development.

What documentation would you expect to review to validate this claim?

PAC/Advisory Board Sign-in sheets & Meeting Minutes

Student Surveys

Graduate surveys

Institutional policy/plan document

Faculty meeting minutes



CAR Verification

Student Relations Expert

- Institutional retention rate
- Accuracy of the CAR (ending and beginning enrollment numbers)

Educational Activities Expert

- Placement rates for programs holding specialized accreditation

Program Specialist

- Placement rate of program (in field)
- Graduates classified as “not available for placement”
- Licensure rates



CAR Verification Process

- **Verification will be based on the new definition (effective with the 2013 CAR)**
 - Length
 - Position
 - Use of skills
 - Attestation
- **Evaluators will be making the call using telephones/offices provided by the institution**
- **Calls attempted to graduates first and then the employers**
Backup documentation of graduate information should also include contact information for graduates as well as employers. The information should match what is reported by the institution.
- **A questionnaire is now being used by evaluators**
To achieve consistency and provide documentation



Areas of Concern

- Become citations if not addressed during visit.
- **MUST** be shared with staff coordinator and/or team chair as soon as they are identified.
- Necessitate the request and review of additional information.
- Are based on compliance with the *Accreditation Criteria*, not with individual expectations of compliance.



Are these Areas of Concern?

Faculty members shared that they only get paid \$250 per course.

NO

Faculty development plans have the same activities listed for all faculty members.

YES

The library space is really small.

Maybe 😊

Students complain that they don't have social media on the computers or lockers, and the parking lot is too far.

NO



FINDINGS

- Are based on conflict with the *Accreditation Criteria*
- Must be thoroughly detailed in the report
- Must clearly identify the area of concern with the standard(s)
- Should only be communicated to the institution by the team chair and staff coordinator.
- Must provide information on how the institution can provide additional information to address the concern
- Must be written in the following format:

(Section x-x-xxx): Statement of concern. Details on violation of standard based on observations, document review, and interviews. [Details on corrective measure that must be taken.]



EXAMPLE

As a program specialist, interviews and/or surveys with students determine that many are not pleased with the instructional equipment offered in their program. There are complaints of the equipment being broken and/or outdated.

What would you do next?

- Discuss with other program specialists and see if their students reported the same issue.
- Observe equipment as the program specialist in this field, determine if the equipment is sufficient for the program's outcomes.
- Share information with ACICS staff member, chair, and team.

What factors could contribute to this finding?

- Insufficient equipment
- Deficient equipment
- Lack of evidence of repairs
- Need for additional equipment to complete the program objectives



EXAMPLE CONT'D

The write-up:

(Section 3-1-531(a)): Instructional equipment is not sufficient for the program. Through interviews with students, student questionnaire responses and observation of laboratory equipment, the program does not have sufficient instruction equipment to complete the program objectives. Specifically, there was no "Wireless Network" hardware available for students such as wireless access points, routers, and interface network cards. The objectives of the program state that students will receive training in order to seek CompTIA A+, Net+, Linux+, Security+, Convergence+, MCITP, and Cisco CCNA certifications. These certifications have strong wireless components, therefore, students need hands on administrative access to wireless networking devices.

(Section 3-1-601): The instructional equipment is not appropriate and does not satisfactorily contribute to the overall curriculum objectives and stated mission. The current software utilized across all programs, MS Office 2003, is insufficient and there is inconsistency between the catalog, the marketing and the institution's self-study wherein "state of the art" technology is promoted but not in actual use. The evidence presented itself in course WP 100, Basics of Word Processing, is required in all programs.



THE TEAM'S REPORT

- Team chair: Sections 1 – 3 and Section 6 (generally)
- Student Relations expert: Section 4
- Educational Activities expert (with contributions from program specialist(s)): Sections 5 & 8
- Staff coordinator: Section 7
- Program specialist(s): Section 9
- Distance Education expert: Section 10



Providing Narrative Responses

Q. 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Dr. Rasheed Singh, PhD. Degrees in biochemistry, engineering, and education, University of New Delhi and UCLA.

Dr. Rasheed Singh is assigned to oversee the educational activities of all programs. He holds a bachelor's degree in biochemistry and a master's degree in engineering, both from the University of New Delhi, and a PhD in Education from the University of California, Los Angeles (UCLA). Prior to joining the institution three months ago, he served as a professor and academic affairs director at UCLA.



Providing Narrative Responses

9.07 List the community resources and describe how they are utilized to enrich the program(s).

Field trips, externships, PAC

The institution utilizes the following community resources to enrich the Medical Assistant program:

Field trips – a number of field trips have been taken to senior centers, elementary schools, and health fairs to provide free services which include blood pressure checks, proper flu-season hygiene, and health-related literature. Signed waiver forms and pictures are on file.

Guest speakers – to date, three guest speakers have presented in courses on various course-related subjects. Emails of acceptance and thanks are on file.

Externship – the program has a required 600-hour externship course in which students, in the last term of the program, get hands-on experience in a medical office. A visit was made to one of the sites.



FINDING vs. RECOMMENDATION

FINDING:

- Is a documented area of concern which requires additional information to the Council
- Requires the institution to make a change

RECOMMENDATION:

- Is an area of **IMPROVEMENT**
- Is offered as “extra” and the institution can choose not to make the change



Completion of Report

- Must be done prior to the completion of the visit (mid-morning of the last day).
- Must be completed following the ACICS-provided Report Writing Guidelines.
- Must be read out loud during the team’s final meeting (prior to the exit conference).



The Exit Conference

- The final piece of the on-site evaluation (required participation).
- Facilitated only by chair and staff coordinator.
- All cell phones, tablets, and laptops should be turned off.



Post-Visit Responsibilities

- Submit expenses for reimbursement
- Keep report through Council
- No follow-up communication with institution
- Maintain confidentiality of proprietary information



Travel Expenses & Reimbursement Process

- Must be completed within 60 days of visit
- Must be completed online
- Hard copy report and original receipts must be submitted to the Accounting department
- Must include approval by staff for:
 - Purchase of airfare that are \$1000+
 - Rental of vehicle
 - Additional stay at hotel



EXPECTATIONS – THE 411

Professionalism – at all times

- Professional attire is required
- Professional demeanor and conduct
- Appropriateness of conversation and interaction

Punctuality

- To the pre-visit meeting
- To meeting place to depart to institution (lobby, outside)
- Leaving the campus at the end of the day

Preparedness

- Knowledge of institutional materials
- Have a plan of action
- Conduct reviews prior to jumping to conclusions



EXPECTATIONS – THE 411

Communication & Collaboration

- Participation in meetings to discuss issues
- Receptive to direction and guidance from team members/leaders
- Work closely with team chair/staff to communicate findings, concerns, plans

Teamwork

- Provide assistance to team members as needed
- Work with team members to complete tasks

Commitment

- Avoids cancelling
- Willing to participate on short notice!
- If cancellation is necessary, will FIND a replacement.



ANNOUNCEMENT - TRAINING

ACICS is in the process of conducting assessments of active evaluators to determine future training needs. In the near future, the following will be deployed and communicated via email:

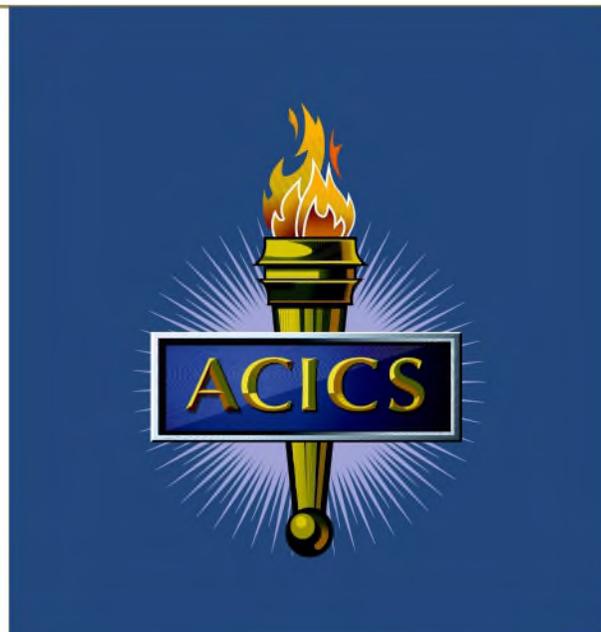
- Student Relations Assessment – an evaluative quiz to determine appropriate alignment for that role.
- Student Relations Training – based on best practices of an SR focus group, training will cover all the elements to be covered during a visit.
- Distance Education and Other Non-Traditional Modes of Educational Delivery
- Evaluating Out-of-Class Activities
- Placement Verification Process



*Thank you for your willingness
to serve.*

*Welcome to the ACICS
Evaluator Program!*





VISIT EVALUATION PROCEDURES AND GUIDELINES

This publication is designed to prepare evaluators for their vital role in the accreditation process. Please review it carefully and contact the ACICS staff member coordinating the visit if you have any questions.

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EVALUATOR SELECTION CRITERIA

The evaluator role within the accreditation process is crucial. ACICS evaluators are valued and recognized for the contributions they make to the peer review process.

Evaluators are classified as either **member** or **public**. Those affiliated with an ACICS-accredited institution are referred to as member evaluators and those not affiliated with an ACICS-accredited institution are referred to as public evaluators. Further, they are **academic**, **administrative**, or **neither**. An “academic” representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. The “administrative” representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary programmatic administration. Further, *recently* is being interpreted as having applicable experience within the last five years.

In addition to program specialists, full team visits (renewals of accreditation, initial grants, and Quality Assurance Monitoring - Branch) will include evaluators with expertise in student relations (SR), and educational activities (ED), and may also include distance education (DE).

ELIGIBILITY

To serve as an evaluator, an applicant must have documented, at least five years of experience and/or education in a specialty area or expertise. In addition, the following requirements must be met as evidenced by information provided on the resume:

- a. Member evaluators must have experience in at least two areas of operation including instruction, admissions, financial aid, placement, and administration.
- b. Student relations (SR) expertise requires experience calculating satisfactory academic progress (SAP) and familiarity with the preparation of the Campus Accountability Report (CAR).
- c. Educational activities (ED) expertise requires five years of experience at an administrative level and experience reviewing credentials of faculty assigned to teach general education courses.
- d. Distance education (DE) expertise requires experience in the management, instructing and curriculum development of distance education programs as well as evidence of training.

CONTINUED PROFESSIONAL DEVELOPMENT

It is critical that evaluators maintain currency in their fields of expertise in order to best serve ACICS and its membership. This is especially important for public evaluators, those who have retired from the field, and those that are experts in programs which require currency in licensure, certification, and registration.

Evaluators vetted in a field for which you are licensed/certified, and federal or state laws require renewal of said licensure/certification, proof of currency as well as evidence of continued education must be submitted to evaluatormanager@acics.org, at least on an annual basis.

Public and/or retired evaluators are expected to participate in professional development to evidence currency in the field. Documentation of completion should be submitted to evaluatormanager@acics.org, at least on an annual basis.

CANONS OF ETHICAL RESPONSIBILITY **FOR ACICS EVALUATORS**

The continued existence and acceptance of privately administered accreditation presumes the recognition that the aggregate of the system is based upon the singular integrity of all those individuals charged with the adoption of policies, procedures, and standards and with the evaluation and measurement of institutional performance. A member of an evaluation team plays a vital role in the maintenance and preservation of the system. Therefore, the fulfillment of this role requires an understanding by evaluators of their relationship with and function in the accreditation process.

In fulfilling accreditation responsibilities, an evaluator encounters a variety of issues and situations that require the exercise of fair and impartial judgment. Although the specifics of these issues and situations cannot be foreseen with particularity, fundamental ethical principles are available for guidance. Within the framework of such ethical principles, these Canons of Ethical Responsibility are set forth:

1. An evaluator shall uphold the integrity of the accreditation process.
2. An evaluator shall avoid impropriety and the appearance of impropriety in all activities.
3. An evaluator shall perform all specific duties impartially and diligently.
4. An evaluator shall refrain from any business activity inappropriate to accreditation responsibilities, including the offering of any materials or information pertinent to the institution's operation or services.
5. An evaluator shall decline to serve on any evaluation team that is responsible for evaluating any institution or branch of any institution with which he or she has been, is currently, or presently intends to be directly or indirectly involved.
6. An evaluator shall preserve the confidentiality of the institutional information to which he or she is privy.
7. An evaluator shall, in representing ACICS, subscribe to the ACICS policy on Discrimination and Harassment in his or her dealings and interaction with the ACICS staff, other members of evaluation teams, or any person affiliated with an institution being evaluated. An evaluator is obligated to report to the ACICS President any action that he or she perceives to be discrimination or harassment. (The ACICS Policy on Discrimination and Harassment is disclosed on the following page.)

In the final analysis, it is the desire for the respect and confidence of peers and of the educational institutions served that should provide an evaluator with the incentive for the highest possible degree of ethical conduct. The possible loss of that respect and confidence is the ultimate sanction.

ACICS POLICY ON DISCRIMINATION AND HARASSMENT

- A) ACICS does not condone sexual harassment, which includes the promise or threat, explicit or implicit, that an employee's job status will be affected favorably or unfavorably unless the employee agrees to demands of a sexual nature; unwelcome physical contact or verbal comments; or other activities that create a hostile environment in the workplace. If you believe that you have been subject to sexual harassment, you should report the incident according to the complaint procedures outlined below. No retaliatory action will be taken against any employee who files a complaint.
- B) ACICS is committed to providing a work environment that is free of discrimination and harassment. Actions, words, jokes, pictures, or comments that are based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic or that are obscene will not be tolerated. Sexual harassment, whether overt or subtle, is a form of misconduct that is demeaning to another person, undermines the integrity of the employment relationship, and is strictly prohibited.
- C) Any employee who wants to report an incident of sexual or other harassment should report the matter to his or her supervisor promptly. If the supervisor is unavailable, or if the employee believes that it would be inappropriate to report the matter to the supervisor, the employee should contact the President immediately. Employees can raise concerns and make reports without fear of reprisal.
- D) Any employee who becomes aware of possible sexual or other harassment of another employee should advise the President promptly. The President will handle the matter in a timely and confidential manner.
- E) The President or his designee will investigate the complaint promptly. The investigation will include interviews with persons identified by the complainant as having direct knowledge of the harassment. The alleged harasser also will be interviewed. After a thorough investigation, the President will prepare a written determination regarding the allegations, and copies of the determination will be provided to the complainant and the alleged harasser. Either party may appeal either the decision or the disciplinary action or both to the President, who will have the final authority.
- F) Any individual found to have engaged in harassment is subject to disciplinary action, including discharge where appropriate.

TYPES OF EVALUATION VISITS

Initial Grant

An initial evaluation visit is the first full opportunity for the Council to receive information about an institution interested in accreditation. Many initial applicants will have a small number of students with financial support coming primarily from community agencies and contracts with business and industry. An institution undergoing an initial evaluation visit usually does not have the authority to participate in federal financial aid programs. Some initial applicants may be currently accredited by another agency. A few are also multi-campus institutions, including a number of learning sites. The maximum grant of initial accreditation is three years for unaccredited institutions and four years for those currently in good standing with another accreditor.

Reevaluation of Accreditation

Reevaluation visits are required for continued accreditation. Self-study materials are sent to institutions seeking to renew their accreditation in the spring of the year prior to the year of expiration of the current grant of accreditation. The maximum grant of accreditation is six years.

Quality Assurance Monitoring - Branch

When an institution initiates a branch campus, at least one visit is conducted within the first six months of operation. The Council also requires the report of a full evaluation team approximately twelve to eighteen months after the branch begins operation. These institutions are required to provide a modified version of the self-study to the evaluation team.

Quality Assurance Monitoring – Out of Scope

Institutions initiating new programs that include subjects outside the institution's current scope of operation (i.e., an institution with secretarial programs initiating an allied health curriculum) must have such programs reviewed onsite by an appropriate subject specialist. Team members are provided with a copy of the institution's new program application to utilize during the evaluation visit. These visits are usually conducted by one team member who is accompanied by an ACICS staff member and are normally one day in length.

Quality Assurance Monitoring - Readiness

Institutions initiating new programs at a higher credential level than previously offered by the institution must submit a transition plan in addition to the new program application. Prior to the initiation of the program, the institution must undergo an evaluation visit to determine the institution's preparedness (or readiness) to begin the program. These visits are usually conducted by one team member who is accompanied by an ACICS staff member and are normally one day in length.

Quality Assurance Monitoring – Higher Credential

A second visit is conducted when the institution has offered the new program at a higher credential for a period of time sufficient to assess program outcomes. These visits are usually conducted by team members, accompanied by an ACICS staff member, and are normally two days in length.

Quality Assurance Monitoring - Change of Ownership or Control

A one-day visit is conducted within six months following a change of ownership or control at an institution. The purpose of this visit, usually conducted by an ACICS staff member, is to review institutional changes as a result of the change in ownership or control.

Special

Special visits are conducted when the Council determines that the report of an additional evaluation team is needed in order for a decision to be made regarding the institution's accredited status. These reports address specific areas as identified by the Council and assess the institution's overall compliance with the *Accreditation Criteria*.

Unannounced

Unannounced visits are conducted to address specific areas as identified by the Council and to assess the institution's overall compliance with the *Accreditation Criteria*. These visits are usually conducted by an ACICS staff member and are normally one day in length.

ROLES AND RESPONSIBILITIES

CHAIR RESPONSIBILITIES

The chair and the ACICS staff representative (“staff”) shall organize and conduct a meeting of the team (see Pre-visit Team Meeting) prior to the visit to review the self-study and Update Report, the purpose of the visit, the role of each team member, the role of the staff, and the assignment of responsibilities during the visit. Given the value of a collaborative dynamic between the staff and chair, a brief meeting should be held prior to the full team meeting.

The chair and the staff shall maintain regular communication with the campus’s chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings. As appropriate, the chair and staff shall give the campus’s chief on-site administrator the opportunity to respond to the areas discussed. Further, the chief on-site administrator is to be informed of all findings prior to the exit conference. Recognizing the value of those campuses with corporate support, it is acceptable for such representation to observe the briefings and provide information if requested. However, they should not be present during the interviewing of the administrator and should not be the primary interface with the team.

The chair should ensure that the evaluation team conducts its review in compliance with Council’s standards; that all sections of the team report have been completed; and that information is reported in a detailed and accurate manner. The chair and staff should check with team members periodically to ensure that the visit is progressing on schedule. The chair is responsible for conducting the exit conference and preparing the final report according to the ACICS team report guidelines.

TEAM MEMBER RESPONSIBILITIES

Team members: Team members work independently on the sections assigned to them but are encouraged to request assistance as needed from the chair and the ACICS staff representative (“staff”). When each team member has gathered the necessary information, a draft of the evaluation report is written. The report should be detailed and accurate, with all findings supported by specific evidence. The report is to be thorough, covering all aspects of the campus’s operations and including strengths and areas in which the campus does not meet Council standards. All sections of the report will be read and discussed by all members of the team prior to departure.

Each program offered by a campus must be evaluated by a subject specialist. Ordinarily, each new program being offered by the campus will be reviewed by an individual with the required expertise and if possible, program reviews will be combined for efficiency. The evaluator will be accompanied by staff that will coordinate the visit and assist the team member as described above. The report will be read and discussed by the team prior to departure. If the visit is not conducted in conjunction with a full team visit, the staff member is responsible for conducting the exit conference and preparing the final report using the appropriate report outline (Quality Assurance Monitoring - Distance Education, New Program, Readiness, and/or Credential Inclusion). During a reevaluation visit, a subject specialist(s) will be invited to serve on the team for each specialized program. The Staff member will determine if it is necessary for the new program specialist to serve for the entire length of the evaluation visit or simply for the one-day program review

ACICS Staff Representative (“staff”): During the visit, the primary role of the staff is to interpret the ACICS *Accreditation Criteria*. Staff will provide team members with guidance in understanding and applying the *Criteria* and may assist team members with gathering information as time provides. Staff is not to be assigned sole responsibility for the writing of any section of the team report with the exception of the publications section. Staff also will ensure that all areas of the campus’s operation are properly reviewed by the team members.

In addition, staff will provide institutional representatives with guidance in understanding the Council’s accreditation standards. As stated above, staff and the team chair shall maintain regular communication with the chief on-site administrator throughout the evaluation process regarding any areas of concern or potential findings. As appropriate, the

chair and staff shall give the campus an opportunity to address these areas prior to the exit conference. Further, the chief on-site administrator is to be informed of all findings prior to the exit conference.

PREVISIT TEAM MEETING

The following topics are to be covered by the team chair and/or the ACICS staff representative:

1. Introductions of all team members and academic/experiential background.
2. Purpose of the visit and review of the application, Update Report, and campus/institution history.
3. Materials sent to team members, including follow-up evaluation forms.
4. Evaluator expense and reimbursement procedures, if necessary.
5. The "Canons of Ethical Responsibility" and proper conduct during the visit.
6. Evaluation visit time schedule, using the class schedule information provided to the chair during their pre-visit communication.
7. Format for report writing and team report writing assignments.
8. Format and structure of the opening session with the campus director including any questions to be asked during that session.
9. Format and structure of the exit session.

REPORT WRITING EXPECTATIONS

The report writing and preparation guidelines are provided at the end of this manual.

1. The team report templates, as revised and published on the ACICS web site, must be used to complete the individual sections. The final narrative report prepared by the chair will not identify each question number.
2. Reports must be completed electronically (see use of computers below).
3. All questions must be answered in complete sentences. Answers to several related questions may be combined into one paragraph. Single-sentence paragraphs should be avoided.
4. Evaluators must complete their assigned report sections prior to the completion of the visit and provide both a hard copy and electronic version to the team chair and staff coordinator.
5. Programs within the same field should be evaluated on one report with separations on details completed as appropriated or as directed by the team leadership.
6. Information collected and recorded on reports cannot be shared with any party and a copy of said report should be maintained until the Council takes an action on the campus's application.

USE OF COMPUTERS ON VISITS

Reports must be typed while the team is onsite because the report sections must be turned in to the team chair and ACICS staff prior to the conclusion of the visit. When utilizing computers, team members should be mindful of the following:

1. Do not become overly focused on entering information into the computer and thereby neglect your responsibility outside the team room. When students, staff, and faculty are onsite, team members should be interviewing, observing, and collecting information needed to complete the written report.
2. The chair is responsible for the final report, including formatting and editing all sections. During the visit, time should be spent creating complete sentences and making sure all necessary information is included. The sample report (**Appendix A**) should be used as a guide.
3. Since the campus is responsible for providing printing capabilities, the reports should be printed but also shared electronically with the team leadership (chair and staff coordinator) – via email or flash drive.
4. The ACICS representative will bring a laptop on the visit and the campus will be asked to have computers and printers available for the team. However, team members should also travel with their personal laptops for convenience.

FINAL REPORT

The chair is responsible for preparing the final evaluation report for submission to the Council office. The report should reflect the unanimous opinion of the team, with the chair assuming final authority over content.

The chair will edit the draft of the team report and submit the final copy to the Council office via the email account, visitreports@acics.org. The edited report must be submitted within 5 days of the team's review. Following an extensive editorial process, a copy of the report is then forwarded to the institution for its written response.

Each finding listed on the summary page should include the page number in the report where the detailed explanation can be found. In addition, the explanation of a finding in the body of the report should contain the *Criteria* number in bold and in parenthesis at the end of the explanation. This method of cross-referencing enables everyone who reviews the report (campus, commissioners, staff, IRC) to locate information easily. Page number references should be added after the final report has been prepared to ensure accuracy.

It is imperative that the chair review the report in its entirety before submission to the Council office. The chair should review the report carefully for typographical and grammatical errors and consistency in report format. Staff members are not responsible for these activities and compliance with Council team report guidelines.

After preparing the team report on the computer, please submit to the Council office via email, retaining copies for your files.

TRAVEL AND HOTEL ARRANGEMENTS

Team members are responsible for making their own transportation arrangements using the ACICS Concur System. Team members should not schedule return transportation that would require them to leave the campus premises before 5:00 p.m. on the last day of the visit unless advised otherwise. Rental cars should not be secured by individual team members unless approved in advance by the ACICS staff representative. Hotel reservations will be made by the staff representative, but in most cases payment is the responsibility of each team member. If the team member is unable to cover the hotel expense, they must inform the staff member prior to the visit. For convenience, all team members will stay at the same hotel. The staff representative will notify each team member of the name and address of the hotel. Changes made to hotel reservations by team members may create a rate change. Any rate increases due to change made by team members will be the responsibility of the team members, including reimbursable room charges which include room service, internet, and dry cleaning (for visits longer than 3 days).

REIMBURSEMENT INFORMATION

Please refer to Appendix B: Evaluator Reimbursement Policy and Procedures for additional details on the expectations for reimbursement submission. Team members will be reimbursed for all appropriate expenses, including travel (personal mileage), lodging, meals, and other expenses supported by original receipts. Using the Concur link via their individual evaluator account, each team member will complete at least two expense reports for each visit project – one for the airfare/train using the ACICS BTA account and another for all out of pocket expenses, including honorarium. Requests for reimbursement must be submitted within 60 days of the evaluation visit; requests submitted after that date will not be honored. **Receipts should not be paper-clipped or stapled to the reimbursement form but should be taped to a full-sheet of paper to ensure that they are not lost during the reimbursement process at the Council office.**

An honorarium of \$350 per actual visit day is paid to the chair of the evaluation team.

An honorarium of \$250 per actual visit day is paid to non-chair evaluators for participating as a team member.

An evening school visit, when coupled with a one- or two-day visit, does not qualify an evaluator for an additional day's honorarium. Honoraria are based on the number of full days scheduled for the visit. Each honorarium covers travel time, time on the premises, and time involved in preparing the formal report to the Council.

Payment for honoraria and reimbursement of expenses will be paid by the Council upon completion of the visit and receipt of reimbursement request forms with receipts documenting expenses incurred. All requests for reimbursement are to be sent to the Council office in Washington, D.C., not to the institution visited. Payment should normally be sent within 15 business days of the date the request form is received in the ACICS office, assuming the request is for only approved expenses and appropriate documentation/receipts are included.

Evaluators are protected from individual lawsuits through the Council professional liability insurance coverage.

ACICS CONCUR TRAVEL SYSTEM

The Concur Travel and Expense System must be used by all evaluators to make and manage their travel arrangement for ACICS purposes. The training material, as published at <http://www.acics.org/evaluators/content.aspx?id=2292>, should be reviewed prior to using the system. The expectations are summarized below:

1. Flight Arrangements: Changing or Canceling:

If the trip cannot be completed, for whatever reason, ACICS (staff coordinator) **MUST be notified immediately. The unused ticket will be the property of ACICS and cannot be used by the evaluator for personal travel. This will constitute a breach of the Canons of Ethical Behavior and subject to negative action.**

2. Flight Assistance

Phone: 866-738-6444
Direct Contact: Scot Bower

3. Flight Expensing

An expense report **must** be submitted just for the flight for reconciliation purposes. The report and a copy of the e-ticket must also be mailed to the ACICS office. **Expense reports can be automatically created directly from the Upcoming Trip section of your profile.**

4. Other Expenses

Out of Pocket expenses must be submitted on a new report as per the normal process – **Payment Type should be changed.**

EVALUATOR REIMBURSEMENT POLICY

A reimbursement policy has always been in place to monitor and guide evaluators on ACICS' expectations on the submission process. Significant revisions have been and should be reviewed at the end of this document (Supplement I). Worthy of note are the following:

- Only alcohol, maximum of 2 and consumed only at dinner, will be reimbursed.
- Additional tipping (double tipping) and tips above 20% will not be reimbursed.
- Written approval from the staff coordinator is needed, and should be submitted with the expense reports, for the following: airfare in excess of \$1000; additional hotel nights; and car rental.
- For meal and beverage purchases only which are under \$10, a receipt is no longer necessary. However, an explanation for the expense must include the purpose of the expense, the amount and date.

EVALUATION VISIT MEETING ROOM MATERIALS

FULL TEAMS (RA, IG, AND QAM-BRANCH)

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module.
- b. Student enrollment on day(s) of visit by program and by day and evening divisions.
- c. Floor plan of facility.
- d. Staff roster and organization chart.
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students).
- f. All admissions tests and test cut-off scores for each program.
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator.
- h. Two copies of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers.
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan.
- j. Board of directors and administrative staff meeting minutes.
- k. Faculty meeting minutes.
- l. Documentation of in-service training sessions held and the schedule for upcoming session.
- m. Schedule and documentation of community resources utilized for each program (organized by program).
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator.
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last Renewal of Accreditation Visit (learning sites, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.).
- p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

- a. Corporate Charter.
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure.
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable).
- e. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any
- f. Most recent state and VA compliance reports.
- g. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation.
- h. Documentation that the institution is in compliance with copyright laws for instructional materials

utilized.

- i. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable).
- j. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit.
- k. Third-party contracts with other educational institutions or contracts such as JTPA.

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets.
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

NOTE: Student files will be selected randomly for review by team members.

4. Inventories

- a. Library resource and reference materials including online materials (if applicable).
- b. Instructional equipment for all programs.

5. Publications

- a. Most recent ACICS self-study application.
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.
- c. All current internal recruitment materials including admissions orientation packets, YTD admissions meeting minutes, copy of standard interview and phone scripts, and communication with external recruiters (if applicable).
- d. Student, faculty, and staff handbooks (if applicable).
- e. Current catalog with all addenda (if applicable).
- f. Previous two years catalogs and addenda (if applicable).

QUALITY ASSURANCE MONITORING – OUT OF SCOPE, HIGHER CREDENTIAL & DISTANCE EDUCATION

Institutions are requested to place the following materials related to the program of study in the room provided to the evaluation team while at the institution.

1. Current information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module.
- b. Student enrollment on day(s) of visit by program and by day and evening divisions.
- c. Floor plan of facility.
- d. Staff roster and organizational chart.
- e. Course syllabi for currently offered courses for the program(s) being reviewed (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students).
- f. A copy of the most recently completed ACICS Campus Accountability Reports along with the complete back-up documentation. A copy of the most recently completed, and the prior year's ACICS Campus Accountability Reports along with the complete back-up documentation.
- g. A copy of the current Campus Effectiveness Plan.
- h. Faculty meeting minutes.
- i. Documentation of in-service training sessions held and the schedule for upcoming sessions.
- j. Schedule and documentation of community resources utilized for each program (organized by program).
- k. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official documents

- a. State license and/or authorization to award degrees.
- b. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any.

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets.
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation.

NOTE: Student files will be selected randomly for review by team members.

4. Inventories

- a. Library resource and reference materials including online materials (if applicable).
- b. Instructional equipment.

5. Publications

- a. New Program/Distance Education Application for the program(s) being reviewed.
- b. Transitional Plan for a higher credential (*only applicable for Higher Credential visit*)
- c. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.
- d. Student, faculty, and staff handbooks (if applicable).
- e. Current catalog with all addenda (if applicable) and previous two years catalogs and addenda (if applicable).

QUALITY ASSURANCE MONITORING - READINESS VISIT

The following materials shall be prepared and placed in the visiting team's room prior to the team's arrival.

1. Current information
 - a. List of all currently approved programs.
 - b. Staff roster and organization chart.
 - c. Syllabi for all courses taught in the proposed new degree program(s).
 - d. Application for new program(s) offered at a higher credential.
 - e. Transitional Plan.
2. Official documents
 - a. State license and/or authorization to award degrees.
 - b. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any.
3. Files
 - a. Administrative staff files.
 - b. If applicable, faculty files for any instructors who will be teaching in the new degree program.
4. Inventories
 - a. Current library resource and reference materials.
 - b. Current instructional equipment.
5. Publications
 - a. All current advertising and promotional literature, including radio and television.
 - b. All planned advertising for the new program.
 - c. Current catalog with all addenda.

QUALITY ASSURANCE MONITORING - CHANGE OF OWNERSHIP/CONTROL

Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.

1. Current information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period.
- b. Student enrollment on day(s) of visit by program and by day and evening divisions (if different than enrollment reported in the Update Report).
- c. Floor plan of facility.
- d. Comparative organization chart (before and after change of ownership).
- e. A copy of the current Campus Effectiveness Plan (CEP) along with the prior year's CEP (should be prior to change of ownership).
- f. Faculty meeting minutes.
- g. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator and owner(s) or completion of registration of an Accreditation Workshop for these individuals. [If individual(s) have attended a previous ACICS Accreditation Workshop while affiliated with this institution, a copy of that certificate may be provided in lieu of a certificate following the change of ownership.]
- h. Copies of correspondence with ACICS for any approvals or notifications for modifications since the Change of Ownership (learning sites, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.).

2. Official documents

- a. New state license and/or authorization to award degrees issued after change of ownership or control.
- b. Correspondence with the U.S. Department of Education regarding the reinstatement of the institution's Title IV eligibility by way of a Program Participation Agreement and Eligibility and Certification Approval Report (if applicable).
- c. Correspondence from ACICS granting temporary reinstatement of your institution's current grant of accreditation.

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets.
- b. Faculty academic files that include updated ACICS data sheets, position descriptions, copies of evaluations, and faculty development plans.
- c. Faculty and Staff summary sheets.

4. Inventories

- a. Library resource and reference materials including online materials (if applicable).
- b. Comparative list of instructional equipment for all programs (before and after change of ownership).

5. Publications

- a. Change of Ownership Application.
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads.
- c. Student, faculty, and staff handbooks (if applicable).
- d. A copy of the current catalog with all addenda (if applicable) and a copy of the catalog prior to Change of Ownership.

A TYPICAL EVALUATION VISIT

Each evaluation visit is different due to the individual circumstances involved. However, the following activities will be a part of each evaluation visit regardless of purpose.

- I. Tour Physical Facilities
 - a. Classrooms (take an approximate student attendance count)
 - b. Lounges (student, faculty, visitors, etc.)
 - c. Resource center or library
 - d. Administrative and academic offices
 - e. Housing, if applicable

- II. Meet with the Campus Administrator
 - a. Introduce all team members, giving brief summary of professional experience of each
 - b. Obtain overview of institution's history, mission, and objectives of the programs
 - c. Obtain analysis of socioeconomic area in which the institution is located
 - d. Discuss briefly the planned activities of the day including each team member's role
 - e. Discuss any materials not available in the meeting room

- III. Begin Review by Team Members (individually and collectively)
 - a. Appropriate staff are interviewed based on areas assigned in the evaluation report
 - b. All team members should interview students
 - c. Team members will meet on a periodic basis as directed by the chair to share results of interviews and review of materials
 - d. Student Surveys will be administered and results generated as part of the reporting process

NOTE: The team chair and staff representative will periodically inform the chief on-site administrator of concerns identified by the team. All team members should communicate concerns to the chair/staff as they are discovered. There are to be no findings identified at the exit conference that the institution was not made aware of prior to the exit.

- IV. Read Team Report as a Group
 - a. Discuss and agree on content of report
 - b. Identify team findings that will require additional information from the campus
 - c. List any recommendations to be included as an addendum to the evaluation report (if applicable)

- V. Conduct Exit Conference with Team and Institutional Representatives
 - a. Team chair thanks school personnel
 - b. Team chair summarizes the findings identified by the team that would require a response
 - c. Staff representative explains the next steps in the evaluation process
 - d. Evaluation formally ends

GUIDELINES FOR TEAM ACTIVITIES

This outline is provided for guidance to team members. Please note that not all parts of the outline will be applicable to all institutions. Team members will utilize the sections applicable to their assigned sections of the report. Sections of the outline are compatible with sections of the self-study and Accreditation Criteria. Team members should always request and review documentation to support all statements.

TEAM CHAIR

1. Interview Chief On-Site Administrator
 - A. Mission
 1. What is it
 2. How is it achieved
 3. Describe Campus Effectiveness Plan (CEP) and its relationship to the mission
 - B. Campus Effectiveness Plan (on-site administrator or coordinator)
 1. How was the plan developed
 2. Discussion on specific areas
 3. Who is responsible for the implementation and monitoring
 4. Progress reporting/review
 5. Evidence of evaluation
 6. Review of surveys and other supporting materials
 - C. Organization, administration, and control
 1. Educational and experiential background of director
 2. Administrative chain of command
 3. Advisory committees or other community input
 4. Administrative staff and faculty meetings (how often, topics, etc.)
 5. Evaluation of staff and faculty
 6. Faculty input into administrative policies
 7. In-service training
 8. Extracurricular activities
 9. Clerical assistance
 10. Counseling for students
 11. Retention program (if applicable, interview specific staff assigned this function)
 12. Other student services
 13. Programs of study
2. Review and Evaluate
 - A. Faculty and administrative staff records
 1. Job descriptions
 2. Official college transcripts
 - a. Look for seal; not stamped "Issued to Student"
 - b. Make sure there is a transcript for each degree listed
 - c. Determine if degree is appropriate; review grades received in related subjects
 - d. If degree is out of field, verify minimum of two years' work experience in fields
 3. Application for employment
 4. Faculty development plan
 5. In-service training
 6. Professional growth
 7. Employee contracts, if applicable
 8. Evaluations