

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. 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)

4. 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. Placement Verification and Documentation for those classified as not available for placement (as reported on the CAR being used during the review)
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 them (e.g., director, director of education, students?)
 2. How is evaluation performed?
 3. Who discusses results?
- 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 are also included in this document:

1. Finding Direction Sheet
2. On-site Report Writing Guide Sheet 2014
3. Sample Report 2014

FINDING DIRECTION SHEET

General Finding Formatting:

(Section x-x-xxx): Statement of deficiency. Details on area of deficiency which are based on observations, document review, and interviews. Details on any attempts the institution has made to rectify the issue.

Note: Please write your finding with enough detail to ensure that the institution and a third-party reviewer can make a clear determination as to the information that must be provided to remediate the area of deficiency.

Specific Examples of Writing and Formatting of Findings:

(Section 3-1-511): (Open finding with a summary statement of deficiency, use the criteria to craft the language) The program administrator does not have sufficient time and resources to administer the CREDENTIAL LEVEL program in NAME OF PROGRAM. A review of MR./MS./DR. NAME OF PROGRAM ADMINISTRATOR'S signed data sheet and the class schedule indicates that XX percent of his time is allocated to instruction and XX percent to the administration of the program. MR./MS./DR. NAME OF PROGRAM ADMINISTRATOR is currently teaching LIST ALL COURSE NUMBERS AND TITLES, totaling XX hours of instruction per week. (Reference any other pertinent details, including but not limited to, the program administrator's job description, the hours per week the program administrator spends on campus, feedback from interviews with faculty and students, information found in faculty meeting minutes about the program, and any deficiency in instructional resources or any other area caused by the lack of program administration).

Example:

(Section 3-1-511): The program administrator does not have sufficient time and resources to administer the diploma program in Medical Office Assistant. A review of Mr. Smith's signed data sheet and the class schedule indicates that 90 percent of his time is allocated to instruction and 10 percent to the administration of the program. Mr. Smith is currently teaching MED 110, Basic Medical Procedures; MED 115, Medical Equipment; MED 220, Advanced Medical Procedures; and MED 230, Advanced Patient Care, totaling 25 hours of instruction per week. Mr. Smith's signed job description did not have any reference to administrative duties when the team arrived on-site; however, the job description has been amended and re-signed to include some administrative duties. In addition, students also indicated that they are unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they are left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Smith's appointment as the program administrator; however, no documentation was presented to the team.

(Section 3-1-513(a) and Glossary): (Open finding with a summary statement of deficiency, use the criteria to craft the language) There is not a detailed syllabus on file for each course in the curriculum that has all of the required elements outlined in the Glossary of the *Accreditation Criteria*. The team's review of course syllabi found that syllabi for the CREDENTIAL LEVEL program in NAME OF PROGRAM courses do not contain the following required elements, LIST ALL MISSING ELEMENTS. (If necessary, list details about individual syllabi that are missing required elements.) Additionally, the COURSE NUMBER, COURSE NAME syllabus does not reference the LIST ALL MISSING ELEMENTS.

Example:

(Section 3-1-513(a) and Glossary): There is not a detailed syllabus on file for each course in the curriculum that has all of the required elements outlined in the Glossary of the *Accreditation Criteria*. The team's review of course syllabi found that syllabi for the certificate program in Accounting and Bookkeeping courses do not contain a course number, date of last revision, or topical outline. Additionally, the ACT 101, Principles of Accounting, course syllabus lists the textbook as "Accounting Principles" without references to the publisher, author, or edition. Furthermore, the syllabi for the ACT 102, Excel; ACT 104, QuickBooks; ACT 105, Peachtree; and ACT 202, Advanced Excel courses do not have any reference to the textbooks used in the course.

(Section Appendix H, Admissions Requirements and Enrollment): (Open finding with a summary statement of deficiency, use the criteria to craft the language) The campus does not make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program. (Note what specific documentation was reviewed and any detail revealed through interviews with students, faculty, and administrators).

Example:

(Section Appendix H, Admissions Requirements and Enrollment): The campus does not make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program. The team found through an interview with an online admissions representative that it is mentioned during the enrollment process, but that there is no formal acknowledgement in writing signed by the student that states how the student's identity will be verified. This was

confirmed through review of the enrollment agreements of online students and in interviews with these students.

(Section 3-1-542): *(Open finding with a summary statement of deficiency, use the criteria to craft the language)* The team found that official transcripts for credentials listed in the catalog were not on file for all instructors. The team found the following credentials missing:

- CREDENTIAL LEVEL degree in PROGRAM from NAME OF INSTITUTION for MR./MS./DR. NAME OF INSTRUCTOR;
- CREDENTIAL LEVEL degree in PROGRAM from NAME OF INSTITUTION for MR./MS./DR. NAME OF INSTRUCTOR;
- CREDENTIAL LEVEL degree in PROGRAM from NAME OF INSTITUTION for MR./MS./DR. NAME OF INSTRUCTOR.

Example:

(Section 3-1-542): The team found that official transcripts for credentials listed in the catalog were not on file for all instructors. The team found the following credentials missing for the following instructors:

- Ms. Joan Smith - bachelor's degree in Business from Sky College
- Ms. Jane Jones - bachelor's degree in Accounting from Sky College; and a master's degree in Business Administration from Cloud University
- Mr. John Johnson - bachelor's degree in Information Technology from Air University.

REPORT WRITING GUIDELINES 2014

FORMATING

- Single space text lines
- Double space between paragraphs
- Justify left margins
- Use Times New Roman, 12 point font
- Use only one space after a period
- Write text immediately below question (no space)

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-531 (a)): The instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in Computer Technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is out-of-date according to their textbooks.

Describe the community resources utilized to enrich the program.

The program has strong community support, as witnessed by contracts for clinical placements with 16 institutions and 59 clinical slots available for assignment. Guest speakers such as the medical director and ventilator graphics specialist are also utilized. Dr. Kathy Rye, a Commission on Accreditation for Respiratory Care (CoARC) board member, has been invited to speak on clinical preceptor training about effective feedback. A total of 45 respiratory therapists attended this workshop and obtained 7.5 free CEUs. The program is also involved with the American Lung Association "Fight for Air Walk" to be held May 21, 2011. This will be their third year participating. In the future, Spencerian College will be involved with other community outreach programs including Healthy Hoops and Ashtma Camp.

FINDINGS

The purpose of the visit is to confirm the information submitted in the school's application or self-study. Nothing should "seem" or "appear" to be anything, especially in a finding of deficiency..

- The section number should be written as follows, in **BOLD**:
(Section 3-1-511):
(Section 3-1-111 (a – e)):
(Section 3-1-513 (b)):
- The first sentence should be a statement of the area of deficiency followed by a clear and detailed description of the issue.

(Section 3-1-511): The program administrator does not have sufficient time and resources to administer the diploma program in medical office assistant. A review of Mr. Pulaski's signed data sheet and the class schedule indicates that 90 percent of his time is allocated to instruction

and 10 percent to the administration of the program. Mr. Pulaski is currently teaching MED 110, Basic Medical Procedures; MED, 115 Medical Equipment; MED 220, Advanced Medical Procedures; and MED 230, Advanced Patient Care, totaling 25 hours of instruction per week. Mr. Pulaski's signed job description did not have any reference to administrative duties when the team arrived on-site; however, the job description has been amended and re-signed to include some administrative duties. In addition, students indicated that they were unaware of the administrator of the program and if a faculty member cannot answer their specific concern, they were left without a resolution. The administration noted that a communication will be provided to all students in the program informing them of Mr. Pulaski's appointment as the program administrator; however, no documentation was presented to the team. As a result, the program does not have the needed community involvement, instructional resources, or the focus on faculty development and student achievement that would help ensure its success.

- For missing evaluations/credentials, be certain to include the institution, and type of degree.

(Section 3-1-541): Foreign transcripts have not been translated into English and evaluated by a member of NACES or AICE for the following faculty members: Dr. Jamal Avid, bachelor's degree in Biology from the University of Punjab, India and Ms. Caitlin Richards, master's degree in education administration from the Cambridge University, England.

- Missing faculty development plans, evidence of implementation or missing professional growth activities should be so stated in the finding:

Evidence of implementation and missing plans

(Section 3-1-543): Faculty development plans lack documentation of implementation for the following faculty members: Mr. Jonathan Letand, Ms. Patricia Given, and Dr. Steven Adler. These faculty members have signed plans on file with sufficient development activities; however, there is no documentation that activities that have already taken place were in fact completed by these individuals. In addition, faculty development plans, in their entirety, are missing for the following faculty members: Ms. Lindsey White, Mr. Ian Jackson, and Ms. Melonie Harris.

Missing professional growth activities

(Section 3-1-543): Faculty development plans for all faculty members lack the inclusion of professional growth activities. While all plans had evidence of in-service training as sponsored by the institution, individualized professional growth activities, as defined in the Glossary section of the *Accreditation Criteria*, were not documented.

COMPLETE SENTENCES

Complete sentences must be used in all instances throughout the team report. Exceptions include placement call verification statements for more than one program on a single program report (see page 7).

E-MAIL ADDRESS FOR ON-SITE DIRECTOR/CAMPUS

Two e-mail addresses must be included on the report cover page: the on-site administrator along with

their name and title; and the campus. The staff coordinator will provide the second address to the chair, which should be verified on-site. Please see example below:

ITT TECHNICAL INSTITUTE

14955 Sprague Road
Strongsville, OH 44136
ACICS ID Code: 00016075

Ms. Sara Finland, Director (SFinland@itt-tech.edu)

Regulatory083@itt-tech.edu

Main Campus

ITT Technical Institute
Indianapolis, IN
ACICS ID Code: 00016040

ACRONYMS

- The entire name should be spelled out the first time and the acronym thereafter:
The Campus Accountability Report (CAR)... The CAR...
- Licensure, certification, registration title, and professional organizations should be capitalized if it is followed by the acronym:
Ms. Laurine Jude is a Registered Cardiovascular Sonographer (RCS) as well as a Registered Nurse (RN).

The program director, Mr. Smith, is a certified medical assistant and has been in the field for more than 15 years.

CAPITALIZATION

- “Council” and the Accreditation Criteria are always capitalized and Accreditation Criteria *italicized*:
The Council believes that a basic mathematics class is a general education course. This is explained in the glossary definition of “general education” in the *Accreditation Criteria*.
- Capitalize other educational institutions and proper names of schools:
Ms. Christine Horter received her bachelor’s degree from Central Michigan University
- Capitalize fields of study in the languages:
Mr. Ellis Ramsey received his bachelor’s degree in English from the University of Central Florida.
- Lowercase degrees (including the field of study except those in the languages) in running text and whenever it’s used generically. This includes within the narrative of the report.
Ms. Ange Singer was appointed lead instructor of the criminal justice program on November 11, 2013. Ms. Singer holds a master's degree in criminal justice from Chicago State University and

bachelor's degrees in political science and English from Illinois State University.

- Capitalize the name of a degree anywhere it is used as a title rather than a description. This includes the titles listed on the first page or reports and the title section of full team program reports.

9. PROGRAM EVALUATION

Diploma in Information Technology Specialist

Occupational Associate's degree in Information Technology

Bachelor's degree in Information Technology and Cybersecurity

How many calls to employers or graduates were attempted?

Diploma in Medical Assistant: 22

Academic Associate's degree in Medical Administrative Assistant: 12

Academic Associate's degree in Medical Insurance Billing and Coding: 10

- Job titles should not be capitalized:

The management team meets on a weekly basis to evaluate and monitor the activities of the institution. In attendance at these weekly meetings are the dean of education, director of admissions, director of financial aid, registrar, director of career services, and the business manager. The campus director is in charge of the meetings.

PREFIXES

- Always use appropriate prefixes, Ms., Mrs., Mr., Dr., or Chef, before the name of individuals mentioned in the team report. Never use first names only.
Ms. Barbara Adams is the librarian. Ms. Adams holds a master's degree in library science from Boston College.

HYPHENATION

The following words should be hyphenated:

- On-site
- E-mail

LIST VERSUS PARAGRAPH

- Short, simple lists can be run in, especially if the introduction and the items form a complete grammatical sentence. Lists that require typographic prominence, that are relatively long or complex, or that contain items of several levels should be set vertically
- If numerals or letters are used to mark the divisions in a run-in list, enclose them in parentheses. If the introductory material forms a grammatically complete sentence, a colon should precede the first parenthesis. The items are separated by commas unless any of the items requires internal commas, in which case all the items will usually need to be separated by semicolons.

Run In List

The campus is implementing the following strategies to improve placement: (1) adding more members to the advisory board, (2) surveying current placement companies, (3) hiring a career services director, and (4) creating more externships for the business curriculum.

To meet its retention goal of 75 percent, the institution is focusing on activities that will assist in increasing its graduation rate. Activities include using college work study students as tutors, strengthening the counseling office, and enabling a Head Start program to continue.

Vertical List

Several other resources are being used to promote student success:

- general education labs, available to students seven days a week, are being used to tutor students who are having difficulties;
- group library assignments are being used to enhance critical thinking, research, and interpersonal skills;
- student surveys are providing data to analyze student needs; and
- students are being recognized for making the dean's list, outstanding attendance and other performance achievements.

NUMBERS

- Single numbers from zero through nine are spelled out. Numbers appearing at the beginning of a sentence are spelled out, however, it is preferred that you avoid starting a sentence with a number.

Students are required to successfully complete two of three modules.

Twenty members of the faculty were in attendance at the faculty meeting scheduled to discuss the results of the graduate and employer surveys.

Alternatively, this sentence can be written:

Of the 40 faculty on staff, 20 members were in attendance at the faculty meeting scheduled to discuss the results of the graduate and employer surveys.

- Percentages are expressed in numerals. The word percent is used in nontechnical contexts. To meet its retention goal of 75 percent, the institution is focusing on activities that will assist in increasing its graduation rate.
- If one number in a sentence must use numerals (number 10 and over) then use them for all numbers in the same category. There are 12 part-time faculty members, 8 of which have been with the institution for over 15 years.

DEGREES

- When referring to degrees offered by the school under review, degree levels should be written in accordance with ACICS degree level designation and approved program name. This may not be the same name listed in the catalog. Write degree levels in the following manner: occupational associate's degree, academic associate's degree, bachelor's degree, master's degree, and doctoral degree.

The following number of calls was made to employers for the following programs:
~~Associate of Applied Science degree in Business Administration in Accounting - 1~~
~~Bachelor of Science degree in Business Administration in Accounting - 2~~

Academic Associate's degree in Business Administration in Accounting - 1
Bachelor's degree in Business Administration in Accounting - 2

- When describing credentials earned by faculty and staff, degree levels should be written in the following manner: associate's degree, bachelor's degree; master's degree; juris doctorate; and doctoral degree.
- The following widely familiar abbreviations are acceptable to use in lieu of spelling out the degree to describe degrees earned by faculty and staff. (Please note that Chicago omits periods in abbreviations of academic degrees)
 - BFA bachelor of fine arts
 - JD juris doctorate
 - MBA master of business administration
 - MD medicinae doctor (doctor of medicine)
 - MFA master of fine arts
 - PhD philosophiae doctor (doctor of philosophy)

...who holds associate's and bachelor's degrees in computer science from Ball State University and a master's degree in psychology from Nova University

...Dr. Willard holds a JD from the California Law School, an MBA from American University, and a bachelor's degree in communications studies from the University of Virginia.

...the librarian, Ms. Tania Jay, holds a master's degree in library science from the University of Notre Dame.

“INSTITUTION” AND “CAMPUS”

The *institution* refers to the main and all its branch campus locations while the *campus* refers specifically to the main or the additional locations:

The institution utilizes the CampusVue system to manage its registration processes, but the Fayetteville campus has been slow in completing the transition to this system. Hence, there were

multiple instances of prerequisites not being followed.

CAR PLACEMENT VERIFICATION

- When one program is being evaluated the following format should be used:

How many calls to employers or graduates were attempted?

There were number 15 calls made to employers.

How many calls to employers or graduates were successful?

There were 10 successful calls.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were 10 calls that confirmed the employment of the graduates as reported on the 2011 CAR.

- When more than one program is being evaluated in a report, the following format should be used:

How many calls to employers or graduates were attempted?

The following number of calls was made to employers for the following programs:

Academic Associate's degree in Business Administration in Accounting - 1

Bachelor's degree in Business Administration in Accounting - 2

Academic Associate's degree in Business Administration Office System - 2

Bachelor's degree in Business Administration Office System - 3

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Academic Associate's degree in Business Administration in Accounting - 1

Bachelor's degree in Business Administration in Accounting - 2

Academic Associate's degree in Business Administration Office System - 2

Bachelor's degree in Business Administration Office System - 3

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2010 CAR.

TO REPEAT OR NOT TO REPEAT

- Repeat the narrative that provides a description of the qualifications of individuals that have been previously provided. The repeated section can be a summary and should reference the first writing.

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The campus director, Ms. Marines Lopez, is responsible for the implementation of the CEP. Ms. Lopez has been in her current position for four months. Prior to coming to John Dewey College,

she served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts. Ms. Lopez is a doctoral candidate at the University of Puerto Rico, holds a master's degree in education administration and supervision, and a bachelor's degree in secondary education both from Pontifical Catholic University in Ponce, Puerto Rico. Ms. Lopez is assisted by a CEP committee composed of the associate campus director, the evening academic director, the undergraduate program coordinator, the admissions coordinator, and the registrar.

3.03 Who is the on-site administrator, and what are this person's qualifications?

As previously noted, Ms. Marines Lopez is the campus director of the institution. Prior to coming to John Dewey College, she served as the dean of academic and student affairs at the Puerto Rico School of Fine Arts. Ms Lopez is a doctoral candidate at the University of Puerto Rico, has a master in education administration and supervision, and a bachelor's degree in secondary education, both from Pontifical Catholic University.

- When the same finding is identified in two different questions within the report, reflect the finding in each question of the report with the appropriate section number for that report.

Example:

6.4 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?

- | | | |
|------------------------|---|--|
| • Equipment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Instructional tools. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| • Machinery. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-601): The instructional tools are not appropriate to support some of the programs. As is outlined in the computer technology section of the report, the computer hardware used in the program is not current and hence not appropriate to support the program offering.

9.14 Are the following appropriate to adequately support the number and nature of the program?

- | | | |
|------------------------------|---|--|
| (a) Facilities. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| (b) Instructional equipment. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| (c) Resources. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| (d) Personnel. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-531(a)): The instructional equipment available to students is not appropriate to adequately support the nature of the program. The students in the diploma program in computer technology need current hardware and software to be successful in the field. The campus is still using Microsoft 97 when the textbooks reference Windows XP. Students have expressed concerns about the inconsistency of learning materials; specifically, in regards to being tested on software that is out-of-date according to their textbooks.

SUMMARY

#1	Section 3-1-531(a) and 3-1-601	Instructional tools are not appropriate in the diploma program in Computer Technology (pages 8 and 27).
----	---------------------------------------	---

COMMENTS

- Comments specific to a question should be included directly below the question and not at the end of the report. The chair will remove the “If *No*...” statement from the report under such circumstances. Comments specific to a question should appear only in situations where additional explanation is necessary:

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes No

If *No*, insert the section number in parentheses and explain:

The campus uses an electronic catalog and provides a hard copy to students upon request.

- Comments that are “general” in nature would be appropriate at the end of the report:

GENERAL COMMENTS:

The team wishes to commend this campus on its incredibly positive staff, clean and inviting work environment, and dedication and investment into their students.

- Commendations and general comments will be left at the end of each section.

DESCRIPTION OF QUALIFICATIONS

- State the name of the program administrator at the beginning of the narrative.
- Do not include the date or year when credentials were received.
- Combine credential information if received from the same institution.
- When city and state of awarding institution is included, be sure to make it a complete sentence.

Example:

Ms. Susie Sunshine is the director and chief on-site administrator at the campus. She holds a bachelor’s degree in business administration from Wonderful University in San Francisco, California; a master’s degree in education administration from Even Better University in Los Angeles, California; and a master’s degree in business administration from the Best University. Ms. Sunshine attended an Accreditation Workshop in November 2003.

COURSE LISTINGS

When listing course codes, write the course code, followed by the course title

The general education course BIO132, Anatomy and Physiology, has three separate sections.

RECOMMENDATION PAGE

- This page will be a compilation of recommendations from the entire team on a separate sheet as the last page of the report.
- Use full and complete sentences for recommendations and ensure that the recommendation is clear and understandable to an outside reader.

RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

Relations with Students:

The team offers the following recommendations:

- develop a bulletin board specifically for career services placements. This would serve as a motivating factor on the campus. Highlighting “congratulations” to students placed would be a great way to spotlight student success; and
- when establishing procedures and preparing for future ACICS visits, follow the report templates on the ACICS website as each person prepares his or her department for those evaluations. When an institution already runs this efficiently, it is difficult to make any recommendations for improvement, but this one should serve them well.

Educational Facilities:

The team suggests that better signage be used to indicate the entrance to the campus. While the entrance can be seen from close up, it is not clearly visible from a distance and while its address is 215 Peachtree Street, the entrance is not on Peachtree Street. In fact, 215 Peachtree Street is a locked door.

STUDENT/TEACHER RATIO

The student/teacher ratio is only required for non-degree and occupational associate’s degree programs.

- For a single program:
The student/teacher ratio is 16:1.
- For one program that is part of a multiple program evaluation (report includes non-degree and degree programs), the program name must be specified:
The student/teacher ratio in the certificate in child care program is 5:1.
- For programs with laboratory components, distinction is important since there are industry standards managing lab sizes:
In the theory courses, the student/teacher ratio is 21:1 while in the laboratory courses, the ratio is 10:1.
- For multiple programs:

The student/teacher ratio is 12:1 in the diploma program in medical office assistant and 15:1 in the diploma program in medical billing and coding.

CAMPUS POSSESSIVE

Campuses'=Plural possessive

The campuses' programmatic accreditation is in good standing for all three locations.

Campus's = singular possessive

The team was provided documentation for guest speakers, a part of the campus's ongoing Professional Connection Lunch Speaker Series (this example is referencing a single campus).

SUPPLEMENT I: SAMPLE TEAM REPORT

PROCESS

- Chairs are given 5 business days to edit each report. After the report has been formatted and edited for content it is to be emailed to the ACICS staff member with a copy (cc) to visitreports@acics.org.
- Do not hesitate to reach out to staff if questions occur while editing.

REEVALUATION VISIT REPORT

Select visit type from drop down

All caps

On-site admin email

Campus email

No longer shading

One space

Center justify

ERICKSON COLLEGE
 321 Main Street
 Phoenix, AZ 85040
 ACICS ID Code: 00054321

Mr. Scott Erickson Campus President (scott@erickson.edu)
ACICSinfo@erickson.edu

LEARNING SITE
 Erickson College
 123 Rock Road
 Tempe, AZ 85281
 ACICS ID Code: 00054322

MAIN CAMPUS
 Erickson College
 Albuquerque, NM
 ACICS ID Code: 00012345

January 15, 2014

Include a title for each team member

Dr. Gerri Wu	Chair	Kaplan University Online	Miami, FL
Dr. Brenda Harris	Student-Relations Specialist	Virginia College	Florence, SC
Dr. Kwaku Boateng	Educational Activities, Library, and Information Technology Specialist	The University of North Carolina at Greensboro	Greensboro, NC
Mr. Richard Denman	Audio Production and Game Production Specialist	NBC 14, Las Vegas	Las Vegas, NV
Ms. Sharon Nguyen	Film and Video Production and Graphic Design Specialist	Broadview University	Salt Lake City, UT
Mr. Aaron Baker	Fashion Design and Merchandising Specialist	International Academy of Design and Technology	Los Angeles, CA
Ms. Erin Peabody	Staff Representative	ACICS	Washington, DC

Do not include program name. Credential name only.

Name of program as approved by ACICS, as stated on the CAR with the exception of a new program; confirm with Coordinator

Contact hours must be listed for all programs, both clock & credit programs

Numerals only, do not include "full" or "part"

Enter credential level as approved by ACICS

Template says "Sem./Qtr. Hrs." delete the non-applicable

Numerals only, do not include "%"

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement (%)			
						2014		2013	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Fine Arts in Drama	Bachelor's Degree	Audio Production++	2140	180	18/2	32	N/A	49.5	N/A
Bachelor of Science	Bachelor's Degree	Game Production	2160	180	28/5	66	67	67.2	N/A
Bachelor of Arts	Bachelor's Degree	Film and Video Production++	2190	180	22/5	66	58	76	54
Bachelor of Fine Arts	Bachelor's Degree	Fashion Design and Merchandising	2120	180	15/3	65	63	58	100
Bachelor of Science	Bachelor's Degree	Information Technology	2250	180	6/2	68	100	78.3	N/A
Associate of Science	Academic Associate's Degree	Information Technology	1150/1100	92	3/3	67	57	85	60
Associate of Science	Academic Associate's Degree	Graphic Design	1150	92	2/3	60	77	68.3	64.7
Bachelor of Fine Arts	Bachelor's Degree	Graphic Design	2240	180	11/2	68	88	68.9	84.2
Bachelor of Arts	Bachelor's Degree	Visual Arts-Game Art**	2020	180	0	100	0	80	50
Associate of Arts	Academic Associate's Degree	Digital Video Production**	1100	92	0	67	23	64	28.6
Bachelor of Arts	Bachelor's Degree	Game Design**	2300	180	0	70	33	88.8	41.7
Bachelor of Fine Arts	Bachelor's Degree	Interior Design**	2130	180	0	56	100	65.5	N/A

TOTAL ENROLLMENT

130

Ensure total is correct

Notes: Typed in bold are any retention rates below 65 percent (programs > 1 year in length) or 70 percent (programs ≤ 1 in length) and any placement rates below 70 percent.

** All programs with 0 enrollments have been taught out and are no longer offered.

++ For program in which some but not all of the courses are taught at a Learning site.

DELETE ANY NOTES THAT DO NOT APPLY

Delete all template instructions highlighted in yellow

INTRODUCTION

[Please use this page to give a narrative introduction of the campus.]

Delete all template instructions highlighted in yellow

Erickson College is owned and operated by International Academy of Merchandising and Design, Ltd., which is wholly owned by World Education Corporation (WEC). WEC is a Delaware corporation with principal offices located at 123 Main Road Schaumville, Delaware. In February 1994, the campus name was Al Erickson Graphic Arts School and was acquired by WEC. The campus changed their name to Erickson College in 2001.

The campus has two separate locations. The main building is located at 4750 South 44th Place in Phoenix, Arizona. This

location is a professional corporate complex and borders the neighboring city of Tempe. The learning site has 70,000 square feet with ample offices, classrooms, and parking for students and staff. The campus is located at 1425 W. 14th Street in Tempe, Arizona and has 25,000 square feet. This campus is less than 5 miles away and about a five minute drive from the Phoenix campus. Courses for two programs are housed at the learning site -- audio production and film and video production. Mr. Leron Witherspoon, department chair for both programs, is housed at the Tempe learning site and maintains his office at the site. Additionally, two staff members teach core classes at the Tempe classes.

Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day for dedicated hours. The campus has a shuttle available to students who prefer not to drive between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses. There are ample classrooms, office space, lounge areas, auditorium, labs, and parking for students and staff at both locations. The locations also have security on grounds.

On December 3, 2012, Erickson College announced to its staff and students, the campus would no longer accept new student enrollments and the campus was entering into the teach-out phase of operations. The campus teach-out is scheduled for completion April 30, 2016.

Be sure that numbers listed in the intro are consistent with page 2.

At the time of the visit there were 130 students enrolled. The campus offers associate degrees in audio production, game production, film and video production, fashion design and merchandising, information technology and graphic design. The campus offers associate degrees in information technology and graphic design. The following programs are not offered and have been taught out: bachelor's degree in visual arts-game art, bachelor's degree in game design, bachelor's degree in interior design, and academic associate's degree in digital video production. The team was advised all degree programs will end in 2016. All remaining classes are in teach out and no additional students are being accepted or recruited.

Based on the most recent data available to the team, the Campus Effectiveness Plan (CEP) reports the student population as 75 percent male and 25 percent female. The ethnicity of the student population is 33 percent Caucasian, 10 percent African American, 15 percent Hispanic or Latino, 6 percent Native American, 1 percent Asian, and 35 percent non-disclosed.

The campus submitted retention plans for the following programs; audio production, fashion design and merchandizing, and graphic design. Placement plans were submitted for game production, fashion design, film and video production, information technology, and graphic design.

Left justify throughout report (except page one)

Be sure that if there is critical information about the campus it is included in the report.

REPORT QUESTIONS

Section headers are to be bold

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The campus mission statement is located on page three 3 of the 2013-2014 Erickson College catalog, effective January 2013.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
 Yes No
(b) The modes of delivery.
 Yes No
(c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
 Yes No
(b) The characteristics of the student population.
 Yes No
(c) The types of data that will be used for assessment.
 Yes No
(d) Specific goals to improve the educational processes.
 Yes No
(e) Expected outcomes of the plans.
 Yes No
- 1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
 Yes No
(b) Student placement.
 Yes No Not Applicable (new branch only)
(c) Level of graduate satisfaction.
 Yes No Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new branch only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The CEP utilizes the following student learning outcomes: final course grades, which are being tallied and analyzed at the end of each term; GPAs which are analyzed at the end of each term; quarterly student, graduate, and employer surveys; and quarterly project and portfolio reviews.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

TIP: Means of assessment of the outcomes should be included in the descriptions of the SLOs.

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new branch or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to improve retention and placement outcomes?

Yes No Not Applicable (new branch or initial applicant only)

For extensive or detailed lists, use bullets, rather than running the list into a sentence.

1.15 Describe the specific activities that the campus will undertake to improve retention and placement outcomes.

Specific activities with regard to retention include:

- increasing the number of student events;
- implementing proactive academic advising and early intervention plans;
- providing students with additional access to the building and campus services;
- continuing to assist students with shuttle service between both locations; and
- reviewing financial stability and responsibility practices with students.

The bullets should be written to complete a sentence in present, in continuous tense and be lower case.

Specific activities with regard to placement include:

- extending office hours for all advisors from 8:00 a.m. to 7:00 p.m.;
- inviting industry professionals to campus portfolio shows and other campus events;
- continuing weekly off-site employer outreach goals;
- introducing career management topics into the classrooms; and
- improving campus involvement in off-site visits, professional association involvement, and participation in multi-industry networking functions.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

The acronym for Campus Effectiveness Plan (CEP) has already been spelled out in Question 1.07, so there is no need to do so again throughout the remainder of the report.

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual or committee is utilized please describe the committee.

Mr. Scott Erickson is the campus director and responsible for implementing and monitoring the Campus Effectiveness Plan (CEP) CEP. He is assisted with the CEP by a team consisting of the manager of student services,

Use a comma in front of "and" in a list. (also known as Oxford Comma)

learning resource center specialist, business operations manager, director of career services, registrar, program chairs, and general education lead instructor.

Mr. Erickson began his employment with Erickson College in 2002 and in December 2013, he became campus president. He holds an MBA from Texas A&M University, and a bachelor's degree in financial services from Roger Williams University in Bristol, Rhode Island. He brings to the campus over 12 years of proprietary education experience.

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
 Yes No Not Applicable (new branch or initial applicant only)

GENERAL COMMENTS:

~~The CEP provided to the team meets Council expectations for CEP content.~~

TIP: Make sure general comments are useful. Information that is broad and/or obvious is not needed.

2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
 Yes No
(b) Names of the trustees, directors, and/or officers.
 Yes No
(c) Names of the administrators.
 Yes No
- 2.02 Does the campus:
(a) Adequately train its employees?
 Yes No
(b) Provide them with constant and proper supervision?
 Yes No
(c) Evaluate their work?
 Yes No
- 2.03 Is the administration of the campus efficient and effective?
 Yes No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
(a) Clearly understand their duties and responsibilities?
 Yes No
(b) Know the person to whom they report?
 Yes No
(c) Understand the standards by which the success of their work is measured?
 Yes No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grid of the name and address of ACICS?
 Yes No Not Applicable (initial applicants only)

Summarize previously discussed information to use throughout the report. It is not necessary to copy and paste full descriptions. Be sure description is consistent throughout.

- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Erickson is responsible for financial oversight of the campus. As previously stated, Mr. Erickson began has been campus president since December of 2013. He holds an MBA and a bachelor's degree in financial services. He has over 12 years of experience in proprietary education experience.

GENERAL COMMENTS:

Team interviews with faculty, staff, and students, promotes a spirit of cooperation and open communication.

← Use double spaces between the end of one section and the beginning of the next.

3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

- 3.02 Are all staff well trained to carry out administrative functions?

Yes No

- 3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Erickson is the on-site administrator. As previously, Mr. Erickson began has been campus president since December of 2013. He holds an MBA and a bachelor's degree in financial services. He has over 12 years of experience in proprietary education experience.

- 3.04 Does the campus list degrees of staff members in the catalog?

Yes No

If Yes, is appropriate evidence of the degrees on file?

Yes No

- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.F

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

- 3.06 Does the campus admit ability-to-benefit students?

Yes No (Skip to Question 3.11.)

- 3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

Everyone in the report should have a title.

TIP: Be sure to correct this at read through, as it may be difficult to determine the accurate title once the visit is over.

- 3.12 Are appropriate transcripts maintained for all students?
 Yes No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
 Yes No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.15 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
 Yes No

GENERAL COMMENTS:

The campus administrative functions are coordinated to achieve the educational mission. Records relative to administrative operations are maintained appropriately.

4. RELATIONS WITH STUDENTS

Be sure that the description of student file review is well detailed, with regard to the number and type of files reviewed.

- 4.01 How many student files were reviewed during the evaluation?
 The team reviewed 21 student files reviewed by the team. The files were classified on the 2012-2013 CAR as 5 graduates, 11 withdrawals and 5 still enrolled. Of the files, four of the files were students who received transfer credit, 1 of the files was a student who had been on probation due to satisfactory academic process (SAP) issues, 1 of the files was a student who had an approved SAP appeal, 2 of the files were students who had been on warning due to SAP issues, 1 of the the files was a student who had been dismissed due to SAP issues, and 4 of the files were students who had changed programs. In addition, the financial ledger cards for all files were reviewed.

- 4.02 Does the campus ensure that its student relations reflect high ethical standards?
 Yes No

TIP: When a paragraph contains a number over 10, use numerals for all numbers in the same paragraph.

If No, insert the section number in parentheses and explain:

- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No
- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No

- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that :
 (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
 (b) Outlines all program related tuition and fees?
 Yes No
 (c) Has a signature of the student and the appropriate school representative?
 Yes No

Is there evidence that a copy of the agreement has been provided to the student?
 Yes No

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what is the process? At the time of the visit, Erickson College did not have a student recruitment department and has not been accepting any new students since December 3, 2012.

TIP: The answer questions 4.11 should describe the recruitment activities and process and demonstrate compatibility with the educational objectives of the campus. The questions should also make clear how the evaluator made this determination and should not simply be copied from the self-study/branch application.

- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives of the campus. Though the campus is no longer recruiting, the team was able to review student files and interview the director of admissions and career services, and three current students to verify the recruitment process that was compatible with its educational objectives. The campus achieves its educational objectives by confirming that each prospective student is well -informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the students' strengths and weaknesses, and the educational and career expectations of the student. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the programs are prepared for the demands of the coursework and can benefit from the career training that focuses on the knowledge and skills required to succeed in the specialized art focused programs offered at the campus.

- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
 (a) Courses and programs.
 Yes No
 (b) Services.
 Yes No
 (c) Tuition.
 Yes No
 (d) Terms.
 Yes No
 (e) Operating policies.
 Yes No

- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
 Yes No

- 4.14 Does the state in which the campus operates require representatives to be licensed or bonded?
 Yes No

- 4.15 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No

- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid packaging, awarding, and disbursement?
 Yes No Not Applicable (campus does not participate in financial aid)

TIP: The answer questions 4.11 should describe the recruitment activities and process and demonstrate compatibility with the educational objectives of the campus. The questions should also make clear how the evaluator made this determination and should not just be copied from the self-study/branch application.

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No *(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)*
- If Yes, has the campus published a list of institutions with which it has established the agreements?
 Yes No
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
 Yes No
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?
 Yes No
- If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
 The standards of SAP policy is found on pages 27 to 30 in the Erickson College 2013-2014 course catalog, effective January 2013 and in the 2013-2014 Erickson College catalog addendum number 3, effective May 6, 2014.
- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
 (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
 (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
 (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
 (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
 Withdrawals.
 Yes No
 Incomplete grades.
 Yes No
 Repeated courses.
 Yes No
 Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
 Non-credit or remedial courses.
 Yes No Not Applicable (campus does not offer)
 A warning status.
 Yes No Not Applicable (campus does not use)
 A probationary period.
 Yes No
 An appeal process.
 Yes No
 An extended-enrollment status.

Remove the "Skip to..." statement when an empty "No" check box is next to it.

Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes No Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes No Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes No Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes No Not Applicable (all programs are less than two years)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Yes No Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes No

4.32 Are students allowed to remain on financial aid while under warning status?

Yes No Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?

Yes No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes No Not Applicable (there are no such students)

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes No Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

Yes No Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. Biannca Regis, regional registrar, is responsible for the administration of satisfactory academic progress. She holds a bachelor's degree in sociology from Roosevelt University, in Chicago, Illinois. She is a certified registrar and has also been certified to administer SAP. She is assisted on-site by Ms. Ariel Woodward, who has 22 years of

experience as a registrar.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
 Yes No

4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) Scholarships.
(b) Grants.
(c) Loans.
(d) The campus does not offer scholarships, grants, and/or loans.

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
 Yes No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?
 Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
 Yes No

4.43 Are tuition and fees clearly stated in the catalog?
 Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?
 Yes No Not Applicable

4.44 Do the financial records of students clearly show the following?
(a) Charges.
 Yes No
(b) Dates for the posting of tuition.
 Yes No
(c) Fees.
 Yes No
(d) Other charges.
 Yes No
(e) Payments.
 Yes No
(f) Dates of payment.
 Yes No
(g) The balance after each transaction.
 Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?
 Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?
 Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?
 Yes No

4.48 Is the campus following its stated refund policy?
 Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
Ms. Brandy DeRocco, business operations manager, is responsible for administering student financial aid. Ms. DeRocco holds a bachelor's degree in business administration from DeVry University. She is a member of the National Association of Student Financial Aid Administrators (NASFAA). Ms. DeRocco has worked in the financial aid department at Erickson College for six years.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes No

4.52 Are final student financial aid award determinations made by a recruitment?

Yes No

Ensure associations/organizations are spelled out and capitalized before the acronym

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. DeRocco stays current with regulation and policy changes in financial aid by holding a membership in NASFAA. She receives regular emails from NASFAA concerning policy changes that affect student financial aid. Financial aid advisors receive training in governmental regulations, institutional policies, and procedures on a regular basis. Ms. DeRocco participates in bi-weekly trainings and teleconferences led by WEC. Information is disseminated to the financial aid staff via email, one-on-one interaction, and during weekly staff meetings.

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes No (*Skip to question 4.58.*)

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

The student services offered by the campus include new student orientation, which is an opportunity for all new students to become familiar with campus personnel and procedures (no longer offered, but the team was able to verify current and past students participated); academic counseling offered by the staff and faculty; financial aid, provided by the student finance office; free tutoring, available to all students with faculty and student peers; and employment counseling, offered by the manager of student services.

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes No Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Kerri Eto, campus director of career services, is responsible for the oversight of counseling students on employment opportunities. She holds a bachelor's degree in history from Albright College. Ms. Eto has worked in career services at Erickson College for four years, and has two years of prior experience as a college career services advisor.

4.61 Does the campus offer employment assistance to all students?

Yes No Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 654
 The ending enrollment reported on the previous year's CAR is 654
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
 The students are counseled concerning student loan repayment obligations through:
- discussion of repayment during the admissions process;
 - entrance counseling, which conducted during the first financial aid appointment;
 - exit counseling, which occurs before graduation;
 - instruction on how to access a financial literacy portal including repayment calculators, modules on managing finances, loan repayment and general financial literacy; and
 - after leaving the institution, students have access to a dedicated HELP team which provides ongoing support to students during their grace period and student loan payment.
- Students are encouraged to contact the campus financial aid office with questions and concerns.
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 Students were encouraged to participate in the following documented 2013-2014 extracurricular campus activities: chili cookoff, tricked-out trike race, student appreciation events, halloween Erickson murder mystery costume party, la mode fashion showcase, portfolio showcase, career service week, maker's faire crafts, and game jams.

FOR MASTER'S DEGREES ONLY

- 4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?
 Yes No

If *No*, insert the section number in parentheses, list student names, and explain:

Remove all sub sections of the report that deal with credentials that were NOT reviewed

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

Do NOT remove sub headers for reviewed programs. Keeping these headers in the report helps makes sense of missing questions

- 5.01 Are the credentials awarded by applicable state laws?
 Yes No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
 Mr. Erickson, the campus director, is assigned to oversee the educational activities of all programs at this campus. As already noted, Mr. Erickson holds a bachelor's degree in financial services from Roger Williams University and an MBA from Texas A&M of Commerce. Mr. Erickson shared he works collaboratively with the program chairs of audio, film and information technology, Mr. Leron Witherspoon, and the department chair of the design school, Mr. Jerry Blankenship.
- 5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

Mr. Erickson stated, and the team verified, that the authority and responsibility for the development and administration of programs on this campus was delegated to program administrators with his oversight. Program administrators are responsible for providing expertise to corporate curriculum committees, faculty evaluations, developing and monitoring faculty development plans, facilitating instructors with necessary resources to fulfill the curricular objectives of the programs, among other duties.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (Skip to question 5.10)

FOR NEW GRANTS ONLY

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (Skip to question 5.11)

Make adjustments for widows and orphans. (return/enter OR insert page break)

Orphan: word, line of text, heading, or caption at the bottom of a page while the remainder of the text unit continues on the next page.

Widow: word, line of text, heading, or caption that extends to the top of the next page.

FOR ALL CAMPUSES

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes No

5.16 What provisions are made for individual differences among students?

Faculty interviewed by the team indicated that several unique factors assisted them in their efforts to provide for individual differences among students. Tutoring is available for students who need it and students have access to an

Incorporate how the team gathered this information, be it through interviews or documentation.

array of learning resources in the classrooms and additional learning educational resource spaces, e.g. equipment and computers.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum is revised regularly by WEC, the corporate entity that owns the campus. During curriculum revision cycles corporate curriculum writing teams elicit input and feedback from program chairs at WEC campuses, including Erickson College Phoenix, Arizona. Program chairs in turn elicit input and feedback from program instructors at regularly scheduled meetings to create a reciprocal curriculum development system. In addition, curriculum revisions and suggestions can be directed to the corporate level through campus chairs at other times.
- 5.18 Does the faculty participate in this process?
 Yes No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
 Yes No Not Applicable (no student has made such a request)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses?
(a) Facilities.
 Yes No
(b) Instructional equipment.
 Yes No
(c) Resources.
 Yes No
(d) Personnel.
 Yes No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency

of the credentials to credentials awarded by institutions in the United States?

Yes No Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

TIP: This question is often overlooked. Make sure the answer both parts are completed during read through.

If Yes, how is this documented?

Evidence of systematic in-service training is documented in faculty files. Faculty files include dates of in-service activities, in-service topics, and certificates of participation.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

Sections should be BOLD

(Section 3-1-543 and Glossary): [SUMMARY: Five faculty members: Mr. Sam Kettering, Ms. Janice Thomas, Dr. Teresa Samms, Mr. Joel Tims, and Ms. Samantha Faith, lack evidence of implementation of professional growth activities as outlined in their faculty development plans.] [DETAILS: The faculty members had a range of activities listed in the plan for completion within the 2013 - 2014 year but they all lacked evidence of completion. For example, Mr. Kettering was scheduled to attend a session of the International Conference on Digital Audio but did not go. There were no activities listed on the 2014 plan.]

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

Findings start with a summary statement of the area of non-compliance...

5.31 Is there an adequate core of full- and/or part-time the educational programs?

Yes No

followed by a description of the issue.

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

If Yes, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

FOR BACHELOR'S DEGREES ONLY

- 5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
 Yes No
- 5.40 Do the program's general education courses meet Council standards?
 Yes No
- 5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
The main campus is a 70,000 square foot facility located at 4750 South 44th Place in Phoenix, Arizona. The campus has ample parking for students and staff, also the campus is located on a central bus transportation route. The building is comprised of 39 classrooms, a student lounge, student store, learning resource center, laptop helpdesk, sewing lab, drawing studio, pattern making lab, motion capture lab, tabletop photo area, faculty and staff lounge, production center, materials resource center, file room, faculty and staff workspace area, conference room, and main reception. One classroom is equipped with a collapsible wall which can provide a large auditorium style room and two studios provide specialty equipment for film and video production. Seating capacity for each room varies from as few as 12 seats to as many as 40. A dedicated motion capture room is utilized by the game production program. The learning site, located at 1425 W. 14th Street in Tempe, Arizona, contains 25,000 developed square feet out of 45,000 total square feet of space. The building is comprised of 6 classrooms, a theatre, film stage, live production stage, studio, faculty and staff lounge, and faculty and staff workspace area. The 100+ seat theater allows for student work to be presented and reviewed along with film history classes and general assemblies. The campus provides shuttle service for student and staff between both locations.
- 6.02 Does the campus utilize any additional space locations?
 Yes No
- 6.03 Does the campus utilize learning sites?
 Yes No

If Yes, list the name and address of each learning site and identify any administrative services offered at the site. *(Please see section 13 for additional information)*

The Tempe campus is located at 1425 W. 14th Street in Tempe, Arizona. The campus is less than five miles away and about a five minute drive from the Phoenix campus. Courses for two programs are housed at the learning site, audio production and film and video production. Mr. Leron Witherspoon, department chair for both programs, is housed at the Tempe learning site and maintains his office at the site. Additionally, two faculty members teach core classes at the Tempe classes.

Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day. The campus has a shuttle available for transport between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses.

- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the

programs offered?

Yes No

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?

(a) Equipment

Yes No

(b) Instructional tools

Yes No

(c) Machinery

Yes No

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes No Not Applicable

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog used during the evaluation was the 2013-2014 version, effective January 2013 and addendum 3, effective May 6, 2013. The catalog supplement was updated while the team was on-site.

7.02 Does the self-study or branch application part II accurately portray the campus?

Yes No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

Yes No

(c) The names and titles of the administrators.

Yes No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes No

(e) A statement of accreditation

Yes No Not Applicable (initial applicant)

(f) A mission statement.

Yes No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes No

(h) An academic calendar.

Yes No

(i) A full disclosure of the admission requirements.

Yes No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

- Yes No
 (m) A definition of the unit of credit.
 Yes No Not Applicable (The campus does not award credit)
 (n) A complete explanation of the standards of satisfactory academic progress.
 Yes No
 (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
 Yes No
 (p) The transfer of credit policy.
 Yes No
 (q) A statement of the tuition, fees, and any other charges.
 Yes No
 (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
 Yes No Not Applicable (no scholarships, grants, or loans offered)
 (s) The refund policy.
 Yes No
 (t) A statement describing the student services offered.
 Yes No
 (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
 Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes No

If Yes, does the catalog contain the following?

- (a) An explanation of the course numbering system (for all levels).
 Yes No
 (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
 Yes No
 (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
 Yes No
 (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
 Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

- Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

- Yes No

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

- Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

- Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

- Yes No

7.08 Is the catalog available online?

- Yes No

If Yes, does it match the hard copy version?

- Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (Skip to Question 7.10.)

7.10 Is all advertising and promotional literature, through truthful and dignified?

Yes No

TIP: "If No, insert the section number..." should be eliminated when a comment is added here for clarity, and is not a finding.

If No, insert the section number in parentheses and explain:

Erickson College is in teach out and is no longer advertising its programs to prospective students. The campus, however, maintains. The website and catalog clearly state that the campus is no longer enrolling students into its programs.

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus maintains public disclosures and addresses for both the campus and learning site on the website at www.Ericksoncollege.edu. The campus is in teach out and does not advertise to prospective students. The campus stopped advertising after the announcement of its closure in December 2012.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (Skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

The campus does not advertise, as it is in teach out.

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides campus level placement rates and graduation rates and cumulative multicampus on time completion rates.

Where is this information published and how frequently is this information being updated?

The performance data is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part

of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus learning resource center (LRC) provides request forms for instructors and students to make formal requests for library resources and information services. Additionally, the learning resource center specialist, Mr. Ryan Knowlton, informally surveys instructors and students to assess their continuing needs for library resources.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$18,000.

8.09 What portion of the current year's library budget has been spent and how has the money been allocated?

What portion of the current year's library budget has been spent and

Of the annual \$18,000 library budget, \$3,410.45 has been spent to date (approximately 19%).

How has the money been allocated?

Of the money spent, \$1,750.00 was allocated to renew a subscription to Lynda.com (professional development tutorial web resource) and the remainder was used to purchase magazines, journals, books, DVD's and video games.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

In interviews with the team, faculty shared that they encourage students to utilize on-site library resources for research projects and other classroom assignments. Also, the LRC specialist, Mr. Knowlton, facilitates student helpers in the LRC who assist students with library and information resources. At the Tempe learning site, instructors have initiated a plan to bring library resources from the main campus to facilitate student research there. The school provides transportation between the main and campus addition to facilitate student access to library and information resources.

Are these methods appropriate?

Yes No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.
 Full-text online collections available to students include Academic Search Premier, Art & Architecture, Berg Fashion Library, Business Source, Chronicle of Higher Education, Credo Reference, Criminal Justice with Full Text, DTech Cybrary Databases, Ebsco eBooks, Education Research, eMarketer Features, ERIC, First Research, GreenFile, Hoovers, IEEEExplore, Library Information Science & Technology, Master File Premier, Newsstand, Opposing Viewpoints, Oxford Art Online, Regional Business News, Safari eBooks, and Stylesight Brochure.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No

FOR ACADEMIC ASSOCIATE’S AND BACHELOR’S DEGREES ONLY

- 8.19 Who is the on-site librarian, what are this person’s qualifications, and what are his or her hours on-site?
 The librarian is Ms. Shalonda Meeks, WEC’s regional director of library services for this area. Ms. Meeks holds a bachelor’s degree in mass communication from Texas State University, and a master’s degree in library science from Texas Woman’s University. Mr. Jerrod Rayburn is the on-site learning resource specialist. Mr. Rayburn has been trained by Ms. Meeks to facilitate the library needs of students and faculty on-site at the main Erickson College Phoenix, Arizona campus and it’s learning site located at 14th Street. Mr. Rayburn’s hours are Monday - Friday, from 9:00 a.m. to 6:00 p.m. The library is open from 8:00 a.m. to 10:00 p.m. on Monday - Thursday; 9:00 a.m. to 5:00 p.m. Friday; and 9:00 a.m. to 4:00 p.m. on Saturday. During the hours that Mr. Knowlon is not available, two trained student workers are responsible for library oversight.

Does this individual:

- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No

Use the word “to” instead of a hyphen when stating a range, that is introduced with “from”.

- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
 Yes No
- 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (staff do not hold foreign credentials)
- 8.22 Is documentation on file to reflect the librarian’s participation in professional growth activities?
 Yes No
- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?
 Yes No

- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
 Yes No

GENERAL COMMENTS:

The LRC at Erickson College, is overseen by a competent coporate regional librarian. Mr. Knowlton, is responsible for the day to day operation of the learning resource center with training and oversight from Ms. Henderson. Mr. Knowlton assists faculty and students and oversees student helpers working in the library. The library offerings are significant and sufficient for the programs being taught at the campus.

9. PROGRAM EVALUATION

Bachelor's Degree in Fashion Design and Merchandising

ACICS credential should match the listing on page 2.

FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Ms. Leronica Spokes is the lead instructor for the fashion design and merchandising program. She reports to Mr. Jerry Blankenship, the program chair of graphic design. Ms. Spokes received her bachelor's degree from Northern Arizona University in speech communication and received an associate's degree in fashion design from the Fashion Institute of Design.
 Mr. Jerry Blankenship, holds a BFA in graphic design from Michigan University and a master's degree in visual communications from Arizona State University.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Branch Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Branch Inclusion only)
- If *No*, does the campus provide one of the following:
 A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?
 Yes No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 The program utilizes several forms of community resources that contribute to the enrichment of the student experience. Field trips and guest speakers are the most significant activities. During Fashion Week, industry professionals reviewed student projects and fashion portfolios and gave individual feedback and recommendations. The Quantum Initiative (QI) center hosts guest speaker events on a variety of cross departmental topics, including topics on how to start a business and how to use social media for business. Students have attended fashion events administrated by The Fashion Group International of Arizona (FGI). Ms. Spokes is also the regional director for the FGI - Arizona, and she is closely involved in organizing these field trips. In January 2014, the students were taken to Professional Business Practices for

Fashion Design.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Branch Inclusion OR clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were five calls made to employers or graduates.

How many calls to employers or graduates were successful?

Of the five calls, there were two successful contacts.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed fashion portfolios provided by the lead instructor Ms. Leronica Spokes. The portfolios contained homework covering fashion collections illustrated as colored sketches and flat technical sketches. Additional homework assignments reviewed by the team included activities in which students prepared self-promoting materials and linked-in profiles. The team was able to verify that out of class work is graded and included in evaluation of the course by reviewing online grade books on the Engrade system.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

TIP: It is important that this answer not only confirms that assignments and grades were reviewed, but also that the grade was being incorporated in the students’ final grade.

- Yes No
 (b) Well-defined instructional objectives.
 Yes No
 (c) The selection and use of appropriate and current learning materials.
 Yes No
 (d) Appropriate modes of instructional delivery.
 Yes No
 (e) The use of appropriate assessment strategies.
 Yes No
 (f) The use of appropriate experiences.
 Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- 9.29 Are teaching loads reasonable?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)

- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

9. PROGRAM EVALUATION

Bachelor's Degree in Film and Video Production
Academic Associate's Degree in Graphic Design
Bachelor's Degree in Graphic Design

FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jerry Blankenship is the graphic design program chair. Mr. Blankenship has been at the Erickson College campus for 14 years. For his first 7 years, he served as an instructor of graphic design and then he was program chair of the graphic design program for 5 years. Since 2012, Mr. Blankenship has served as chair of all design programs at the campus. He holds a bachelor's degree in graphic design from Michigan State University and a master's degree in visual communication design from Arizona State University. Previously, Mr. Blankenship worked as an advertising agency art director and designer for varied corporate print clients such as Ford Motor Company and General Motors at the J. Walter Thompson advertising agency. As a participant in the Creative Connection, he interfaces with other design professionals in the area. In his position as program chair, he supervises three adjunct instructors and currently teaches approximately 10 hours per week.

Mr. Leron Witherspoon serves as program chair for the film and video production program at the campus. He has been at Erickson College for four years and in his current position for approximately 18 months. Mr. Witherspoon holds a bachelor's degree in sculpture and art history from Florida State University and has completed 21 hours in graduate study in art history at the University of Arizona. He also has other specialized training in script and story writing as well as acting and scene study. Mr. Witherspoon has an extensive professional history of many years in video/film production working as a director, producer, and consultant. His clients have included Coca-Cola, McDonald's, ESPN, Sears, Showtime, and several episodic television productions. He is a member of the Director's Guild of America (DGA) as well as Arizona Producer's Association (APA). In the film and video program, he oversees one full-time instructor and three adjunct instructors.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No

- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Branch Inclusion only)

If no, please list programs that fall below the rates

The campus fell below the standards in the academic associate's degree program in graphic design.

(b) Student placement rate of 70 percent?

If no, please list programs that fall below the rates:

The campus fell below the standards in the bachelor's degree program in film and video production.

Yes No Not Applicable (Branch Inclusion only)

If *No*, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Professionals in the design industry participate in portfolio reviews on a regular basis for the purposes of both critique and job placement possibilities. Students visit design studios and print houses to further acquaint themselves with the professional work environment. The campus seeks to bring in local professional designers and film makers to further broaden the students' learning experience. Past speakers have included producers, directors, filmmakers and print designers such as local documentary filmmaker Mr. Cory Skaaren, who spoke on breaking into the film world. Lavage Advertising Agency art director Ms. Melissa Brenneman spoke to students about potential careers in advertising design. Field trips also are conducted to area design studios or production house venues such as the Phoenix Suns Arena to tour the extensive audio/visual production facility at the stadium. The campus also hosts Phoenix Fashion Week events where different design departments collaborate to produce a high profile community fashion show event.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
(a) Title and course descriptions
 Yes No
(b) Course numbers
 Yes No
(c) Course prerequisites and/or corequisites
 Yes No
(d) Instructional contact hours/credits
 Yes No
(e) Learning objectives
 Yes No
(f) Instructional materials and references
 Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Branch Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following numbers of calls were made to employers or graduates for the following programs:

Academic associate's degree in graphic design: 10

Bachelor's degree in graphic design: 10

Bachelor's degree in film and video production: 10

How many calls to employers or graduates were successful?

The following numbers of calls, by program, were successful:

Academic associate's degree in graphic design: 4

Bachelor's degree in graphic design: 3

Bachelor's degree in film and video production: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls in all programs confirmed the employment of the graduate as reported on the CAR.

There were graduates in the interior design and digital video production, but no enrollment at the time of the visit.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team was presented with homework assignments and the resulting homework turned in by the students. The homework had a grade assigned to it which was then recorded on a grade score sheet that could be viewed by the students online.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
 - (b) Instructional equipment.
 Yes No
 - (c) Resources.
 Yes No
 - (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
 - (b) Well-defined instructional objectives.
 Yes No
 - (c) The selection and use of appropriate and current learning materials.
 Yes No
 - (d) Appropriate modes of instructional delivery.
 Yes No
 - (e) The use of appropriate assessment strategies.
 Yes No
 - (f) The use of appropriate experiences.
 Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- 9.29 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)
- 9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

The team was presented with student graphic design portfolios that were found to be suitable and competitive for job interviews and freelance consideration by potential employers. The team also reviewed demo tape reels by video/film students that showed a student's collected work while enrolled at the campus. These demo tapes were also found to be appropriate to showcase a student's talents and capabilities.

9. PROGRAM EVALUATION

Bachelor's Degree in Audio Production

Bachelor's Degree in Game Production

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (Skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jerry Blankenship is the design school program chair and administers the game production program with the assistance of Mr. Benjamin Roth, lead instructor.

Mr. Blankenship holds a bachelor's degree from Michigan State University and a master's degree in visual communications design from Arizona State University. Mr. Blankenship has 25 years of continuous experience in the graphic design field as a layout artist, graphic designer, freelance art and design, art director, program chair, and department chair. Mr. Roth is the lead instructor for the game design program and reports to Mr. Blankenship. Mr. Roth holds a bachelor's degree in computer animation from Full Sail University and a master's degree in computer animation from Full Sail University.

Mr. Leron Witherspoon is the program chair for the audio, video, and information technology departments and administers the audio production program with the assistance of Mr. Sam Kettering, lead instructor.

Mr. Witherspoon holds a bachelor's degree in creative art from Florida State University. He holds a 2014 membership and serves as a director in the Directors Guild of America (DGA). As a director, Mr. Witherspoon attended the 66th Annual DGA Awards for 2013 Feature Films, Commercials, and Documentaries. This responsibility included access and viewing the video interviews with all the nominees. He is also a member of the American Society of Cinematographers. This afforded him access to and viewing of the interviews with the nominees for Best Cinematography. Mr. Kettering is the lead instructor for the audio program. He holds a bachelor's degree in film production and audio from Columbia College and an Avid Pro Tools Operator certificate. Mr. Kettering has 23 years of experience as an audio engineer working for Trackwork Orange Recording Studio, Novaster Digital Sound Services, and Smart Post Sound.

9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed - the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Branch Inclusion only)

If no, please list programs that fall below the rates

The campus fell below the standards in the bachelor's degree program in audio production.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Branch Inclusion only)

If no, please list programs that fall below the rates

The campus fell below the standards in the bachelor's degree program in game production.

If No, does the campus provide one of the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes No

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

The audio, video and game production programs utilize a program advisory board made up of representatives of companies in the Phoenix, Arizona area. The team was provided minutes and sign-in sheets of numerous guest speakers in either the classrooms or a Quantim Initiative (QI) uniquely designed room specifically dedicated to guest speakers and graduates of Erickson College. Other activities include a visit to the Phoenix Art Museum, a two-day seminar on screen writer productions, an audio visual seminar featuring PSAV, Inc. personnel, and a feature film location shoot.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Branch Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Branch Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following numbers of calls were made to employers or graduates for the following programs:

Academic associate's degree in digital video production: 3

Bachelor's degree in game production: 10

How many calls to employers or graduates were successful?

The following numbers of calls, by program, were successful:

Academic associate's degree in digital video production: 2

Bachelor's degree in game production: 6

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful contacts confirmed employment of graduates as reported on the 2013 CAR.

There were graduates in the bachelor's degree in game design program and academic associate's degree program in audio production, but no enrollment at the time of the visit.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed homework confirming the grading as representative of the requirements identified on the syllabi and in the Erickson College catalog.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

- Yes No
 (b) Instructional equipment.
 Yes No
 (c) Resources.
 Yes No
 (d) Personnel.
 Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
- (b) Well-defined instructional objectives.
 Yes No
- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.
 Yes No
- (f) The use of appropriate experiences.
 Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- 9.29 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions

offering the same degree?

Yes No

9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)

9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No

9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No

9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)

9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No

9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?
 Yes No

GENERAL COMMENTS:

The programs are well-conceived, directed, and taught.

COMMENDATIONS:

This is a well-run campus with competent, caring faculty, administration, and staff, who are all dedicated to the single goal of student success.

9. PROGRAM EVALUATION

Academic Associates Degree in Information Technology

Bachelor's Degree in Information Technology

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Leron Witherspoon is the program chair for information technology. As previously noted, Mr. Witherspoon holds a BFA from Florida State University and his experiential qualifications include working as an instructor and as chairman of the film department and program chair for Erickson College.

Mr. Robert Dryer is the assigned lead instructor for the information technology program. Mr. Dryer holds an associate's degree in business administration from Orange County Community College, a bachelor's degree in business administration from Syracuse University, and an MBA from Fordham University. In addition, Mr. Daly holds the following industry certifications: System Administrator Microsoft Windows Server 2003, Microsoft Certified Professional (MCP) Windows 2000 Workstation, Microsoft Windows Server 2012, CompTIA Security+, Network+ and A+.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Branch Inclusion only)
(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Branch Inclusion only)
If no, please list programs that fall below the rates
The campus fell below the standards in the academic associate's degree program in information technology.
- The 2013 CAR lists the placement rate for the associate's in Information Technology program at 57 percent. Since the number of graduates reported in the 2013 CAR in this program is less than 10, an improvement plan in the CEP is not required.
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
These programs utilize a Program Advisory Committee (PAC) composed of local industry professionals that provide recommendations and feedback on the needs of local industry. The PAC meets annually. Documentation shows there was a PAC meeting last held on July 26, 2013 where discussion centered on facilitating student employment. In addition, the team was provided documentation for guest speakers, a part of the campus's ongoing Professional Connection Lunch Speaker Series. These speakers have covered topics that include business networking, entrepreneurship, use of social media in a business startup and other similar topics.
- 9.08 Is the utilization of _____ the program?
 Yes
- TIP: The following are preferred by the Chicago Manual of Style:
Campuses'=Plural possessive
Campus's=singular possessive*
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards
 Yes No

- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Branch Inclusion OR clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Branch Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following numbers of calls were made to employers or graduates for the following programs:

Academic associate's degree in Information Technology: 4

Bachelor's degree in Information Technology: 4

How many calls to employers or graduates were successful?

Academic associate's degree in Information Technology: 1

Bachelor's degree in Information Technology: 2

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No
- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed instructor gradebooks showing graded out-of-class work assignments in active classes.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
 - (b) Instructional equipment.
 Yes No
 - (c) Resources.
 Yes No
 - (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
 - (b) Well-defined instructional objectives.
 Yes No
 - (c) The selection and use of appropriate and current learning materials.
 Yes No
 - (d) Appropriate modes of instructional delivery.
 Yes No
 - (e) The use of appropriate assessment strategies.
 Yes No
 - (f) The use of appropriate experiences.
 Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE’S, ACADEMIC ASSOCIATE’S, AND BACHELOR’S DEGREES ONLY

- 9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY

- 9.28 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- 9.29 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.37 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.38 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.39 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.40 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.41 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.42 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.43 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.44 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.46 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No Not Applicable (no students in the third and fourth years)

9.47 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes No

GENERAL COMMENTS:

Information technology instructors interviewed by the team indicated that the information technology programs would be taught-out by the end of the current year.

Students interviewed by the team were pleased with the education they are receiving at the campus. Students were complimentary of their instructors and felt they were being well prepared for a career in the information technology field.

LEARNING SITE REPORT QUESTIONS

1. Who has responsibility for the administration of the learning site? Describe the individual's academic credentials and professional experience.
Mr. Scott Erickson, campus president, is responsible for the administration of the learning site. As previously stated, he has a master's degree in business administration from Texas A&M University and a bachelor's degree in financial services from Roger Williams University. He brings the campus over 12 years of experience in proprietary education.
2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?
The Tempe learning site is located at 1425 W. 14th Street in Tempe, Arizona. The campus is less than five miles away and about a five minute drive from the Phoenix campus.
3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.
Courses for two programs are offered at the learning site, audio production and film and video production. Mr. Witherspoon, department chair for both programs maintains his office at the site. Additionally, two faculty members teach core classes at the Tempe learning site.
4. Describe how students at the learning site are provided with access to student services, identifying if services are provided at the learning site or the oversight campus.
Student services are accessible to students at the oversight campus in Phoenix. These include tutoring, financial aid, career services, library and other services documented in the student relations report. A career services staff member is available to students in the Tempe location each day for dedicated hours. The campus has a shuttle available to students who prefer not to drive between the two campuses. The shuttle can be requested via call or text. The learning site does not currently have a learning resource center, but the faculty has initiated plans to develop a mini library to encourage the further use of library resources in core courses.
5. List the staff members employed only at the learning site, if applicable.
There are no staff members employed only at the learning site.

There is one department head at the learning site, Mr. Witherspoon, information technology chair, and two faculty members, Mr. Sam Kettering and Ms. Erykah Simmons.
6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the addition or only courses? Please specify.
Students were informed at enrollment that some of their courses would be taken at the Tempe campus and this information is included on the signed enrollment agreement. There are no full programs offered at the addition.
7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.
The learning site delivers only core classes for the two aforementioned programs. The three previously mentioned faculty cover courses with an average class size of about 5 students. All of the faculty are qualified in their field and equipped to manage the specialized equipment on site.

8. List the instructional equipment available for faculty and student usage at the learning site.
The campus has, within its classrooms, theaters and studios, a sufficient selection of equipment including: desktops, copiers, printers, Vicon MX40+ Motion Capture Cameras, Aruba Wireless, Access Points, Portable Whisper Recording Booths, Lights, Misc. Batteries, Video Cameras, Stands, Film Cameras, Tripods, Video Monitors, Dolly, Video, Decks, Studio Control Center, Grip Carts, Equator 5" and 10" Monitor, PA System – Audio Program, Film and Video Upgrades (batteries, lenses), overhead projectors, audio equipment and accessories.
9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?
The team was able to verify that the building is comprised of six classrooms, a theatre, film stage, live production stage, a large green screen, studio with mixing boards, faculty and staff lounge, faculty staff workspace area, and a student lounge. The 100+ seat theater allows for student work to be presented and reviewed along with film history classes and general assemblies. The team found that the facility is adequate and appropriate to support the education programs courses offered and the current enrollment.
10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.
The campus is in teach out and is not doing external advertising to prospective students. The campus website does list the address of the learning site as does the enrollment agreement signed by all current students. The catalog lists the learning site in the addendum.

Summary

Insert a page break for the summary page. The summary page should start on a separate page.

Based on the team's review, the campus has no areas of non-compliance.

Delete the non-applicable option.

~~OR~~

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

#	Section	Summary
1.	3-1-543 and Glossary	There is no evidence of professional growth activities for five faculty members (page 20).

Section should be bold. Multiple findings should be listed in order of section number.

List page numbers after each finding on the summary page.

Insert a page break for the recommendations page. All recommendations are to be compiled, organized, given appropriate headers, and included at the end of the report.

RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

Educational Activities

With regard to the closing of the school in approximately two years, the faculty should make a concerted effort to continue to maintain the energy and effort to have guest speakers and field trips to heighten the students' educational experience.

SUPPLEMENT B: EVALUATOR REIMBURSEMENT POLICY



EVALUATOR TRAINING

CONCUR TRAVEL & EXPENSE



TRAINING OBJECTIVE

- To familiarize all ACICS Evaluators with purchasing airline and train tickets using the Concur Travel System.
- To familiarize all ACICS Evaluators with expensing Out of Pocket and American Express (AMEX) Expenses using the Concur Travel System.

All airline and train tickets used for ACICS travel should be purchased and expensed using the Concur Travel System.



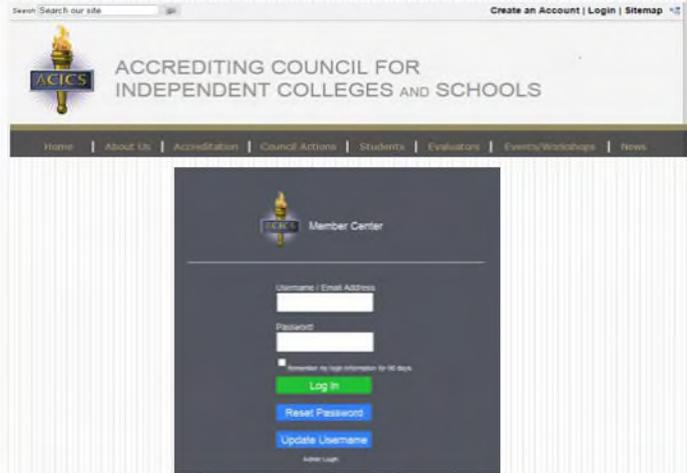
Accrediting Council for Independent Colleges and Schools



ACICS **GETTING STARTED**

Accrediting Council for Independent Colleges and Schools

1. Log into your ACICS account via the ACICS Web site:



3

ACICS **GETTING STARTED**

Accrediting Council for Independent Colleges and Schools

2. Go to the Concur Site:



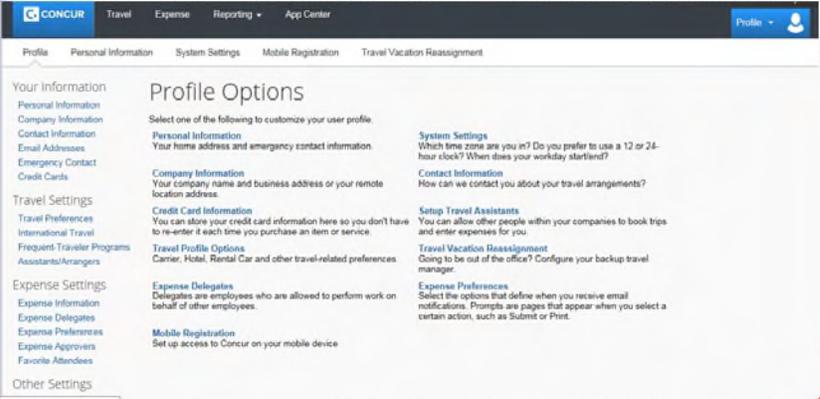
Once you are logged into the ACICS site, you can go to the Concur site by clicking "link to Concur"

4



MY CONCUR PAGE (PROFILE)

3. Before you book any travel for the first time, update your profile. Do not forget to save your profile.

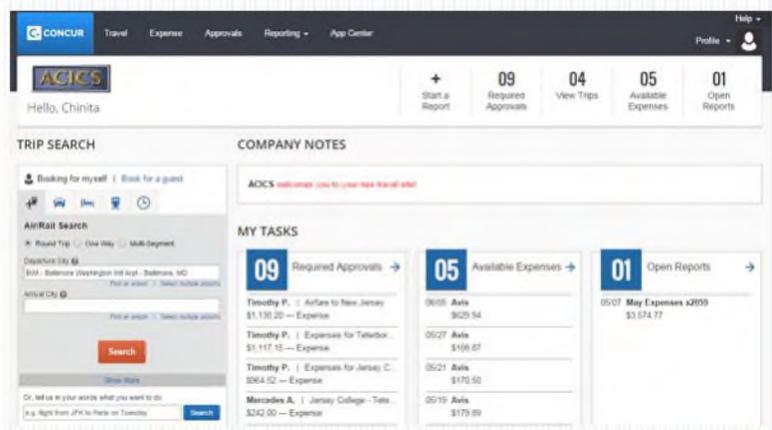


5



MY CONCUR PAGE

Concur Page Contents:



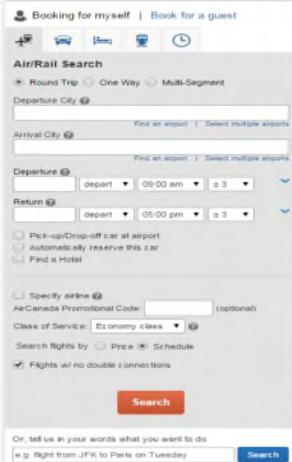
6



FLIGHT ARRANGEMENTS

Accrediting Council for Independent Colleges and Schools

TRIP SEARCH



4. On the CONCUR page, click the **Flight**  tab at the left side of the page.

Tickets in excess of \$1,000 requires approval from ACICS management.

Always refer to the "[Evaluator Reimbursement Information Policy and Procedure](#)" for proper guidelines.

5. Complete the reservation and click purchase ticket to finalize your trip.

7



FLIGHT ARRANGEMENTS CHANGING OR CANCELING

Accrediting Council for Independent Colleges and Schools

- If a trip is already ticketed but has not occurred, you can change the time and/or date of the flight. Your change options will be with the same airline and route.
- If the trip cannot be completed, the ACICS Coordinator must be notified. The unused ticket should be used when making new flight arrangements.
- An unused ticket is the property of ACICS and cannot be used for any personal travel.

8



FLIGHT ARRANGEMENTS – ASSISTANCE

If you need to contact our travel agent.

Travel Incorporated
 4301 Anchor Plaza Pkwy
 Suite 125
 Tampa, FL 33634
 Phone: 866-712-2801 (24 hours a day)
 For Concur support: 866-738-6444 (Mon-Fri., 7:30 AM– 12:00
 Midnight, EST)



EXPENSING FOR AIRFARE & TRAIN TICKETS

1. On your CONCUR page, under Available Expenses column, you will find a list of the trips that you've booked through Concur. Click on the appropriate trip to start expensing.

05 Available Expenses →	
06/05	Avis \$629.94
05/27	Avis \$108.87
05/21	Avis \$170.50
05/19	Avis \$179.89
04/22	U.S. Airways \$359.00



EXPENSING FOR AIRFARE & TRAIN TICKETS

2. Check the box of trip that you want to expense. Click on the tab **Move** and select the option "To New Report".

Available Expenses

<input type="checkbox"/> Expense Detail	Expense	Source	Date	To New Report May Expenses x2015	Amount
<input checked="" type="checkbox"/> U.S. Airways	Airfare		04/22/2015	<input type="checkbox"/>	\$359.00
<input type="checkbox"/> Avis	Car Rental		05/19/2015	<input type="checkbox"/>	\$179.89
<input type="checkbox"/> Avis	Car Rental		05/21/2015	<input type="checkbox"/>	\$170.50
<input type="checkbox"/> Avis	Car Rental		05/27/2015	<input type="checkbox"/>	\$108.87
<input type="checkbox"/> Avis	Car Rental		06/05/2015	<input type="checkbox"/>	\$629.94

11



EXPENSING FOR AIRFARE & TRAIN TICKETS

3. Fill in the necessary information in each box (the red fields are required). Click NEXT.

CONCUR
Travel Expenses Approvals Reporting App Center
Profile

Create a New Expense Report

Report Header

<input style="border: 1px solid red;" type="text" value="Report Name (Required Field)"/>	<input type="text" value="Policy: US Expense Policy"/>	<input type="text" value="Report Date: 04/22/2015"/>	<input type="text" value="Business Purpose"/>	<input style="border: 1px solid red;" type="text" value="Project ID: F045-201503-01T - CMT"/>	<input type="text" value="School ID"/>
<input type="text" value="Activity"/>	<input type="text" value="Tax: Self"/>	<input type="text" value="Comment"/>			

Next >>
Cancel

12

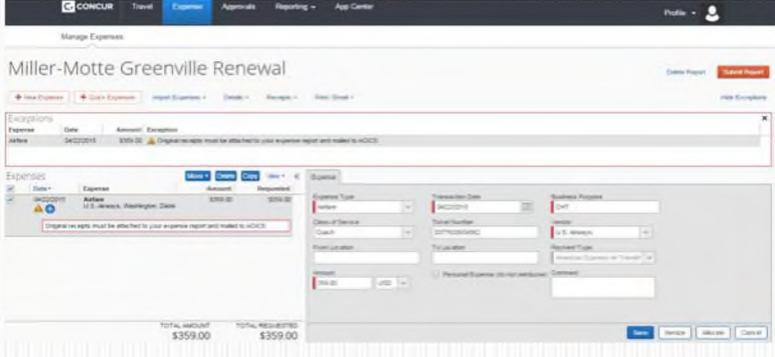


EXPENSING FOR AIRFARE & TRAIN TICKETS

4. Review the information before submitting. Trips booked through concur are automatically assigned to **American Express- Air Travel/Hotel** payment type.

5. Expenses belonging to more than one project should be allocated. To allocate expenses click "Allocate "(on the bottom right) and it will allow you to allocate by percentage (%) or by Amount (\$).

6. Save and Submit your Expense Report.

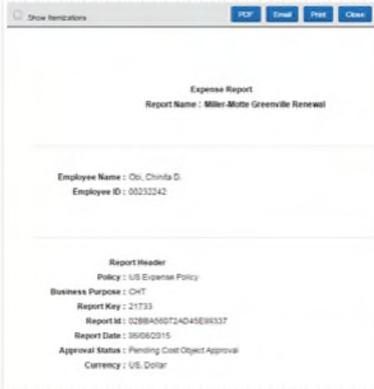


The screenshot shows the Concur 'Manage Expenses' interface for a report titled 'Miller-Motte Greenville Renewal'. It includes an 'Exceptions' table with one entry for 'Airfare' on 04/22/2015 for \$359.00. Below is an 'Expenses' table with one entry for 'Airfare' on 04/22/2015 for \$359.00. The right side of the form contains fields for 'Expense Type' (Airfare), 'Transaction Date' (4/22/2015), 'Business Purpose' (OHT), 'Class of Service' (Coach), 'Travel Number' (0377630939062), 'U.S. Agency' (U.S. Agency), 'Travel Location' (Chita Danyelleray), 'Traveler' (Chita Danyelleray), 'Request Date' (4/16/2015), and 'Comment'. At the bottom, it shows 'TOTAL AMOUNT \$359.00' and 'TOTAL REQUESTED \$359.00'. A red circle with the number '13' is in the bottom right corner.



EXPENSING FOR AIRFARE & TRAIN TICKETS

7. Print **submitted** Concur report and travel itinerary and send documents to Accounting.



The screenshot shows a printed 'Expense Report' for 'Miller-Motte Greenville Renewal'. It includes the employee name 'Oti, Chinita D' and ID '00252242'. The report header shows 'Policy: US Expense Policy', 'Business Purpose: OHT', 'Report Key: 21733', 'Report ID: 0288A6072AD43E9037', 'Report Date: 06/06/2015', 'Approval Status: Pending Cost Object Approval', and 'Currency: US Dollar'.

Itinerary Details

TRIP OVERVIEW	
I want to... Edit Itinerary Cancel Itinerary View Trip History Create Template	Trip Name: Miller-Motte Greenville Renewal Start Date: May 04, 2015 End Date: May 06, 2015 Created: April 16, 2015, Chinita Oti (Modified: April 30, 2015) Description: (No Description Available) Agency Record Locator: MYCYHP Ticket Number(s): 0377630939062 Passengers: Chinita Danyelleray Oti Total Estimated Cost: \$535.46 USD

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ACICS
Accrediting Council for Independent Colleges and Schools

EXPENSING FOR OUT OF POCKET EXPENSES

1. Out of Pocket expenses should be assigned to payment type "Out of Pocket" and submitted on a separate report from AMEX expenses.
2. Go to Expense tab and click Create New Expense.



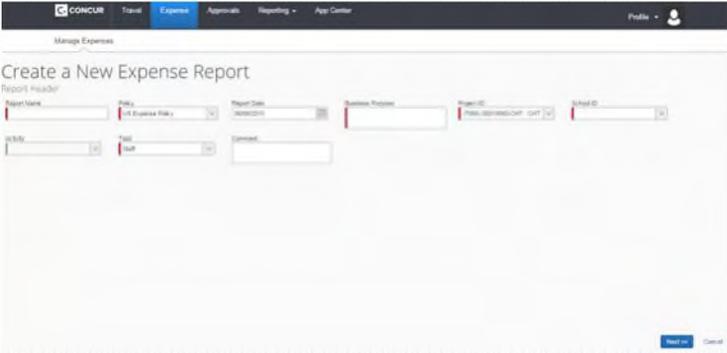
The screenshot shows the CONCUR web interface. At the top, there are tabs for 'CONCUR', 'Travel', and 'Expense'. Below these are sub-tabs for 'Manage Expenses' and 'Process Reports'. The main content area is titled 'Active Reports' and features a large red dashed box containing a plus sign and the text 'Create New Report'.

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ACICS
Accrediting Council for Independent Colleges and Schools

EXPENSING FOR OUT OF POCKET EXPENSES

3. Fill in the necessary information in each box (the red fields are required). Click NEXT.



The screenshot shows the 'Create a New Expense Report' form in the CONCUR system. The form includes several input fields: 'Report Name', 'Report Date', 'Business Purpose', 'Project ID', and 'School ID'. Below these are dropdown menus for 'ICM#', 'Type', and 'Payment'. A 'Next' button is visible at the bottom right of the form.

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EXPENSING FOR OUT OF POCKET EXPENSES

4. Fill in the information in the boxes then click Save.

You can add more expenses in one report with the same visit ID by clicking **+New expense**. Make sure to fill in information in the boxes before saving and submitting your report.

You can also combine expenses for two or more visits provided you allocate and assign them to the correct visit ID.

5. Print your submitted out of pocket expense report, attach all original receipts and send to Accounting.

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CRITICAL DOS AND DON'TS

- **Do** modify search options to access a larger flight selection.
- **Do** use unused tickets before purchasing a new flight.
- **Do** get approval to purchase airfare in excess of \$1,000.
- **Do** submit AMEX Expense report for travel tickets on time (within two weeks from the purchase date)
- **Do** review the expense report for accuracy prior to submission.
- **Do** print the submitted expense report, attach original receipts/itinerary and send to Accounting.
- **Do** print map quest to support mileage cost.
- **Do** book all ACICS travel through the Concur system.
- **Do** make copies of expense report and receipts for your record.

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CRITICAL DOS AND DON'TS

Accrediting Council for Independent Colleges and Schools

- **Don't** combine out of pocket and American Express expenses in one report
- **Don't** add personal credit card information in Concur
- **Don't** use Concur for any personal travel.
- **Don't** submit an expense report without supporting original receipts and itinerary.



CORRECT AIRFARE EXPENSE REPORT

Accrediting Council for Independent Colleges and Schools

Expense Report
Report Name: Westwood College-A71 (WestWood)

Employee Name: Eyma, Lisa G.
Employee ID: 0002287

Report Header
Policy: US Expense Policy
Business Purpose: Evaluation
Report Key: 13970
Report ID: 0763440228262449999
Report Date: 09/11/2013
Approval Status: Not Submitted
Currency: US Dollar

Incorrect

Expense Type	Business Purpose	Vendor Name	Vendor City	Payment Type	Amount
Airfare	Evaluation	Delta Air Lines	Atlanta, GA	Business Expense	\$138.43

Expense Report
Report Name: Westwood College-A71 (WestWood)

Employee Name: Eyma, Lisa G.
Employee ID: 0002287

Report Header
Policy: US Expense Policy
Business Purpose: Evaluation
Report Key: 13970
Report ID: 0763440228262449999
Report Date: 09/11/2013
Approval Status: Approved
Payment Status: Pending Payment
Currency: US Dollar

Correct

Expense Type	Business Purpose	Vendor Name	Vendor City	Payment Type	Amount
Car Rental	Evaluation	Hertz	Atlanta	Out of Pocket	\$18.47
Cash Type	Evaluation			Out of Pocket	\$15.00

https://www.concuradvisors.com/Expense/Detail/print_exp.asp?type=1000&user=PLA8_001... 1/4/2014



Accrediting Council for Independent Colleges and Schools

ACICS COMMISSIONER POLICY

Always refer to your “*EVALUATOR REIMBURSEMENT INFORMATION POLICY AND PROCEDURES*” to ensure proper reimbursement guidelines.

If you have any questions, please contact Accounting.



Accrediting Council for Independent Colleges and Schools

THANK YOU!



INITIAL GRANT/RENEWAL OF ACCREDITATION/BRANCH INCLUSION VISIT REPORT

CAMPUS NAME

Address

City, State Zip

ACICS ID Code: Campus Code

Name of On-Site Administrator, Title (e-mail address)
(Campus E-mail Address)

LEARNING SITE(S)

LEARNING SITE NAME (if applicable)

Address

City, State Zip

ACICS ID Code: Learning Site Code

MAIN CAMPUS

Main Campus (if different from above)

City, State

ACICS ID Code: Main campus code

[Date(s) of Visit] (Month Date, Year)

Name	Chair	Team member's institution/Affiliation	City, State
Name	Student-Relations Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Discipline of Specialist	Team member's institution/Affiliation	City, State
Name	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
[CAMPUS]
[CITY STATE]**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)			
						2014		2013	
						Ret.	Pla.	Ret.	Pla.
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00
Name of credential		Name of major			0/0	0.00	0.00	0.00	0.00

TOTAL ENROLLMENT [000]

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

- * Program reviewed for the first time
- ** Program(s) with no enrollment [Either identify below the expected date of enrollment or explain the campus's plans regarding the program. Do not evaluate programs with no enrollment.]
- *** Program(s) not reviewed because of specialized accreditation [Indicate which program(s), the specialized agency, and the grant expiration date(s).]
- + Program(s) in which 100 percent of courses are taught at a Learning Site.
- ++ Program(s) in which some but not all of the courses are taught at a Learning Site.

INTRODUCTION

[Please use this page to give a narrative introduction of the campus.]

[Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.]

[Also include a description and explanation of any extenuating circumstances and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has learning sites, describe how those locations are used for administrative and instructional purposes.]

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.

If there is no mission statement in the catalog, insert the section number in parentheses and explain.

- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?

Yes No

If *No*, insert the section number in parentheses and explain:

- 1.03 Are the objectives devoted substantially to career-related education?

Yes No

If *No*, insert the section number in parentheses and explain:

- 1.04 Are the objectives reasonable for the following?

(a) The programs of instruction

Yes No

(b) The modes of delivery.

Yes No

(c) The facilities of the campus.

Yes No

If *No* for any item, insert the section number in parentheses and explain:

- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

- 1.06 Is the campus committed to successful implementation of its mission?

Yes No

If *No*, insert the section number in parentheses and explain:

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No

If *No*, insert the section number in parentheses and explain:

- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable

If *No*, insert the section number in parentheses and explain:

- 1.09 Does the CEP describe the following?
- (a) The characteristics of the programs offered.
 Yes No
 - (b) The characteristics of the student population.
 Yes No
 - (c) The types of data that will be used for assessment.
 Yes No
 - (d) Specific goals to improve the educational processes.
 Yes No
 - (e) Expected outcomes of the plans.
 Yes No

If *No* for any item, insert the section number in parentheses and explain:



- 1.10 Are the following five required elements evaluated in the CEP?
- (a) Student retention.
 Yes No
 - (b) Student placement.
 Yes No Not Applicable (new branch only)
 - (c) Level of graduate satisfaction.
 Yes No Not Applicable (new branch only)
 - (d) Level of employer satisfaction.
 Yes No Not Applicable (new branch only)
 - (e) Student learning outcomes.
 Yes No

If *No* for any applicable item, insert the section number in parentheses and explain:

- 1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.
 Yes No Not Applicable
- (b) The data used by the campus to assess each outcome.
 Yes No Not Applicable
- (c) How the data was collected.
 Yes No Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
 Yes No Not Applicable

If *No* for any applicable item, insert the section number in parentheses and explain:

█

- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
 Yes No Not Applicable (new branch or initial applicant only)

If *No*, insert the section number in parentheses and explain:

█

- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
 Yes No Not Applicable (new branch only)

If *No*, insert the section number in parentheses and explain:

█

- 1.15 Describe the specific activities that the campus will undertake to meet these goals.

█

- 1.16 Does the campus have documentation to show the following?
- (a) That the CEP has been implemented.
 Yes No
- (b) That specific activities listed in the plan have been completed.
 Yes No
- (c) That periodic progress reports have been completed.
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
 Yes No Not Applicable (new branch or initial applicant only)

If No, insert the section number in parentheses and explain:

GENERAL COMMENTS:

█

COMMENDATIONS:

█

RECOMMENDATIONS:

█

2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.
 Yes No
- (b) Names of the trustees, directors, and/or officers.
 Yes No
- (c) Names of the administrators.
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

█

- 2.02 Does the campus:
- (a) Adequately train its employees?
 Yes No
- (b) Provide them with constant and proper supervision?
 Yes No
- (c) Evaluate their work?
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

█

- 2.03 Is the administration of the campus efficient and effective?
 Yes No

If *No*, insert the section number in parentheses and explain:

█

- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?
 Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

█

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes No

If *No*, insert the section number in parentheses and explain:

█

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

If *No*, insert the section number in parentheses and explain:

█

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes No

If *No*, insert the section number in parentheses and explain:

█

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

If *No*, insert the section number in parentheses and explain:

█

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

█

GENERAL COMMENTS:

█

COMMENDATIONS:

█

RECOMMENDATIONS:

█

3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
 Yes No

- 3.02 Are all staff well trained to carry out administrative functions?
 Yes No

If *No*, insert the section number in parentheses and explain:

- 3.03 Who is the on-site administrator, and what are this person's qualifications?
 [REDACTED]

- 3.04 Does the campus list degrees of staff members in the catalog?
 Yes No

If *Yes*, is appropriate evidence of the degrees on file?

- Yes No

If the degrees are not on file, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain:
 [REDACTED]

- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

- Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

- Yes No

(c) Curriculum.

- Yes No

(d) Accreditation and licensure.

- Yes No

(e) Guidance.

- Yes No

(f) Instructional resources.

- Yes No

(g) Supplies and equipment.

- Yes No

(h) The school plant.

- Yes No

(i) Faculty and staff.

- Yes No

(j) Student activities.

- Yes No

(k) Student personnel.

Yes No

If *No* for any applicable item, insert the section number in parentheses and explain:

█

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?

(a) Validated test scores.

Yes No

(b) Initial and periodic academic advising.

Yes No

(c) Initial and periodic career advising.

Yes No

If *No* for any item, insert the section number in parentheses and explain:

█

3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students?

Yes No

If *No*, insert the section number in parentheses and explain:

█

3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?

Yes No Not Applicable (campus has not admitted ATB students long enough to have developed such data)

If *No*, insert the section number in parentheses and explain:

█

3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed.

█

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

If *No*, insert the section number in parentheses, list student names, and explain:

█

3.12 Are appropriate transcripts maintained for all students?

Yes No

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
 Yes No

If *No*, insert the section number in parentheses and explain:
[REDACTED]

- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No

If *No*, insert the section number in parentheses and explain:
[REDACTED]

- 3.15 Does the campus maintain transcripts for all students indefinitely?
 Yes No

If *No*, insert the section number in parentheses and explain:
[REDACTED]

- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
 Yes No

If *No*, insert the section number in parentheses and explain:
[REDACTED]

GENERAL COMMENTS:
[REDACTED]

COMMENDATIONS:
[REDACTED]

RECOMMENDATIONS:
[REDACTED]

4. RELATIONS WITH STUDENTS FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?
[REDACTED]

- 4.02 Does the campus ensure that its student relations reflect high ethical standards?
 Yes No

If No, insert the section number in parentheses and explain:

█

4.03 Does the campus have appropriate admissions criteria?

Yes No

If No, insert the section number in parentheses and explain:

█

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

If Yes, are these parties supervised by and familiar with the campus?

Yes No

If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain:

█

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes No

If No, insert the section number in parentheses, list student names, and explain:

█

4.06 Does the admissions policy conform to the campus's mission?

Yes No

If No, insert the section number in parentheses and explain:

█

4.07 Is the admissions policy publicly stated?

Yes No

If No, insert the section number in parentheses and explain:

█

4.08 Is the admissions policy administered as written?

Yes No

If No, insert the section number in parentheses and explain:

█

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes No

(b) Outlines all program related tuition and fees?

Yes No

(c) Has a signature of the student and the appropriate school representative?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

█

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

If *No*, insert the section number in parentheses and explain:

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

█

4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?

█

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

If *No* for any item, insert the section number in parentheses and explain:

█

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

If *Yes*, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes No

If *No*, there is no name of the campus or there is no evidence, insert the section number in parentheses, list student names, and explain:

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

If *Yes*, is evidence of licensure or registration on file?

Yes No

If *No*, (evidence of licensure or registration is not on file), insert the section number in parentheses, list student names, and explain:

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

If *No*, insert the section number in parentheses and explain:

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes No Not Applicable (campus does not participate in financial aid)

If *Yes*, who holds this responsibility and what are this person's qualifications?

If *No*, insert the section number in parentheses and explain:

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes No

If *No*, insert the section number in parentheses and explain:

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes No

If *No*, insert the section number in parentheses and explain:

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes No Not Applicable

If *No*, insert the section number in parentheses and explain:

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes No

If *No*, insert the section number in parentheses and explain:

4.21 Has the campus established articulation agreements with other institutions?

Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

If *Yes*, has the campus published a list of institutions with which it has established the agreements?

Yes No

If *No*, insert the section number in parentheses and explain:

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes No

If *No*, insert the section number in parentheses and explain:

FOR MASTER'S DEGREE PROGRAMS ONLY

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?

Yes No

If *No*, insert the section number in parentheses and explain:

█

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

█

If *No*, insert the section number in parentheses and explain:

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No
- Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
- Non-credit or remedial courses.
 Yes No Not Applicable (campus does not offer)
- A warning status.
 Yes No Not Applicable (campus does not use)
- A probationary period.
 Yes No
- An appeal process.
 Yes No
- An extended-enrollment status.
 Yes No Not Applicable (campus does not offer)
- The effect when a student changes programs.
 Yes No Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.
 Yes No Not Applicable (campus only offers one credential)
- The implications of transfer credit.
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

- 4.26 Does the campus apply its SAP standards consistently to all students?
 Yes No

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (no students are in violation of SAP)

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
 Yes No Not Applicable (all programs are less than two years)

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (all programs are less than two years)

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)

If *Yes*, is the student informed of this policy?

Yes No

If *No* (the student is not informed), insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No Not Applicable (there are no such students)

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)

If *No*, insert the section number in parentheses, list student names, and explain:
[REDACTED]

- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No

If *No*, insert the section number in parentheses and explain:
[REDACTED]

- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
[REDACTED]

- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
 Yes No

If *No*, insert the section number in parentheses and explain:

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) Scholarships.

(b) Grants.

(c) Loans.

(d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

If *No* (the campus does not properly classify these programs), insert the section number in parentheses and explain:

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes No

If *No* for any applicable item, insert the section number in parentheses and explain:

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

If *No*, insert the section number in parentheses, list student names, and explain:

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *No*, insert the section number in parentheses and explain:

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

If *No*, insert the section number in parentheses, list student names, and explain:

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

If *No* for any item, insert the section number in parentheses and explain:

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (campus has not changed tuition or fees)

If *No*, insert the section number in parentheses and explain:

4.46 Is the campus' refund policy published in the catalog?

Yes No

If *No*, insert the section number in parentheses and explain:

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

If *No*, insert the section number in parentheses and explain:

4.48 Is the campus following its stated refund policy?

Yes No

If *No*, insert the section number in parentheses and explain:

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
