

Title	Attended	Last Name	First Name	Registration Date	Webinar Type	Day	Date
ACICS Evaluator Training - Distance Education	Yes	Sherwood	JEannine	08/21/2019	SIMULIVE	Thu	03/14/2019
ACICS Evaluator Training - Distance Education	Yes	Trajkovski	Goran	03/14/2019	SIMULIVE	Thu	03/14/2019
ACICS Evaluator Training - Distance Education	Yes	Udagepola	Kalum	03/14/2019	SIMULIVE	Thu	03/14/2019
ACICS Evaluator Training - Distance Education	Yes	Wiggins	Dr. Pamela	07/12/2019	SIMULIVE	Thu	03/14/2019
ACICS Evaluator Training - Distance Education	Yes	Wilcox	Louise	03/16/2019	SIMULIVE	Thu	03/14/2019
ACICS Evaluator Training - Distance Education	Yes	Winger	William	03/16/2019	SIMULIVE	Thu	03/14/2019
ACICS Evaluator Training - Distance Education	Yes	wise	vicki	04/03/2019	SIMULIVE	Thu	03/14/2019
ACICS Evaluator Training - Distance Education	Yes	Yohon	Teresa	04/05/2019	SIMULIVE	Thu	03/14/2019
ACICS Evaluator Training - Educational Activities	Yes	Adams-Crisel	Brandy	09/18/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Aly	Yehia	01/12/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Anderson	Erik	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Balsavage	Brian	01/20/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Bennett	Pamela	01/21/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	bernstein	judith	02/03/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Blair	Linda	01/15/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Bodimer	Jeffrey	02/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Bonaparte	Joe	06/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Bonocore	Michelle	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Brinkley	Ashika	05/13/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Brown	Stephanie	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Brubaker	Richard	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Burford	Julie	01/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Butts	Rachelle	01/15/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Callaghan	Mary	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Campbell	Terry	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Capitani	Jennifer	01/16/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Choudhry	Dr. Ali	08/19/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Cseh	Mon-I	10/05/2019	SIMULIVE	Sat	12/29/2018

Title	Attended	Last Name	First Name	Registration Date	Webinar Type	Day	Date
ACICS Evaluator Training - Educational Activities	Yes	Cue	Ruby Elaine	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Dariarow	Essy	01/17/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Davies	Kevin	08/30/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Dhillon	Harpal	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Evans	Thomas	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Fosnaugh	Lynda	01/12/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Garcia	Ramon	08/18/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	George	Sunil Mathew	01/23/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Gnage	Dennis	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Groff	Shannon	01/12/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Harazduk	Ian	08/13/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Harper-LeBlanc	Debra	08/18/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Harris	Jacquelyn	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Hendee	Susan	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Hill	Carla	01/17/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Hock	Terri	01/13/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Holmes	Amanda	08/27/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Hudson	Nicole	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Hudson	Sarah	01/22/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Hurd	Sherie	03/01/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Ibrahim	Nassef	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Iwamoto	Dawn	01/18/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Jayasingh	Joshua	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Johnson	Christopher	08/18/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Jones	Deborah	01/28/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Jones	John (Jack) R.	08/24/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Jones	Rebecca	01/13/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	King	Ebony	01/09/2019	SIMULIVE	Sat	12/29/2018

Title	Attended	Last Name	First Name	Registration Date	Webinar Type	Day	Date
ACICS Evaluator Training - Educational Activities	Yes	Kraft	Lori	04/02/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Krissler	Edgar	02/05/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Kufuor	Edward	01/14/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Lee	Brian	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Lowery	Mary Gail	09/29/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Loyd	Dayton	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	MacMeekin	Mia	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Mago	John	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Maluf	Gary	01/13/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Marsh	Bonnie	01/23/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Martin-Montella	Andrea	08/25/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	McNeil	Willie	02/04/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Mills	Ronald	08/18/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Millstone	Michael	01/16/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Moore	Cyndee	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Morley	Jamie	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Mosley	Ronald	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Mouras	Tamara	08/17/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Murphree	Rick	01/14/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Murugan	Edna	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Nanna	Kevin	05/17/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Nash	Carol	08/23/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Nwidag	Ernest	05/20/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	O'Charoen	Veekit	01/21/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Olson	Andrea	01/12/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	OQuinn	Erika	08/21/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	ORTIZ PARRA	LELIS	05/21/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Oster	Kenneth	01/10/2019	SIMULIVE	Sat	12/29/2018

Title	Attended	Last Name	First Name	Registration Date	Webinar Type	Day	Date
ACICS Evaluator Training - Educational Activities	Yes	Peterson	Timothy	01/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Phan	Jack	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Phillips	Thomas	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Pillai	Bindu	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Pinnelli	Bobbijo	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Plaskett	Lisa	01/26/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	prager	carolyn	01/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Preddie	Steve	08/22/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Qin	Zhigang Glen	01/23/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Rahman	Jahangir	01/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Rathnam	Ravi	08/18/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Richardson	Karlene	09/05/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	ROCHA	DEBRA	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	SANCHEZ	GEANYRA	03/15/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Sheldon	Jeannette	01/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Shepard	Calvin	08/21/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Sherwood	JEannine	08/21/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Snyder	George "Chip"	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	SOHNEN	ROZ	08/25/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Storms	Christine	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Teel Borowski	Catherine	01/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Trajkovski	Goran	01/17/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Trewartha	Brian	01/17/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Trinkle	Dennis	01/13/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Udagepola	Kalum	01/09/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Vandenbush	Sheila	01/22/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Volpe	Carmen	08/19/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Wachenheim	Cheryl	01/10/2019	SIMULIVE	Sat	12/29/2018

Title	Attended	Last Name	First Name	Registration Date	Webinar Type	Day	Date
ACICS Evaluator Training - Educational Activities	Yes	Walker	Dr. Roblena	03/12/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Ware	Dr. Charles	01/20/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Warner	Trinh	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Weiglein	Shirley	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Weng	Judy	01/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Weng	Judy	01/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Wiggins	Dr. Pamela	07/11/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Wilcox	Louise	01/30/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Williams	Thomasena	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Winbush	Torelen	08/17/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Wise	Victoria	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Wright	Nancy	01/14/2019	SIMULIVE	Sat	12/29/2018
ACICS Evaluator Training - Educational Activities	Yes	Yelverton	Sandra	01/14/2019	SIMULIVE	Sat	12/29/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Adelman	Connie	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Benmessaoud	Fawzi	10/14/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Bennett	Pamela	11/19/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Calabro	Stephen	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	No	Campbell	Terry	10/11/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Dickey	Wyman	10/15/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Edwards	Michelle	11/20/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Ernst	Michele	01/07/2019	SIMULIVE	Sat	12/29/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Ferrell	Billy	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Gioffre	Dolores	10/12/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Gordon	Jan	10/11/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Guinan	Elizabeth	01/07/2019	SIMULIVE	Sat	12/29/2018
ACICS Team Chair Fall 2018 Debrief and Training	No	Hutton	Jim	10/16/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Jones	John (Jack) R.	01/07/2019	SIMULIVE	Sat	12/29/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Krissler	Edgar	10/10/2018	CLASSIC	Tue	11/20/2018

Title	Attended	Last Name	First Name	Registration Date	Webinar Type	Day	Date
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Luce	David	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Mago	John	11/14/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Mago	John	01/10/2019	SIMULIVE	Sat	12/29/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	mago	susan	11/14/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	marrow	alvin	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	McPherson	Bill	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Minore	Darlene	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Morley	Jamie	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Mosley	Tommy	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Murphree	Rick	01/14/2019	SIMULIVE	Sat	12/29/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Murphy	Dianna	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Ober	Scot	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Olson	Andrea	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Olson	Andrea	08/26/2019	SIMULIVE	Tue	03/05/2019
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Palmatier	Bob	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Ramirez	Rafael	12/05/2018	SIMULIVE	Tue	11/27/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Ramirez	Rafael	01/21/2019	SIMULIVE	Sat	12/29/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	SELLERS	KATHRYN	11/16/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Sieracki	Mickey	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Smith	John	10/10/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Strout	Joyce	11/14/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Timm	Judee	12/12/2018	SIMULIVE	Tue	11/27/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Winger	William	11/17/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Yelverton	Sandra	10/14/2018	CLASSIC	Tue	11/20/2018
ACICS Team Chair Fall 2018 Debrief and Training	Yes	Yohon	Teresa	10/10/2018	CLASSIC	Tue	11/20/2018

Volunteer Evaluators: Winter 2019 - Fall 2019

LAST NAME	FIRST NAME	LAST NAME	FIRST NAME
Arizzi	Maria	Preddie	Steve
Balsalvage	Brian	Ramirez	Rafael
Bennett	Pamela	Randall	Gwendolynn
Bernstein	Judith	Reed	Donna
Bird	Deborah	Ryan	Gloria Alicia
Bonaparte	Joseph	Sellers	Dorothy Kathryn
Borowski	Catherine	Sheldon	Jeannette
Bynoe-Plaskett	Lisa	Sherwood	Jeannine
Calabro	Stephen	Smith	John
Collazo	Rosalind	Storms	Christine
Cue	Ruby Elaine	Strout	Joyce
Dickey	Wyman	Teneyuca	David
Dilauri	Lisa	Tishchenko	Liliya
Ernst	Michele	Trajkovski	Goran
Evans	Thomas	Trewartha	Brian
Feleke	Yoseph	Wilcox	Louise
Fuchs	Patricia (Pan)	Williams	Petal
George	Sunil Mathew	Winger	William
Gimbutas	Silvia	Wise	Victoria
Glasglow	Sean	Wright	Nancy (Nan)
Gnage	Dennis		
Gordon	Jan		
Hock	Terri		
Huntsman	Karla		
Kiely-Granstaff	Christine		
Kizer	Carol		
Krissler	Edgar (Ed)		
Lowery	Mary Gail		
Mago	Susan		
Mago	John		
Maluf	Gary		
Marsh	Bonnie		
McPherson	William		
Mehmood	Imran		
Minore	Darlene		
Murphy	Dianna		
O'Charoe	Veekit		
Olson	Andrea		
O'Quinn	Erika		
Padgett	Malissa		
Perez	Michael		
Peterson	Timothy		
Phillips	Barry		

Evaluator Refresher Training Webinar

**Affecting the Accreditation Process through
Effective Onsite Reviews**

FALL 2018

*Prepared solely for the training of the individuals assigned to serve on ACICS Evaluation Visits and
cannot be reproduced or used for any other purpose.*

WELCOME!

FACILITATOR:

Ms. Perliter Walters-Gilliam, Vice President of Accreditation



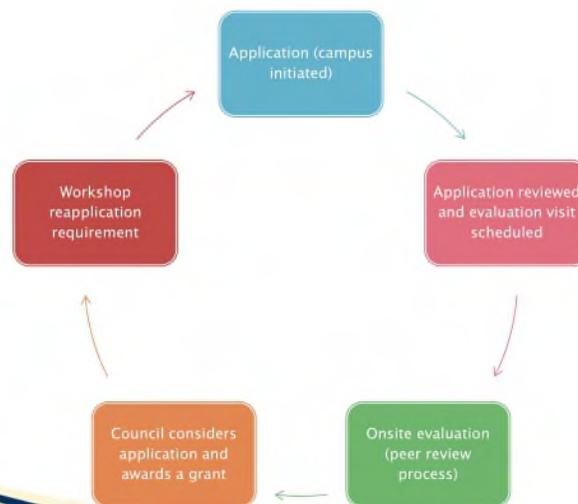
EVALUATOR TRAINING RESOURCES

- Evaluation Visit Policies & Procedures (*Pink Book*)
- Travel Arrangements and Reimbursement Training Guidelines
- Concur Travel and Expense Training
- Evaluation Visit Best Practices
- Report Templates
- Evaluator Review of Performance

All resources can be found here, ACICS/Evaluator/Evaluator Resources:
<http://www.acics.org/evaluators/content.aspx?id=2292>



THE BEGINNING – APPLICATION PROCESS



WHAT IS ACCREDITATION?

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

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



UNDERSTANDING THE ROLE

The ACICS Evaluator...

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



UNDERSTANDING THE ROLE Avoiding Conflict of Interest

- Required Independent Contractor Agreement
- Revised Conflict of Interest Policy*
- Consulting – actual, perceived, or otherwise
- Geographic Location
- School Affiliations – within five years

*To be submitted prior to onsite assignment



UNDERSTANDING THE ROLE VISIT TYPES

Full Onsite Evaluation Team Visits (2-3 days)

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

Expanded Quality Assurance Monitoring (QAM) Evaluation

Team Visits

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

Combined Full Team & QAM Review*



UNDERSTANDING THE ROLE Full Team Visits

Team Chair (Section 1-3, 6)

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

Student Relations Expert (Section 4)

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



UNDERSTANDING THE ROLE Full Team Visits

Program Specialist

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

Educational Activities Expert

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



UNDERSTANDING THE ROLE

Full Team Visits

Accreditation Coordinator

Review publications and the catalog

- Pre-visit management
- On-site team coordination
- Liaison (in conjunction with the chair) between the school and the team
- *Accreditation Criteria* interpretation
- DIR Review
- **Council Representative**



UNDERSTANDING THE ROLE –

Staff Managed Visits

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

Program Specialist

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

Generalist – CH/SR

- Placement Verification
- Review of Students' Records
- Recruitment/Admissions Review
- Financial Aid and SAP
- Evaluation of overall administrative capability



THE REVIEW – Travel Cycles



Important Notices

Communication

Periodically, ACICS will need to communicate with all active evaluators about changes in policy or procedures that affect their volunteer service. It is the evaluator's responsibility to ensure that the email address on record are active.

Request for Current Professional Information

Formal requests are being made for current resumes and new Independent Contract Agreements. Evaluator records have already been made inactive, or specific expertise purged from their records, if the documents were not received or if the documents submitted did not evidence the qualifications to serve.

Revised Conflict of Interest Form

Fillable form created to accept electronic signatures. This revised form must be submitted to evaluatoremanager@acics.org prior to serving on visits. Coordinators may also be asking this information but it is only required ONCE per year. A copy can be found under Evaluator Resources.



Important Notices

Visit Solicitation

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

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

Certification/Licensure/Registration

Experts of programs which require licensure, certification, or **registration (federal or state)**, must hold an active/current license, certification, or registration. This information is currently being collected (email requests sent) and will be documented in the system for the record.



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Important Notices

Adding an Emergency Contact

To ensure that ACICS is able to reach someone on your behalf, in case of an emergency, review the instructions available under **EVALUATOR RESOURCES – How to Add an Emergency Contact** on the web site.

References to ACICS

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

- Independent Contractor for ACICS
- Independent Program Evaluator
- Consultant is **NOT** acceptable



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STAYING INFORMED

- ✓ Reading the Memorandum to the Field
- ✓ Participating on AWARE webinars
- ✓ Downloading a copy of the *Accreditation Criteria*



ACICS Travel Center - Concur

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

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



Before you say “Yes!”

- Check and **double check** all calendars to ensure availability
- Confirm area(s) requested for review (SR, ED, DE, Program(s))
- Ensure that there is no conflict of interest with the campus to be reviewed
- Ensure your ability to travel early enough on the day before the visit and late on the 2nd day or the following day
- Communicate any unique circumstances to the requesting staff



Once you say “Yes!”

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



The Required Pre-Visit Meeting

- Attendance/participation is **required***
- Generally the evening (6pm – 6:30pm) before the visit
- Facilitated by the team chair and supported by accreditation coordinator
- Detailed Meeting – average about 1 hour
- Business Casual attire



The Required Pre-Visit Meeting Agenda

- Introduction
- Expectations of Onsite Review based on Information received
- **Discussion of Institutional History and Risk Assessment**
- Council Policies and Procedural Changes
- Review of Various Sources of Information
 - Call for Comment Results
 - Comments from the public (if applicable)



Council Policies and Procedural Changes

- Reviewed by ACICS Staff
- Include details on implications of changes to the onsite process
- May require action by evaluators
- Constitutes training prior to serving



INSTITUTIONAL RISK ASSESSMENT



Assessment of Risk & Sources of Information

- Complaints and External (Adverse) Information
- Student Achievement Performance
- Institutional History
 - Level of Accreditation and Program Offerings
 - Last Review
 - Institution's ability to demonstrate compliance within reasonable time
- Pre-Visit Call for Comments – Students, Faculty, Staff



When we get there...

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



THE PROCESS

1. Review Methods of Discovery
2. Identifying Areas of Concern
3. Reporting Findings
4. Preparation of Report
 - a) Providing information
 - b) Findings
 - c) Recommendations



METHODS OF DISCOVERY

There are the four (4) methods of discovery:

- ➔ **Interviews**
- ➔ **Observations**
- ➔ **Document Review**
- ➔ **Comments/Surveys**



Document Review

- Campus Effectiveness Plan (CEP)
- Campus Accountability Report (CAR)
- PVP Report
- Self-study narrative
- Class schedule
- Academic Credit Analysis (ACA)
- Catalog
- Course Syllabi
- Library/Instructional Resources
- Community Resources
- Out-of-class activities*
- Externship Agreements
- Faculty files
- Student files – academic & financial aid
- Administrative staff files
- Recruitment Activities Monitoring



Document Review

- Campus Effectiveness Plan (CEP)**
 - ✓ Evaluated by the team chair to determine campus's success in evaluating/monitoring its own effectiveness.
 - ✓ Must also be reviewed by program specialists if there improvement plans were necessary (retention/placement rates were BELOW 70 percent).
- Campus Accountability Report (CAR)**
 - ✓ Reviewed by the student relations to verify the campus's retention rate
 - ✓ Used for file selection for student relations review – admissions, financial aid, SAP, etc.
- Self-study narrative**
 - ✓ Must be read by all team members in preparation for the visit
 - ✓ Observations and impressions of the narrative will be discussed at pre-visit meeting
 - ✓ Basis for institutional review - campus's assessment of its operations/activities.



Document Review

•**Class schedule**

- ✓ Provides guidance on classes to be observed and interviewed
- ✓ Facilitates the assessment of accurate contact time.

•**Catalog**

- ✓ Includes all institutional policies along with program-specific elements that will be verified against practices.
- ✓ Critical part of review as it is considered official contract with students on institutional policies and procedures
- ✓ Must be reviewed in preparation for the visit

•**Academic Credit Analysis (ACA) -**

- ✓ A form used to measure credit hours based on contact hours allocated across lecture, lab, and practicum as appropriate.
- ✓ Approved by ACICS and accepted on the record as the hours allocated for credit conversion.
- ✓ An important document that requires ACICS approval if changed/revised/incorrect



Document Review

•**Course Syllabi**

- ✓ Should include all the items outlined in the Glossary of the *Accreditation Criteria*.
- ✓ Should be reviewed against the course descriptions in the catalog.
- ✓ Should be evaluated for academic quality and rigor.

•**Library/Instructional Resources**

- ✓ The report will be completed by one individual but with input from each specialist based on the assessment of their programs' instructional resources.
- ✓ Every specialist must visit the library and make an assessment on their program's resources

•**Community Resources**

- ✓ Resources must be by program and should be a variety
- ✓ May include advisory committees, guest speakers, field trips, events, webinars, externships, etc.



Document Review

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

- ✓ Minimum expectation – for every one hour of in class **lecture** = two hours of homework for credit bearing programs
- ✓ The homework must be evaluation and included in grades (have a weight)

• **Externship Agreements**

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

• **Faculty files**

- ✓ Reviewed for qualifications – academic and experiential (as appropriate)

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

- ✓ Reviewed by the SR experts

• **Administrative staff files**

- ✓ Reviewed by the SR expert and team chair



Interviews

Who do you interview?

- ✓ Faculty, Students, Administrators, Externship Site coordinator
- ✓ Review self-study and report template questions

When do you begin interviews?

- ✓ Consideration must be given to class schedule, availability, externship/clinical sites schedule



Interviews

Where and how might interviews be conducted?

- ✓ Formal – classes, group meetings, scheduled
- ✓ Informal – student lounge, smoking area

What do you do with the information from the interviews?

- ✓ Team discussion
- ✓ Incorporation into report



Questioning

Questioning must be:

- ✓ Objective – not judgmental
- ✓ Open-ended, not leading
- ✓ Focused (information gathering)



Refer to the question guide in the *Evaluator Policies and Procedures Guide*.

Review report questions to be completed and read self-study narrative to get context.



Observations

What?

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

When?

First day of a two-day visit
Evening and weekend classes
First & Second days of a three-day visit

Why?

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

How?

Scheduled (externships)
Random (class schedule)



Specific Review Element: Identifying Possible Title IV Abuse

Verifying that Contact Hours are Met as Disclosed in Academic Credit Analysis for Credits.

- ✓ Class schedule for the entire term must be provided to evaluate the number of TOTAL hours of class time for each course.
- ✓ Class hours must then be compared to the number of hours REPORTED to ACICS in the Academic Credit Analysis and in the student in the catalog.
- ✓ Consideration should be given to make up classes in cases of emergency, etc.
- ✓ This includes externship hours as credits are earned – review of time cards to evidence accurate record-keeping.



Specific Review Element: Identifying Possible Title IV Abuse

Administration and Oversight of Satisfactory Academic Progress (SAP) & Financial Aid

- ✓ Late refunds or NO refunds being made
- ✓ Students aren't being dropped for not making SAP
- ✓ SAP is not being evaluated as it should
- ✓ CGPA is not being calculated accurately



Specific Review Element: Identifying Possible Misrepresentation

Verification of Placement Waiver Classifications to Evidence Accuracy in Reporting.

- ✓ Waivers positively influence placement rates
- ✓ Inaccuracy in waiver classification would require CAR revision and possible adverse impact on placement
- ✓ 100% review of documentation to validate categories=



Specific Review Element: Identifying Systemic Issues

- ✓ Students hardly attending classes but are passing the courses (interviews, surveys)
- ✓ Faculty being asked to "pass" students with little evidence of actual instruction taking place
- ✓ Course outlines contain minimal details which raises questions about instructional assessments and academic rigor
- ✓ Lack of knowledge by faculty and staff on critical administrative and academic matters
- ✓ Absence of engagement of staff on the self-study or current processes
- ✓ General concerns with record keeping and administrative oversight



Verification of Student Achievement Information

Student Relations Expert

- Review of the most recently reported CAR
- Verifies the campus and program retention rates (published)

Data Integrity Reviewer – ACICS Staff

- Graduates classified as "not available for placement"
- Schedule to Graduate Cohort Process
- Procedures for Leaves of Absence



Areas of Concern

Are based on potential conflict with the Accreditation Criteria, not with individual expectations.

- Become findings if not addressed during visit.
- **MUST** be shared with staff coordinator and/or team chair as soon as they are identified.
 - **DO NOT** share, imply, or otherwise communicate areas of concern or potential findings during your review with the campus
- Necessitate the request and review of additional information.



Quick Check - Are these Areas of Concern?

A number of students share in the Onsite Survey that they felt pressured to enroll.

YES!

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

YES

The library space is really small.

It Depends 😊

Students complain that they don't have social media on the computers or lockers.

NO



Quick Check - Are these Areas of Concern?

Review of externship time cards for graduates do not evidence that the total number of hours were completed.

YES

Students complain that they have no access to the faculty after school – their office hours are not long enough.

Maybe 😊

One student shared that he needed help in a course and no one helped him.

Maybe 😊

You went to observe a class and it should have started 30 minutes ago but a majority of students were missing along with the instructor.

YES



FINDINGS

- Are based on conflict with the *Accreditation Criteria*
- Must be thoroughly detailed in the report
- Must clearly identify the area in need of additional information
- Should **only** be communicated to the institution by the team chair and staff coordinator
- Must provide information on how the institution or campus can provide additional information to address the concern
- Must be written in the following format:
(Section x-x-xxx): Statement conflict with *Criteria*. Details on conflict with the standard based on observations, document review, and interviews.
[Details on corrective measure that should be taken.]



EXAMPLE

Area of Concern:

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

What would you do next?

- Observe equipment and determine, based on your expertise, if the equipment is sufficient for the program's outcomes.
- Share information with ACICS staff member, chair, and team.
- Discuss with other team members and see if their students reported the same issue in their programs of review.
- Allow time for the chair and staff to communicate to institution and acquire additional information.

What factors could contribute to this transitioning from an area of concern to a finding?

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



EXAMPLE CONT'D

The report write-up:

(Sections 3-1-531(a) & 3-1-601): Instructional equipment is not sufficient for the Computer Networking program. Through interviews with students, student survey responses, and observation of laboratory equipment, the program does not have sufficient instruction equipment to complete the program objectives. Specifically, there was no "Wireless Network" hardware available for students such as wireless access points, routers, and interface network cards. The objectives of the program state that students will receive training in order to seek CompTIA A+, Net+, Linux+, Security+, Convergence+, MCITP, and Cisco CCNA certifications. These certifications have strong wireless components, therefore, students need hands on administrative access to wireless networking devices.



Discussing Areas of Concerns & Findings

- ✓ Open, constructive team discussion
- ✓ Should not be personal or territorial (I'm the expert)
- ✓ **MUST** be based on conflicts with the *Accreditation Criteria*
- ✓ **MUST** be clearly articulated
 - ✓ to the team for discussion;
 - ✓ To staff/chair to share with campus; and
 - ✓ in the report for response



THE TEAM'S REPORT

- Team chair: Sections 1 – 3 (generally)
- Student Relations expert: Section 4
- Educational Activities expert (with contributions from program specialist(s)): Sections 5 & 8
- Staff coordinator: DIR and SEVIS Sections and Section 6
- Program specialist(s): Section 8
- Distance Education expert: Section 9
- English as a Second Language: Section 12
- Learning Site (Staff): Section 13



EXPANDED NARRATIVE REPORT

- ✓ More descriptions, qualifications of statements, and narrative explanation on documents reviewed, interviews conducted, and observations of operations.
- ✓ Higher expectation on the team read-through since the devil will be in the details for consistency and accuracy.
- ✓ Report Preparation will require more due diligence and more feedback will be given.



EXPANDED NARRATIVE REPORT

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification, or other registration necessary to practice in the specific occupational or professional area.
- 8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
- 8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?
If Yes, list the community resources and describe how they enhance student enrichment and potential career opportunities.
- 8.09 Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.
- 8.21 Describe how the program(s) includes the following required instructional components:
- (a) Systematic planning.
 - (b) Well-defined instructional objectives.
 - (c) The selection and use of appropriate and current learning materials.
 - (d) Appropriate modes of instructional delivery.
 - (e) The use of appropriate assessment strategies.
 - (f) The use of appropriate experiences.



Providing Narrative Responses

Q. 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

INCORRECT: *Dr. Amanda Fuller, PhD. Degrees in biochemistry, engineering, and education, University of New Delhi and UCLA.*

CORRECT: *Dr. Amanda Fuller is assigned to administer the engineering programs in her role as program chair. She holds a bachelor's degree in biochemistry and a master's degree in engineering, both from the University of New Delhi, and a PhD in education from the University of California, Los Angeles (UCLA). Prior to joining the institution six months ago, she served as a professor and academic affairs director at UCLA.*



Providing Narrative Responses

8.07 If Yes, list the community resources and describe how they enhance student enrichment and potential career opportunities.

INCORRECT: *Field trips, externships, PAC*

CORRECT: *The program utilizes the following community resources to enrich the student experience and potential career opportunities:*

Field trips – a number of field trips have been taken to senior centers, elementary schools, and health fairs to provide free services which include blood pressure checks, proper flu-season hygiene, and health-related literature. Signed waiver forms and pictures are on file. Most recently, a field trip to the Springbrook Senior Center was completed on November 26.

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

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



FINDING vs. RECOMMENDATION

FINDING:

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

RECOMMENDATION:

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



Completion of Report

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



The Exit Conference

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



Post-Visit Responsibilities

- Submit expense reports for out of pocket reimbursement and ACICS-paid travel expenses.
- Keep report through the Council's consideration
- No follow-up communication with institution
- Maintain confidentiality of proprietary information



Travel Expenses & Reimbursement Process

- Flight expense report must be submitted shortly after booking your flight (American Express Air Travel/Hotel)
- Must be completed within 60 days of visit
(out of pocket)
- Must be completed through Concur **online**
- Hard copy report and original receipts **must be mailed** to the Accounting department
- Must include approval by staff for:
 - Purchase of airfare that are \$1000+
 - Rental of vehicle
 - Additional stay at hotel
 - Use of personal vehicle (to drive)



EXPECTATIONS – THE 411

Professionalism – at all times

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

Punctuality

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

Preparedness

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



EXPECTATIONS – THE 411

Communication & Collaboration

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

Teamwork

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

Commitment

- Avoids cancelling
- If cancellation is necessary, will assist by suggesting a replacement.



Email us at evaluatormanager@acics.org



*Thank you for your continued
service to ACICS!*



Distance Education (DE) Evaluation Training

**Affecting the Accreditation Process through
Effective Onsite Reviews**

2019

*Prepared solely for the training of the individuals assigned to serve on ACICS Evaluation Visits and
cannot be reproduced or used for any other purpose.*

Distance Education Evaluator Training

1

WELCOME

- ▶ Ms. Kathryn Sellers – ACICS Evaluator and Online Faculty Member
- ▶ Ms. Perliter Walters-Gilliam – ACICS VP of Accreditation



Distance Education Evaluator Training

2

TRAINING OBJECTIVES

- ▶ Understand and apply the Criteria related to Distance Education consistently and appropriately
- ▶ Demonstrate understanding of Criteria expectations
- ▶ Successfully evaluate Distance Education as a mode of delivery at an ACICS-accredited institution



Training Overview

- ▶ Qualifications to Serve
- ▶ Review Components (Appendix H, Section II, *Accreditation Criteria*)
 - Institutional Readiness
 - Admissions Requirements And Enrollment
 - Curriculum And Instructional Delivery
 - Faculty And Instructional Support
 - Resources And Equipment
 - Students And Student Services
 - Student Evaluation And Program Assessment
 - Publications
- ▶ Preparing for the Visit



Qualifications to Serve

To be deemed appropriately qualified to serve as a Distance Education (DE) specialist, the evaluator must be able to demonstrate/evidence:

- ❑ Five (5) years experience in the management of Distance Education
- ❑ Experience in providing Distance Education instruction
- ❑ Experience in online curriculum development
- ❑ Completion of Distance Education training (beyond just the platform)



Institutional Readiness (b)

- ▶ Plan to implement distance education instruction.
- ▶ At a minimum, the plan should include the
 - rationale,
 - resources,
 - course/program objectives,
 - content, and
 - student assessment.

Institutions must integrate this plan into the Campus Effectiveness Plan.



Institutional Readiness (b)

- ▶ Review of the Self-Study Narrative – Section H
- ▶ If Distance Education is new, plan would be part of the **application** for the initiation of the mode of delivery
- ▶ Review of the Campus Effectiveness Plan **prior** to the visit to evaluate the integration of DE.
 - Assessment of student demographic with DE
 - Assessment of the impact of DE on outcomes
 - Inclusion of DE in institutional planning process



Institutional Readiness (c)

- ▶ The instructional delivery method must be **appropriate** for students and the curriculum.
 - *LMS must have avenues for discussions for faculty to student interaction and student to student interaction*
 - *LMS must have avenues for individualized feedback from faculty*
 - *Students' likelihood of success in the online environment given their characteristics (from CEP). Do students need more hands-on; individualized attention? Is there an assessment for DE prior to enrollment? Students' performance in DE courses*
 - *The program of study is more practical/hands-on and not appropriate for the limited interaction online (HVAC/Welding)*



Institutional Readiness (d)

- ▶ Institutional policies and procedures should be consistently applied using procedures that are appropriate to the mode of delivery.
 - *Review the faculty and student handbooks to evaluate the DE-specific policies and procedures which SHOULD be identified*
 - *Observations/interviews/document review would confirm that policies are being followed (i.e. outreach, number of days expected for engagement, grading deadlines)*



Institutional Readiness (e)

- ▶ Institutions must designate a qualified individual to oversee the distance education activities.
 - *Designation – signed position description/contract; position description outlines DE responsibilities*
 - *Qualifications – academic and experiential so transcripts and resume of experience in DE, training in online oversight, etc.*
 - *Oversight – review of administrative duties related to DE*



ADMISSIONS REQUIREMENTS AND ENROLLMENT

- ▶ (a) Institutions must identify the admission requirements of distance education courses and/or programs and how they differ from, if applicable, the on-ground admission requirements.
 - ▶ *Review of the admissions requirements as published in the catalog*
 - ▶ *Interview of students concerning their admission for DE courses and/or the program*
- ▶ (b) If an online admissions test is required, it must be administered in a manner which verifies the student's identity. Institutions must make it clear in writing at the time of enrollment how the student's
 - (1) **identity will be verified throughout the course and program,**
 - (2) **how the student's privacy will be protected,** and
 - (3) **if the student will be assessed any additional charges associated with the verification of student identity.**



ADMISSIONS REQUIREMENTS AND ENROLLMENT

- ▶ (c) Institutions must clearly and appropriately state any requirements the students must possess or have access to in order to access this mode of delivery.
 - ▶ *Catalog disclosure of DE systems requirements*
 - ▶ *This includes software and hardware requirements*
- ▶ (d) Institutions must provide an online orientation program to **familiarize the student with the equipment and resources** used in the distance education activities and to orient the student to the **distance education learning process.**
 - ▶ *If the orientation is offered online, review a recent/current class. If it is in-person, then review sign-in sheets*
 - ▶ *Make sure the orientation addresses equipment and resources*
 - ▶ *Make sure the orientation provides an overview of the DE learning process*
 - ▶ *Review the timing of the orientation relative to classes starting*



Orientation should include: resources, and support services, including technical support. (See Student Services)

CURRICULUM AND INSTRUCTIONAL DELIVERY

- ▶ (a) Regardless of the instructional delivery method, the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.)
 - ▶ *Check the syllabi against the requirement of the Glossary definition*
 - ▶ *The syllabus should be modified appropriately for online/hybrid delivery in the areas of assessment and methodologies*

- ▶ (b) The course must provide sufficient and appropriate opportunities for interaction between faculty and students and among students.
 - ▶ *The key here is “sufficient” and “appropriate”*
 - *Look for quality and individualized feedback from the instructor to the student in the grade book*
 - *Review discussion threads and the quality of the interaction among students and the feedback/guidance provided by faculty*



CURRICULUM AND INSTRUCTIONAL DELIVERY

- ▶ (c) Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for distance education delivery of courses or programs generally do not use the traditional lecture/laboratory/externship formulas for credit calculations (*See Section 3-1-516, Course and Program Measurement*).
 - ▶ Review of the DE Academic Credit Analysis (ACA) (for QAM-DE)
 - ▶ Evaluate the coursework against the credits awarded – is it appropriate?
 - ▶ Request a copy of the original DE ACA provided as part of the application



CURRICULUM AND INSTRUCTIONAL DELIVERY

- ▶ (d) Curriculum must be administered in a way that maintains security of access.
 - *Assure the virtual classroom has security.*
 - *Typically done through the platform*
 - *For example, Canvas has built in security and automatically install security patches as soon as they're available.*
 - *The campuses do this by providing a unique user name and password to students during admissions.*



CURRICULUM AND INSTRUCTIONAL DELIVERY

- ▶ (e) Institutions must demonstrate that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The verification method, at the option of the institution, may include a secure login and pass code, proctored examinations, and other appropriate student authentication or verification technology.
 - *Check the policy and then verify it is being followed.*
 - *Ask the administrator to describe the process of authentication*
 - *What's the technology being used?*
 - *Has there been any instance of misuse? What action was taken?*



FACULTY AND INSTRUCTIONAL SUPPORT

- ▶ (a) The institution must employ academically and/or experientially credentialed faculty to teach online courses appropriate to the subject matter.
 - *Defer to the assessment of the programs' specialists on the team*
- ▶ (b) Faculty hired to facilitate online instruction must be properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment.
 - *Review the contents of the online training provided to faculty. Is it substantive and focused on academic quality (not just systems)*
 - *Check certifications of completion for all online faculty*
 - *Orientation must include training on the LMS: instruction, communication, security, and assessment*



FACULTY AND INSTRUCTIONAL SUPPORT

- ▶ (c) The institution must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning.
 - *Look for the LMS information - does it allow for interaction for student to student and student to faculty?*
 - *What technical support is available - to the faculty, students, and administration?*
- ▶ (d) The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction among students and interaction with curriculum content.
 - *What are the published policies concerning student/teacher ratios?*
 - *Review current courses to determine ratios*
 - *Interview faculty and students on general class size; ability to interact and facilitate interaction, etc*
 - *Evaluate for appropriateness based on feedback, observation, and student learning outcomes*
- ▶ (e) The institution must have a faculty development plan on file that is appropriate for each individual. For further information, see Section 3-1-543.

Reviewed by the ED specialist (Section 5)



RESOURCES AND EQUIPMENT

- ♦ (a) The institution must demonstrate that it has adequate financial resources to support the form of delivery.
 - ♦ *Would be an assessment of overall operations at the institution as well as based on interviews/review/observations of resources, services, technical support, quality of LMS, etc.*

- ♦ (b) The institution must demonstrate that students taking online courses have access to the same or equivalent library resources and support as students taking courses in a physical classroom. If 50% or more of the student's program is approved for online delivery, these resources must include at a minimum access to a virtual library collection of program-related books, journals, and periodicals and access to virtual library and information technology services.
 - ♦ *A thorough review of the online library is needed to assess this criterion. Ask for password/login to the online library*
 - ♦ *Review students access to the librarian(s) – interviews/logs*
 - ♦ *Evaluate interaction to support the librarians are utilized*



STUDENTS AND STUDENT SERVICES

- ♦ (a) The institution must orient online students to its learning management system, resources, and support services, including technical support.
 - ♦ *In the online orientation, look for each of these elements.*
 - ♦ *Support services should be the same/equivalent to that of residential students*

- ♦ (b) Student support services available to students enrolled in online programs must be the same or equivalent to those provided to students enrolled in ground-based programs, including but not limited to **student services such as counseling, academic advising, financial aid, and employment assistance**.
 - ♦ *Ask for documentation that would evidence that online students have similar access.*
 - ♦ *Academic advising notes, financial aid advising, employment assistance and career development, counseling, etc.*



STUDENT EVALUATION AND PROGRAM ASSESSMENT

- ▶ (c) The course learning objectives (CLO) for a course delivered online must be the same as the learning objective for the same course delivered on ground.
 - *Review catalog and syllabi (for the online and residential course)*
- ▶ (d) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives.
 - *The campus should be able to identify the CLO that are measured by each assignment. This ties into student learning outcomes and assignments, discussions, quizzes, projects, should be linked to a learning outcome.*



STUDENT EVALUATION AND PROGRAM ASSESSMENT

- ▶ (e) The institution must document that it conducts course/program evaluations, including assessment of student learning outcomes; student retention and placement; and student, graduate, faculty, and employer satisfaction. (See Section 3-1-111.)
 - *Thorough review of the CEP (not just asking the chair)*
 - *Request and review copies of the student/graduate/faculty/employer satisfaction surveys*
 - *Assessments should focus on students in distance education and not a general, campus or program level analysis*



PUBLICATIONS

- ▶ The institution must fully disclose what form(s) of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C.
 - *Forms of instruction: hybrid, online (fully online), self-paced, etc.*
 - *Review all relevant publications, including the catalog and the website and advertising materials*
 - *Review the catalog requirements as outlined in Appendix C*
 - *Are the statements concerning distance education accurate? "Online Division" "Online Campus"*



Preparing for the Visit

- ▶ Log into LMS to observe CURRENT courses (the school will provide you a log in for their distance education classes).
- ▶ Review classes for class size, faculty and student engagement.
- ▶ Review faculty qualifications to see who is currently teaching – get an idea for qualifications (Faculty/Staff Summary Form; Faculty Online Profiles).
- ▶ Review the CEP for all requirements



Identifying Issues: Academic Quality and Fraud

- ▶ Students' logging in just to "check in" with no substantive contribution
- ▶ Students' work is sub-par with no evidence of actual content
- ▶ Limited to no student-student and/or faculty-student interaction
- ▶ Faculty not actually evaluating students' work but giving (passir grades



SUMMARY

- Distance Education review must include an assessment of academic quality
- Evidence of student identity security and monitoring
- Faculty and students must be appropriately trained in the online platform to ensure student success





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FOCUSED SPECIALIST TRAINING: EDUCATIONAL ACTIVITIES (ED)

*Ensuring Academic Quality and
Faculty Oversight*

*Prepared solely for the training of the individuals assigned to serve in this capacity on
ACICS Evaluation Visits and cannot be reproduced or used for any other purpose.*

Fall 2018



1

Focal Areas

- ❑ The Expectations of the Educational Activities Role
- ❑ Academic Administrator's Oversight & Qualifications (Section 3-1-511)
- ❑ Academic and Educational Policies
- ❑ Specialized or Programmatic Accreditation Requirements
- ❑ Assessment of Program Development and Planning (Sections 3-1-512 and 3-1-513)



Educational Activities Training

2

Focal Areas

- ❑ General Education Faculty Requirements (Sections 3-3-203, 3-4-302, and 3-5-302)
- ❑ General Education Coursework Requirements and Review (Sections 3-3-202, 3-4-202, and 3-5-202)
- ❑ Evaluation of Faculty Development (Section 3-1-543)
- ❑ General Faculty Quality
- ❑ Contracts and Agreements (Sections 2-2-504, 2-2-505, & 2-2-506, and 2-2-507)
- ❑ Evaluation of Overall Academic Quality



Qualifications to Serve

To be deemed appropriately qualified to serve as an Educational Activities (ED) specialist, the evaluator must be able to demonstrate/evidence:

- ❑ Five (5) years experience at an administrative, academic level
- ❑ Curriculum development and review (General Education)
- ❑ Faculty oversight and management, especially those teaching General Education courses
- ❑ Knowledge of academic affairs and past experience in academic operations



ADMINISTRATOR OVERSIGHT & QUALIFICATIONS

- ❑ Formal Assignment of an individual to that role
- ❑ Qualifications – academic **and/or** experiential
 - ✓ Informed judgement to be made based on discovery (documentation, interviews, observations)
 - ✓ Academic – transcript evaluation
 - ✓ Experiential – resume, data sheet summary, interview
- ❑ Evaluation of effectiveness/competence (Section 3-1-202(a))
- ❑ Sufficiency of time and resources



ACADEMIC & EDUCATIONAL POLICIES

- ❑ Academic Freedom Policy (Section 3-1-202(c))
- ❑ Faculty Involvement in Matters of Academic Governance(Section 3-1-501)
- ❑ Competency-based Credits (academic, occupational, or personal experiences) (Section 3-1-516(c))

Awareness & Implementation



Academic Freedom

- Written policy
- Evidence of awareness by faculty – confirmed during interviews/classroom observations
- Faculty members' ability to articulate what “academic freedom” means to them



Faculty Involvement in Matters of Academic Governance

- Written policy that includes all the required elements
- Evidence of ADOPTION by the institution
- Evidence of AWARENESS by the faculty



Competency-based Credits

- Review of the POLICY to evidence the systematic method in place for evaluation and award of credit
- Assessment of the appropriateness (fairness/academic soundness) of the policy
- Review of DOCUMENTATION to evidence implementation of the policy:
 - ✓ Request academic files for students who have received credit



SPECIALIZED/PROGRAMMATIC ACCREDITATION REQUIREMENTS

- Review of catalog and self-study narrative
- Evidence of campus-compliance
- Notification to students



PROGRAM DEVELOPMENT AND EVALUATION

- Demonstrable Involvement of stakeholders in program development
 - ✓ Employers
 - ✓ Graduates
 - ✓ Students
 - ✓ Faculty
 - ✓ Other Interested Parties

- Provisions for individual differences among students

- Evaluation, Revision and Development of Curriculum



PROGRAM PLANNING

- Beyond the syllabus checklist

- Discussing program development with administrator

- Use of independent studies and experiential learning
 - Catalog
 - Self-study narrative
 - Evaluation of the policies/oversight



GENERAL EDUCATION FACULTY REQUIREMENTS REVIEW

- ❑ Specific Academic Requirements
- ❑ Educated Assessment of Qualifying Coursework
 - ✓ *Ethics*
 - ✓ *Oral Communication*
 - ✓ *Philosophical Perspectives*
- ❑ Determination of Academic Depth
 - ✓ Coursework
 - ✓ Experience



GENERAL EDUCATION COURSEWORK REQUIREMENTS AND REVIEW

- ❑ Definition of a General Education
 - ✓ "Traditional"
 - ✓ Applied
- ❑ Evaluation of Comparability
- ❑ Required Distribution
- ❑ Assignments in some programs
 - ✓ Anatomy and Physiology in Nursing programs
 - ✓ Other programmatic requirements



FACULTY DEVELOPMENT

- ❑ Individualized for each faculty member – adjunct, full-time, and part-time
- ❑ Includes **BOTH** in-service training and professional growth activities
 - ✓ In-service: Systemic Planning; Designed to improve instruction and curriculum; Focus on teaching and learning
 - ✓ Professional growth: Should ensure awareness of developments in field; External activities in the field; and Focus on area of expertise
- ❑ Must include documentation of implementation
- ❑ Evaluated annually



QUALITY OF FACULTY

- ▶ Official Transcripts
- ▶ Evaluation of Foreign Credentials
- ▶ Adequacy and Sufficiency
- ▶ Participation in Meetings
- ▶ Policy required as well as evidence of freedom
- ▶ Established policy and evidence of adoption
- ▶ Involvement in meetings, curriculum review, etc.
- ▶ Faculty meetings with substantive discussions

Academic Involvement

Academic Involvement



CONTRACTS AND AGREEMENTS

- ▶ With Accredited Institutions (Section 2-2-504)
 - Must be in written and disclosed in the catalog
 - Must be approved by the Council prior to participation
 - More than 50% of the program must be offered by the institution granting the credential

- ▶ With Unaccredited Institutions or Entities (Section 2-2-205)
 - Maximum of 25% course offering
 - ACICS review and approval required



CONTRACTS AND AGREEMENTS

- ▶ Articulation Agreements with Secondary Schools (Section 2-2-506)
 - For transfer of credit into a program at the institution
 - Must be in writing and periodically reviewed, signed, and dated.
 - Must appear on both transcripts

- ▶ International Partnership Agreements (Section 2-2-507)
 - At least 25% of the program must be delivered by the institution awarding the credential
 - ACICS review and approval required
 - Appendix I



EVALUATION OF ACADEMIC QUALITY

- The Academic Credit Analysis (ACA)
- Availability and appropriateness of instructional tools (Section 3-1-531)
 - ✓ Facilities, Instructional equipment, Support for modes of instructional delivery, and Personnel
 - ✓ Conditions favorable to instruction
 - ✓ Quantity and type of instructional material and equipment
 - ✓ Compliance with licensing and copyright laws
- Educational Requirements and Objectives
 - Occupational Associate's degree: Sections 3-3-201 & 3-3-202
 - Academic Associate's degree: Sections 3-4-201 & 3-4-202
 - Bachelor's degree: Sections 3-5-201 & 3-5-202
 - Master's degree: Sections 3-6-401, 3-6-402, & 3-6-403



Appropriateness of Instructional Components

Describe how the program(s) includes the following required instructional components:

- (a) Systematic planning.
- (b) Well-defined instructional objectives.
- (c) The selection and use of appropriate and current learning materials.
- (d) Appropriate modes of instructional delivery.
- (e) The use of appropriate assessment strategies.
- (f) The use of appropriate experiences



SUMMARY

- Strengthened assessment and reporting
- Enhanced and expanded function in evaluation of academic quality
- Utilization of qualified judgments on the adequacy and appropriateness of educational resources



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PRE-VISIT MEETING ORIENTATION

Fall 2019

Abstract

Recent policy and procedural changes and updates pertinent to the onsite evaluation review process. The staff member is responsible for communicating this information to the team prior to the commencement of the visit, with evidence of completion.

ACICS Travel Team

Pre-Visit Meeting Discussion List

*The staff coordinator **must** cover the following areas during the pre-visit meeting:*

- ❖ Introductory Details – while many of you serve as consultants, it is important to focus and emphasize **ONLY** the aspects of your experience that relate to your area of review. It is important to demonstrate that you are qualified to provide curricula and experiential expertise in the areas you are identified with.
- ❖ Institutional Summary: *review the critical information on your Institutional Summary document that is relevant to the visit – risk factors, previous visit (number of issues), etc.*
- ❖ Consulting: The appearance thereof is just as unacceptable as the actual act itself. See item #6 on *Conflict of Interest Policy*
- ❖ Conflict of Interest Policy (Canons): the policy has been revised and must be signed prior to serving on the visit. If you have not yet electronically signed the document and emailed it to evaluatormanager@acics.org. **You will only need to do this once a review year.**
- ❖ School Requests: do not ask anything non-programmatic/academic related of the institution and even then, if you're not sure, speak with the chair or the staff person.
- ❖ Report Preparation: with the enhanced narrative component, our read-through will be critical to ensure consistency in the information and details on the responses.
- ❖ Team Discussions: in as much as you are all expert in your area, your expert opinions and perspective is welcomed and appreciated during this process. That being said, discussions/debates will be open, non-personal and constructive. The intent is to find alignment with the Criteria as well as to assess industry and academic conformity.
- ❖ Appropriateness: Again, for reiteration because this is **so** important: discussions on biased political affiliations, religious views, and/or anything deemed inappropriate by any member of the team will not be tolerated.
- ❖ Discussions of general issues are great but once they get personal, they get touchy and out the window.
- ❖ A “team” – that’s what we are which means that all decisions made will be made by the team: we don’t want (or need) consensus but we want buy-in and to achieve this we will hear everyone’s views, consult with the ACICS office, and a decision made.
- ❖ Expenses – should be turned around within 30 days and include itemized receipts, directions, and all other materials as outlined in the travel policy.
- ❖ Criteria and Procedural changes (*see below*)

Council Policies and Procedural Changes

This outline is provided as guidance to the ACICS staff during the joint facilitation of the pre-visit meeting. The meeting is led by the team chair but the staff is responsible for providing information on any applicable Criteria changes and Council directive that affects the evaluation process.

PROCEDURAL CHANGES & REMINDERS

STAFF ASSIGNMENTS

Cover Page and Program Page

Since staff does the assignments as well as have direct access to the program information, we will now assume this responsibility (which can be completed prior to the visit to ensure accuracy).

SEVP Report Section

Staff, working with the chair as appropriate, completes this section. The institution's participation in the SEVP (through DHS) should be confirmed PRIOR to the visit

Data Integrity Review (DIR)

The most recent (2018) CAR will be used to verify the following:

1. Placement waivers - those graduates reported as not available for placement so that ACICS can be confident in the reporting and classifications provided by the campus (waivers positively affect placement).

2. Retention Waivers – those students within the period that left the campus for one of the “approved” reasons:

- *Active Military*
 - *Papers verifying assignment to active duty.*
 - *Completers and Graduates as well as spouses and dependents of military personnel who have moved due to military transfer orders are included.*
- *Incarceration*
 - *Documentation that the completer or graduate was incarcerated during the reporting period and served a criminal sentence in a Federal, State or local penitentiary, prison, jail, or other similar correctional institution.*
 - *Students under house arrest are included. Students sentenced to serve for less than one month, only on weekends or in a half-way house are not eligible.*
 - *Documentation must be maintained in the student's file at the campus*
- *Death*
 - *Copy of an obituary or other written confirmation from relative or friend.*

If there are concerns with the documentation to support those classified as not available for retention or placement, a finding for accuracy and/or integrity of the data (Section 3-1-203) may be appropriate.

Staff will ask the campus for copies of ALL RETENTION WAIVERS reported on the CAR.

Criteria Interpretation/Report Preparation Guidance

To ensure that all programs are evaluated consistently in these academic areas, the following guidance is being provided, with consultation with academic experts in the field. The team should exercise its judgment and expertise appropriately in all instances.

1. Section 3-1-532 Instructional Components (Educational Activities) – the ED specialist must provide, with input from program specialists, a high-level analysis of the following components, and note as appropriate, those programs and those sections that are deficient.

- Systematic Planning – *strategic planning at all levels*
 - *Documented and systematic Faculty meetings – general and programmatic*
 - *Advisory committee meetings – campus and/or programmatic*
 - *Curriculum review committee – strategic planning on curriculum review*
 - *Faculty Development Plans – inclusion, documentation, and review of a program for in-service and professional growth*
 - *Documented evidence of results from systematic planning at the program level*

- Well-defined Instructional Objectives
 - *Course (syllabi) and program objectives*
 - *Course objectives should include measurable learning outcomes (what a student should be able to...)*
 - *Program objectives should be tied to the program's outcomes and its relation to the institution's mission*

- Selection and Use of Appropriate and Current Learning Materials
 - *Currency and appropriateness of equipment, resources, and textbooks (also in 3-1-531(a))*
 - *Appropriate would be determined by the program in question but should include a mix of the learning materials that facilitate student learning and classroom success.*

- Appropriate Modes of Instructional Delivery
 - *More engaged classroom observations by evaluators to observe delivery*
 - *Observation should include, and summarize, the use of a variety of pedagogical techniques (class discussions, hands-on discovery in labs, technology-based aids besides PowerPoint presentations, demonstrations, group activities).*

- Use of Appropriate Assessment Strategies

- *Must be fair, varied, and takes on a schedule consistent with the course objectives (only a mid-term and final are not appropriate, for example).*
 - *Should include weekly quizzes, group projects, investigative research, hands-on competency-based reviews, etc. as appropriate for the courses and program, as a whole.*
 - *Documentation should be reviewed to evidence the use of these strategies (and not just the narrative provided by the program chair/lead instructor)*
 - *Review of the use of the data received from these assessments – recording of the data; what the data say about the types and effectiveness of instruction; and incorporation into the CEP for student learning outcomes.*
- Use of Appropriate Experiences
 - *Includes the use of community resources to classroom delivery to job fairs and beyond.*
 - *Description of the student’s academic experience – the deliberate and successful incorporation of community resources*
 - *Additional considerations:*
 - *Are there regular class discussions to build self-confidence and awareness?*
 - *Are most learning activities active or passive?*
 - *How is technology integrated in the classroom and/or in assignments?*

Recruitment/Admissions Monitoring Oversight

We have expanded our call for comment survey, which is required to be sent to all students one-two weeks prior to the visit to include questions with comment areas about whether the information in the admissions and recruitment process was clear, accurate, and without pressure. The visit team will continue to conduct an on-site student survey to gather further information about the students’ experience. Furthermore, the Student Relations specialist may conduct on-site interviews with students to garner further feedback of their experience, particularly through the admissions and recruitment process.

We have also required all documentation related to their admissions and recruitment practices (including policies and guidelines, orientation packets for recruiters, interview scripts, etc.) to be included within the room materials. This information will be reviewed by the Student Relations specialist on site, who will conduct interviews with the admissions directors and admissions representatives while on-site.

Furthermore, we are requiring the campus to provide their policies and processes for monitoring recruitment personnel. We will then request evidence of the implementation of this policy. For example, if the institution records admissions calls, we will request a random sample of these recorded calls. The depth of the review will be dependent on any at-risk factors, survey and interview responses, and documentation review.

At-Risk Factors

We have been monitoring institutions for at-risk factors including complaints and adverse information, student achievement indicators, financial condition, enrollment growth, extensive changes, and previous visits. The coordinator will compile the at-risk factors for presentation and discussion at the pre-visit meeting. This information will help the team members be aware of current or previous issues at the institution.

REPORT TEMPLATES REVISION

*Significant changes have been made to the templates including the moving of sections to Sections 4 and 5. Hence, evaluators **MUST** review and download the most recent version as published on the ACICS web site.*

REPORT SECTION-SPECIFIC GUIDANCE

1. **Team Chairs**
 - a. **Distance Education in CEP** – should include, in addition to all the elements, the evaluation of faculty satisfaction.
 - b. **Implementation of Grievance Policy (for students and staff)** – in its self-study narrative, the campus provided a history of complaints it has received over the last 3 years. Using that as the basis for review, the chair should ask for the documentation to support the campus’s investigation and final decision on each complaint. If no complaint was noted, the chair should ask if there are any recent complaints from STAFF and STUDENTS in order to determine that the campus is following its published policies (staff handbook/catalog)
 - c. **Fire and Sanitation** – specific reference is made to the records being maintained and the chair is required to review said documentation of currency and compliance.
2. **Student Relations**
 - a. **Assessment of Ethical Practices** – moved to the end of the report as an overall summary of the SR’s review of all areas related to “ethical student relations” in admissions, recruitment, SAP, counseling, career services, etc.
 - b. **Career Services** - given that this area relates to students, it has been moved back to that SR section.
3. **Educational Activities**
 - a. **Instructional Components** – see above concerning the emphasis on overall academic quality across all programs.

4. **Program Section**
 - a. **Student/Teacher Ratio** – in lab-oriented courses, the CURRENT ratio (not what is provided in the self-study) should also be provided if there is a difference in lecture/lab sizes (which there should be). The class schedule provided for the entire term should be used.

POLICY CHANGES

1. Minimum Eligibility Requirements (Section 1-2-100)
Currently accredited institutions are expected to maintain all eligibility standards to remain accredited. Of particular significance during the evaluation visit are the following elements:
 - a. *Ongoing licensure/authorization by the state (should be reviewed by CH in Official Documents)*
 - b. *Ongoing compliance with applicable (state) laws and regulations*
2. ATB Admissions (Sections 3-1-202(c) & 3-1-411(a))
*Clarification on the tests that may be used to evaluate students' ability to succeed in the program. Previously, the test used was at the discretion of the institution instead of a **test that is approved by USDE**. For institutions accepting ATB (or students in a "career pathway program"), the SR should ensure that the admissions test used is one approved by Ed.*
3. Attestation of High School Graduation (Section 3-1-303(b))
*Attestation of high school graduation is no longer acceptable, even in states where that is permissible. All students admitted to start in the fall 2019 **must** have evidence of high school graduation, GED, or its equivalent.*
4. Student Services (Section 3-1-441)
*In addition to revising the language to focus on **advisement** and not counseling, the language referring to counseling on student loan repayment obligations has been moved to **Section 3-1-434(d)** (deleted from Section 3-1-441(d))*
5. Foreign Transcript Evaluation (Sections 3-1-411(a), 3-1-413, 3-1-541, 3-4-401, 3-5-401, and 3-6-701)
Confusion on the expectation of an AACRAO evaluation is being clarified that the transcript evaluation is only acceptable if its from AACRAO's International Education Services. That is, individuals who are member of AACRAO cannot do the evaluation.

6. Program Concentrations/Specializations (Sections 3-3-202, 3-4-202, and 3-5-202)
Specific standards on what constitute a program specialization. Concentrations refer to the area of study and is already defined in the Glossary. Institutions have been given one year to bring their CURRENT "concentrations/specializations" into compliance with the new requirements.

3-3-202. Education Requirements. ...

There shall be a minimum of 10 semester hours, 15 quarter hours, or their equivalent in general education or applied general education courses. Any specialization within one program shall be a minimum of 9 semester hours, 13.5 quarter hours, or their equivalent, and shall not be considered part of the concentration coursework. The catalog must identify the courses that satisfy the general education and specialization requirements, and it must provide an explanation of the course numbering system.

3-4-202. Education Requirements. ...

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Any specialization within one program shall be a minimum of 12 semester hours, 18 quarter hours, or their equivalent, and shall not be considered part of the concentration coursework. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration, specialization(s), and general education requirements, and it must provide an explanation of the course numbering system.

3-5-202. Education Requirements. ...

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. Any specializations within one program shall be a minimum of 12 semester hours, 18 quarter hours, or their equivalent, and shall not be considered part of the concentration coursework. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration, specializations(s), and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system. ...

3-6-403. Education Requirements. The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent of coursework plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required. Any specializations within a program shall be a minimum of 12 semester hours, 18 quarter hours, or their equivalent in addition to the required coursework. The master's degree normally is earned over three semesters, five quarters, or their equivalent. The catalog must provide an explanation of the course numbering system.

GLOSSARY OF DEFINITIONS

Specialization: In a degree program, a collection of courses apart from the *Area of Concentration* that provides students with in-depth knowledge in a given area of expertise leading to potential career opportunities within that specified field of study.

Hence, this should not be a finding but must be noted in the report with details on the current offering, catalog denotation, transcript reference, etc.

7. Taught-out Program Restart (Section 2-2-503)
*Programs with no enrollment during the visit, and whose 2018 and 2017 CAR indicate zero enrollment for these two periods should be noted on page two as automatically discontinued. The institution should of course be advised of that criterion. Communication should be sent to **Terri/Shaniqua** so they can make the change in Personify and send the notice to the campus.*
8. Accreditation Workshop Requirement (2-1-100)
The onsite administrator at every campus (for multi-campus systems) must attend a workshop. Next one is September 12 and another one may not be scheduled until 2020.
9. Follow up studies (Section 3-1-441(c))
*The language is being moved to the CEP (Appendix K) and will be implemented January 1, 2020. However, in the interim, there should not be a finding if there are no surveys at **specific measuring points following placement**. Instead, it should be NOTED that the Council's expectations have been updated to emphasize having some follow up with graduates and employers to better inform the institution's assessment of its effectiveness. Consequently, the standards have been revised and will be effective January 1, 2020. The institution should make the changes necessary in its CEP.*

Appendix K excerpt:

Follow-up studies on students or former students, separate from the analysis of satisfaction surveys, must be conducted by the institution and summarized within the CEP. The studies should provide further data or feedback regarding the programs and institution, relative to its performance as an educational institution or program or regarding the effectiveness of its training opportunities—in the workplace. Such studies must be conducted at least annually. (See Glossary of Definitions for *Follow-up*).

10. Student Learning Outcomes, Assessment of (Appendix K & Glossary)
Team chairs continue to struggle with identifying SLOs by program that are appropriate for the programs being offered. Of significance is if the outcome is

a DIRECT assessment of learning (CGPA is indirect). The final approved language:

7. Student learning outcomes (SLOs).

Measuring and evaluating achievement of the SLOs are among the most important activities available to validate and confirm overall program and campus effectiveness. The assessments used to measure SLOs should be appropriately selected, with a rationale, to reflect the nature of the academic programs offered and must include direct assessments but may also include indirect measurements (see Glossary definitions of Direct Assessment and Indirect Assessment). For campuses that offer programs for which licensure or certification is required to practice in the specific career field, pass rates shall be evaluated as a required student learning outcome.

GLOSSARY

Direct Assessment ~~Competency-based Program.~~ The use of tools or instruments which provide for the direct examination or observation of student knowledge or skills against measurable learning outcomes. Techniques which measure what students know and/or can do and provide strong evidence of student learning. A program that clearly defines the skills, knowledge, and professional behavior (“soft skills”) that are required of a student or a graduate to perform at a level considered to be “competent” by practitioners and employers in the field. Only “direct” assessment of student learning and competencies are acceptable. Direct assessment measures must apply to the course competencies required for the program. Examples of “direct assessment” measures are as follows: acceptable scores on industry-recognized licensure or certification examinations; standardized tests; pre- and post-tests; examinations and quizzes; research projects; case study analysis; criterion-based rating scale or rubric scores; course-embedded questions; observation of clinical experience, internships, or field work; and capstone projects, theses, exhibits, or performances. ~~(For a federal definition and for Council standards, see Appendix H, Section 1.)~~

~~(“Indirect assessment. Tools or instruments which provide for an evaluation of attitudes and/or inferences of whether student learning has occurred.” measures of student learning, while deemed valuable for institutional program evaluation and enhancement, are not included in the consideration for approval of a competency-based program.~~ Examples of indirect measures are as follows: course evaluations; hours spent in classes or on out-of-class educational activities; graduate or employer satisfaction surveys; graduate placement rates; student retention rates; and student perception surveys.)

...

Student Learning Outcomes, Assessment of. ~~Concise measurable statements~~The measurement of direct and indirect learning outcomes with assessments that specify what students will know, be able to do, or demonstrate as a result of a specific, planned

education experience. Student learning outcomes are expressed as measurable knowledge, skills, abilities or attitudes. (For more information, also see about *Direct Assessment and Indirect Assessment of Learning Outcomes*, see *Direct Assessment Competency-based Programs*.)

11. Occupational Programs under 300 hours (Section 3-1-506 & Appendix M)
These new standards will go into effect for the 2020-2021 CAR period to give institutions sufficient time to gain approval for the VOCATIONAL programs (as defined).

Occupational Short-term Programs. Programs that are less than 300 contact hours and lead to an academic credential and/or licensure.

These programs will be included in the list of approved programs, show on the web site, and expected to meet all standards, including those of student achievement.

Onsite, institutions should be advised accordingly, and the programs should be noted on page 2 with a reference to the new standards (Section 3-1-506 & Appendix M).

Reagan National University RA Evaluator Sign-in Sheet

Name	Role	Signature
Pam Bennet	Chair	(b)(6)
Pan Fuchs	Student Relations	
Thomas Evans	Educational Activities & Computer Science	
Sunil (Mathew) George	Business Administration, Management, & Finance	

RNU Institutional Summary

School: *Reagan National University (formerly Si Tanka University)*

School ID: 00276405

Location: *144 S. Main Street, Sioux Falls, SD*

Credential Level: *Master's*

Accredited Since: *December 8, 2017*

Number of Programs: 5

Programs:

Program	Credential
<i>Business Administration</i>	<i>Bachelor's</i>
<i>Computer Science</i>	<i>Bachelor's</i>
<i>Computer Science</i>	<i>Master's</i>
<i>Finance</i>	<i>Bachelor's</i>
<i>Finance</i>	<i>Master's</i>
<i>Management</i>	<i>Master's</i>
<i>Management Information Systems</i>	<i>Bachelor's</i>

Last Grant: February 2017

Last Visit: February 2017

Recent timeline up until this renewal of accreditation application:

Most Recent Visit:

- *Enrollment of 50 across the same programs*
- *Sixteen (16) findings that included record keeping, admissions, SAP, catalog, and library issues*
- *An action was deferred twice by the Council prior to awarding a two-year grant*

Risk Assessment

Risk	Institutional Review
Student Achievement	<i>Retention – 100%; Placement - 65%</i>
Financial Review	<i>No financial reporting; non-Title IV</i>
Complaints & External Information	<i>No open complaints</i>
Call for Comment Feedback:	<i>Only one student did the survey and no faculty members responded; positive feedback overall; staff recommends that the institution provides more hands-on practice and association with industry; one staff member indicated that their response was influenced by the campus</i>

Gwinnett College – Renewal of Accreditation Visit Evaluator Sign-in Sheet

Name	Role	Signature
Stephen Calabro	Chair	
Ruby Elaine Cue	Student Relations	(b)(6)
John Mago	Educational Activities / Library/ Accounting Specialist	
Susan Mago	Computer Operations / Business / Administrative Assisting Specialist	
Catherine Borowski	Medical Specialist	
Steve Preddie	Massage Therapy Specialist	
Laura Alfano	Paralegal Studies Specialist	
		

Pre-Visit School Summary

School: Gwinnett College

School ID: 00011909

Location: Lilburn, GA

Credential Level: Academic Associate's

Accredited Since: 2014

Number of Programs: 11

Programs:

Program	Credential	Evaluator
Chair		Steve Calabro
Student Relations		Elaine Cue
Educational Activities		John Mago
Library		John Mago
Accounting	Diploma	John Mago
Administrative Assisting	Diploma	Susan Mago
Computer Operations	Diploma	Susan Mago
Business	Academic Associate's	Susan Mago
Paralegal Studies	Diploma	Laura Alfano
Paralegal Studies	Academic Associate's	Laura Alfano
Medical Office Administration	Diploma	Catherine Borowski
Medical Assisting	Diploma	Catherine Borowski
Medical Assisting	Academic Associate's	Catherine Borowski
Massage Therapy	Diploma	Dr. Steve Preddie
Legal Secretarial Science (No Students)	Diploma	

Last Grant: April 2014

Last Visit: February 2014

Recent timeline up until this renewal of accreditation application:

2018 CAR Data: Retention 71%; Placement 72%

2017 CAR Data: Retention 72%; Placement 72%

2016 CAR Data: Retention 70%; Placement 79%

Most Recent Visit:

Renewal of Accreditation:

First renewal after its initial accreditation of 5 year grant.

Last findings were:

1. The campus does not adequately use community resources in all programs
2. Instructors did not have current faculty development plans which included both in-service and professional growth activities
3. One instructor does not meet council qualifications to instructor their assigned courses
4. One instructor does not meet council qualifications to instruct a general education course.

Risk Assessment

Risk	Institutional Review
Student Achievement	<i>Reporting for Retention (December 2018) and Reporting for Placement (December 2018)</i>
Financial Review	<i>Good Standing</i>
Complaints & External Information	<i>No Outstanding Complaints</i>
Call for Comment Feedback:	Students: <ul style="list-style-type: none">- The building needs a lot of upgrades. The facility was a little bit more run down than I expected.- The student experience can be improved by learning more about their program of study and going out to places to see and learn more about their program.- facility and training material seems really outdated. Faculty: <ul style="list-style-type: none">- The thing that I like about the school is consistency and stability. It is an overall great experience for the students. The only thing I would suggest is providing more opportunities for students to develop their leadership skills.

Bethesda College of Health Sciences – Renewal of Accreditation Visit Evaluator Sign-in Sheet

Name	Role	Signature
Edgar Krissler	Chair	(b)(6)
Patricia 'Pan' Fuchs	Student Relations	
Andrea Olson	Educational Activities/ Library	
Nancy Wright	Nursing Specialist	

Pre-Visit School Summary

School: Bethesda College of Health Sciences

School ID: 00232604

Location: Boynton Beach, FL

Credential Level: Academic Associate's

Accredited Since: August 2016

Number of Programs: 2

Programs:

Program	Credential	Evaluator
Chair		Edgar Krissler
Student Relations		Patricia 'Pan' Fuchs
Ed Activities		Andrea Olson
Library		Andrea Olson
Nursing	Academic Associate's	Nancy Wright
Radiography	Academic Associate's	JCERT Accreditation

Last Grant: August 2016

Last Visit: May 2016

Recent timeline up until this renewal of accreditation application:

- This is their first visit since their initial accreditation

2018 CAR Data: Retention 94%; Placement 83%

2017 CAR Data: Retention 95%; Placement 73%

Most Recent Visit:

1. An institutional representative has not attended an accreditation workshop within 18 months prior to the final submission of the self-study
2. The librarian does not participate in documented professional growth activities

Risk Assessment

Risk	Institutional Review
Student Achievement	<i>Good Standing</i>
Financial Review	<i>Good Standing</i>
Complaints & External Information	<i>No Outstanding Complaints</i>
Call for Comment Feedback:	Students:

	<ul style="list-style-type: none">- Directions on the website could be slightly more clear with due dates, but program directors and staff made everything clear when meeting with them.- How can the student experience be improved:<ul style="list-style-type: none">o The library to be at the school itself. Additional study roomso Better Communication. Still unorganized and you would think they would be more organized after being up and running for 5 plus years.o It can be improved by having more staff. <p>Faculty / Staff:</p> <ul style="list-style-type: none">- I believe that the students at Bethesda College of Health Sciences have an excellent learning environment in that they have small classes, so the faculty and students get to know one another, yet the school utilizes ATI online learning modules so the students have standardized testing by which they can see how they compare to students in other schools.- Everyone appears to be happy, only positive feedback

American Institute of Healthcare and Technology

Renewal of Accreditation Evaluator Sign-in Sheet

Name	Role	Signature
Ms. Susan Mago	Chair	(b)(6)
Ms. Ruby Elaine Cue	Student Relations	
Dr. Darlene Minore	Educational Activities and Library	
Ms. Lisa Dilauri	Diagnostic Medical Sonography, Cardiovascular Technologist, and Vascular Technologist	
Ms. Gloria Alicia Ryan	Medical Assistant, Patient Care Technician, and Certified Nurse Assistant	

Stratford University (Falls Church) Renewal of Accreditation Visit Evaluator Sign-in Sheet - 2/5/19

Name	Role	Signature
Katie Morrison	ACICS Staff	(b)(6)
John J. Smith	Chair	
Thomas A. Evans	Program Specialist	
William Anthony Pines	Program Spec	
Rosario Collazo	Program Spec	
Goran Trajkovski	DE, Prog Spec	
Bill Winger	Rel/Students	
Christine Storms	Prog. Specialist	
Jeannette Sheldon	Ed, Library	

Pre-Visit School Summary

School: Stratford University

School ID: 00019411

Location: Falls Church, VA

Credential Level: Master's Degree
(Doctoral Degree, but in teach-out due to permanent moratorium)

Accredited Since: 2002

Number of Programs: 29

Programs:

Bachelor's Degree	Accounting
Master's Degree	Accounting
Certificate	Advanced Business Research
Certificate	Advanced Studies in Business Futures
Certificate	Advanced Studies in Enterprise Architecture
Certificate	Advanced Technology Research
Academic Associate's Degree	Business Administration
Bachelor's Degree	Business Administration
Master's Degree	Business Administration
Doctoral Degree	Business Administration
Master's Degree	Cyber Security
Master's Degree	Cyber Security Leadership and Policy
Master's Degree	Digital Forensics
Bachelor's Degree	Health Information Management
Bachelor's Degree	Health Sciences
Bachelor's Degree	Healthcare Administration
Master's Degree	Healthcare Administration
Master's Degree	Information Systems

Bachelor's Degree	Information Technology
Doctoral Degree	Information Technology
Master's Degree	International Master of Business Administration^
Diploma	Medical Assisting
Academic Associate's Degree	Medical Assisting
Academic Associate's Degree	Medical Insurance Billing and Coding
Academic Associate's Degree	Network Management and Security
Master's Degree	Networking and Telecommunications
Bachelor's Degree	Nursing
Academic Associate's Degree	Pharmacy Technician
Master's Degree	Software Engineering

Last Grant: April 2014, 5 years

Last Renewal Visit: January 2014

Recent timeline up until this renewal of accreditation application:

- August 2018 – denial of appeal of withdrawal of the IMBA, bachelor's degree in Healthcare Administration, and academic associate's degree in MIBC
- May 2018 – campus-level compliance warning for placement rate of 50% on the 2017 CAR
- April 2018 – Campus's appeal of its ESL program denied
- February 2018 – special visit directed by ACICS At-Risk Institutions Group (ARIG), per a submitted complaint
- May 2017 – institution notified of the Council's action to make permanent its moratorium on doctoral degree programs. Doctoral degree programs must be taught out or the institution accredited by another agency by 12/31/19.
- October 2016 – QAM Readiness Visit to review the DBA program

Most Recent Visit: Special Visit – February 2018

A special visit was conducted to the Stratford University main campus in Falls Church, Virginia after a student informed ACICS that he had friends who transferred from American College of Commerce and Technology (ACCT) who were charged less per course, and gave such students a

waiver for six courses in their master's program. The student also indicated that his friend had been told by Stratford staff that if he referred 4 or 5 other students from ACCT, then he would not be charged any tuition. ACICS' review was unable to substantiate these allegations, and closed the complaint.

Risk Assessment

Risk	Institutional Review
Student Achievement	2018 Campus Retention – 74%; Campus Placement – 72%
Financial Review	90/10 ratio is 49.45; 15/14/13 CDR is 17.10/21.00/16.70
Complaints & External Information	None currently open. Last complaint in February 2018 prompted the special visit. Complaint was closed following the visit.
Call for Comment Feedback:	Faculty and staff have noticed the turnover of staff and faculty, and the effect on processes (mentioned bottlenecking of processes from being short-staffed), such as people and students not knowing who does what. Students satisfied with faculty, not as much with their Moodle/online homework, which they don't feel aligns with their in-class learning very often. Students, faculty and staff all recommend there be more student activities, better communication between everyone, better training for employees and student orientation etc. so everybody understands who does what (who are students' advisors?). Faculty feel a little limited in their professional growth (only local activities compensated), not compensated for curriculum design.

Agape College Renewal of Accreditation Visit Evaluator Sign-in Sheet

Name	Role	Signature
Dr. William McPherson	Chair	
Ms. Ruby 'Elaine' Cue	Student Relations	
Dr. Victoria Wise	Educational Activities & Library	
Ms. Lisa Bynoe-Plaskett	Medical Specialist	
Ms. Lisa Bynoe-Plaskett	Business Specialist	

Pre-Visit School Summary

School: Agape College of Business and Science

School ID: 00240200

Location: Fresno, CA

Credential Level: Academic Associates

Accredited Since: 2017

Number of Programs:

Programs:

Program	Credential	Evaluator
Chair		William McPherson
Student Relations		Elaine Cue
Ed Activities		Victoria Wise
Distance Education		Victoria Wise
Library		Victoria Wise
Medical Assisting	Diploma/ Certificate	Lisa Bynoe-Plasket
Business Administration	Academic Associates	Lisa Bynoe-Plasket

Last Grant: December 2017 (2 Years)

Last Visit: January 2014

Recent timeline up until this renewal of accreditation application:

2018 CAR Data: Retention 63%; Placement 64%

2017 CAR Data: Retention 67%; Placement 67%

Most Recent Visit:

1. Placement rate could not be verified by two programs
2. The admission policy is not appropriate
3. Appropriate evidence of high school graduation is not available
4. There is no qualified individual assigned to administer two health sciences programs
5. One course in the Hotel and Management program does not approximate the standards at other collegiate institutions
6. Syllabi do not appropriately define the outline component of the courses
7. Syllabi do not appropriately define the online component of the courses

Risk Assessment

Risk	Institutional Review
Student Achievement	<i>Reporting for Retention and Replacement</i>
Financial Review	<i>Good Standing</i>
Complaints & External Information	<i>No Outstanding Complaints</i>
Call for Comment Feedback:	Students: - No responses Faculty: - No responses

Accreditation Staff Training & Meeting Agenda, Winter 2019

January 3, 2019

11:00am – 2:00pm

- 11:45am – Noon: *The Data Integrity Reviewer's Role of Staff*
Presenter: Karly Ziegler
- Noon – 12:30pm: Pre-Winter 2019 Meeting
1. Template changes (Katie)
 2. Evaluation Visit Invoicing and Payment (PWG)
 3. Procedural Changes/Memo to the Field/*Accreditation Criteria*
 4. Visit Management I: Visit Preparation
 - a. Full Team Composition Requirements – Academic/Administrative/Public
 - b. Evaluators
 - i. **Training Requirement**
 - ii. Conflicts of Interest
 - iii. 2019 Attestations
 - c. Consideration of the Record of Complaints & Review of External Information
 - d. Pre-Visit Communications
 - i. Notice to State Agencies
 - ii. Sufficient opportunity to identify conflicts of interest
 5. Visit Management II: Onsite Evaluation
 - a. Pre-visit team meeting – Required Review & Briefing
 - b. Student Achievement Review

Open Discussion

Thank you for your continued diligence and commitment!

Staff Sign-in Sheet

Name	Role	Signature
McDuffie, Andre	HR Generalist; Accreditation Coordinator	(b)(6)
Morrison, Katie	Accreditation Content Editor	
Walters-Gilliam, Perliter	Vice President of Accreditation	
Zeigler, Karly	Manager, Institutional Compliance	

The Required Pre-Visit Meeting Agenda

- Introduction
- Expectations of Onsite Review based on Information received
- **Discussion of Institutional History and Risk Assessment**
- Council Policies and Procedural Changes
- Review of Various Sources of Information
 - Call for Comment Results
 - Comments from the public (if applicable)



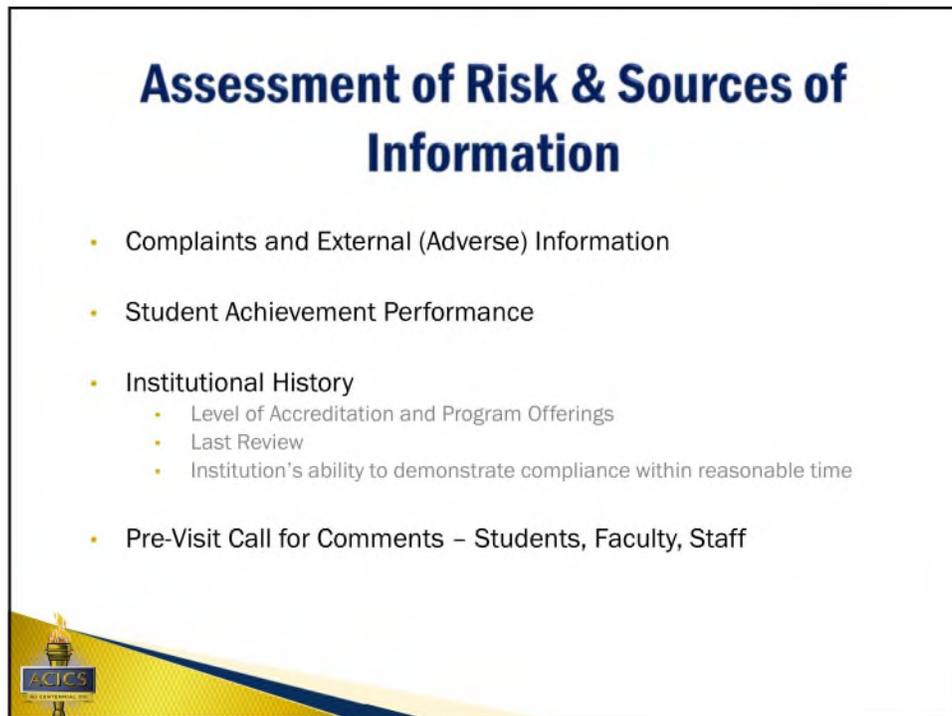
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Council Policies and Procedural Changes

- Reviewed by ACICS Staff
- Include details on implications of changes to the onsite process
- May require action by evaluators
- Constitutes training prior to serving



2



Placement Verification Program (PVP) and Data Integrity Review (DIR)



1 1.3.19 ACICS PVP and DIR

Responsibility of the Institution to Submit Reliable Data

- PVP submission is **MANDATORY** and must be completed **at least once every month but may be submitted as often as necessary.**(Section 2-3-402(b))
- If there are no placements for the month, log in and click the box next to “No Placements.”
- If graduate information has errors, resubmit with corrections **or change on the log in screen (ID only).**
- For placements to be included on the CAR, they must be validated through the PVP and the **student IDs MUST MATCH.**
- The campus must follow up on any graduates that are unverified.



2 1.3.19 ACICS PVP and DIR

Best Practices

1. Communicate with graduate/employer upon submitting spreadsheet and alert them of the email coming from verification@acics.org.
2. Capture skills/verification with graduate and employer surveys.
3. Review your submissions via your PVP account to manage your placement verifications.
4. Follow up with graduates/employers that have not responded after 2 weeks to verify contact information/receipt.
5. Do not wait until the end of the reporting period.



3 1.3.19 ACICS PVP and DIR

Employer/Graduate E-mails

Graduate:

The Accrediting Council for Independent Colleges and Schools (ACICS), the accrediting agency of SCHOOL, from where you graduated in GRADUATE COHORT or completed coursework in CREDENTIAL IN PROGRAM NAME, needs to confirm that you are using *or have used the knowledge* and skills learned from the program as a predominant component of your current position or *position previously held*, as reported by the institution: -

TITLE at EMPLOYER.

[This is Correct](#) [Make a Correction](#) [Request a Phone Call](#) [Comment](#)

Employer:

The Accrediting Council for Independent Colleges and Schools (ACICS), the accrediting agency of SCHOOL, in its efforts to verify that graduates are provided with career opportunities that utilize the skills obtained from their training, needs to confirm GRADUATE NAME, with a CREDENTIAL IN PROGRAM NAME, is currently working *or has previously worked* as TITLE at your company, using the following skills listed as a predominant component of the job:

[This is Correct](#) [Make a Correction](#) [Request a Phone Call](#) [Comment](#)



4 1.3.19 ACICS PVP and DIR

Employer/Graduate E-mails

Reminders:

- Emails are sent upon submission to the graduate and employer.
- 75% of email kickbacks are due to an email address that is **INCORRECT**. **Double check the information entered.**
- If no response is received, a second round is sent 2 weeks following the first and is repeated again 2 weeks later.
- If the link is stripped in the email, recipient can respond directly to the email address.
- If an email is sent to spam/junk folder, must be moved back to INBOX to enable the links.

5 1.3.19 ACICS PVP and DIR



Valid vs. invalid?

A placement is **VALID** if the graduate/employer verify the information submitted is correct **AND...**

- Position is a CIP to SOC code match in accordance with National Center for Education Statistics (NCES)
- Position allows grad to use the MAJORITY of their skills from their program on a REGULAR basis .
- Graduate/employer attest (via email response) that the credential is of benefit in a position held prior to finishing the program by means of a promotion, pay increase, expanded/new assignments, or requirement to **keep** position.

6 1.3.19 ACICS PVP and DIR



Valid vs. invalid?

A placement is INVALID if ...

- The placement is **NOT VERIFIED** by either the graduate or the employer in the following way:
 - No response from either party
 - Either party responds that the placement information is NOT CORRECT
 - Either party responds that the graduate was unable to maintain the position due to lack of training



7 1.3.19 ACICS PVP and DIR

Valid vs. invalid?

A placement is INVALID if ...

- The placement is submitted as a title match but is NOT a CIP to SOC match and skills cannot be verified.
- The placement is submitted as a skills match, but the skills do not substantiate the majority of the skills from the program (i.e. medical assistant graduate as a phlebotomist or CNA, CJ graduate as a store security guard, etc...)
- The placement is submitted as a benefit, however the job was obtained after graduation.



8 1.3.19 ACICS PVP and DIR

DIR Template

Retention Verification

1. 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

If *No*, insert "Section 3-1-203 & Appendix L" in parentheses and explain:

Ensure with the SR specialist that they were able to reconcile the student status of the sample of files pulled from the students reported on the most recent CAR.



DIR Template

Placement Waivers

1. Was the team able to verify the graduates reported as unavailable for placement on the campus's most recent CAR?

Yes No Not Applicable

If *No*, insert "Section 3-1-203 & Appendix L" in parentheses and explain:

Staff is to review the waivers for appropriateness based upon the CAR Guidelines.

