

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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-120



April 20, 2017 \*\*REVISED April 20, 2017\*\*

**VIA E-MAIL AND UPS OVERNIGHT DELIVERY**

Ms. Julia Lowder  
Executive Vice President  
Computer Systems Institute  
5330 Grand Avenue  
Gurnee, IL 60031

*CSI-Accreditation@csinow.com*

**Subject: Withdrawal of Accreditation by Suspension**

Dear Ms. Lowder:

COMPUTER SYSTEMS INSTITUTE, GURNEE, ILLINOIS	ID CODE 00023493(MC)
COMPUTER SYSTEMS INSTITUTE, SKOKIE, ILLINOIS	ID CODE 00022181(BC)
COMPUTER SYSTEMS INSTITUTE, CHICAGO, ILLINOIS	ID CODE 00023489(BC)
COMPUTER SYSTEMS INSTITUTE, ELGIN, ILLINOIS	ID CODE 00039798(BC)
COMPUTER SYSTEMS INSTITUTE, LOMBARD, ILLINOIS	ID CODE 00023493(LS)
COMPUTER SYSTEMS INSTITUTE, CHARLESTON, MASSACHUSETTS	ID CODE 00022181(LS)
COMPUTER SYSTEMS INSTITUTE, WORCESTER, MASSACHUSETTS	ID CODE 00023493(LS)
COMPUTER SYSTEMS INSTITUTE, ALLSTON, MASSACHUSETTS	ID CODE 00278094(LS)

At its April 2017 meeting, the Council reviewed the institution's record dating back to the issuance of an initial show-cause directive noted in the procedural history provided herein for context:

1. On February 1, 2016, the Council directed the institution to show-cause why its grant of accreditation should not be withdrawn by way of suspension following the Council's receipt of information from the U.S. Department of Education, on January 29, 2016, regarding the denial of the institution's recertification application as a result of its misconduct in submitting and disclosing false job placement data.
2. At its April 2016 meeting, the Council reviewed the institution's response to the show-cause directive. Following this review, the Council acted to withdraw the institution's grant of accreditation by way of suspension, in its letter dated April 25, 2016.
3. The institution exercised its right to appeal the Council's decision to the Review Board, which stayed the withdrawal of accreditation pending completion of the appeal. The Review Board convened an appeal hearing on September 28, 2016. Following the conclusion of the hearing, the Review Board remanded the matter back to the Council for further consideration.

4. Upon that consideration, the Council, in an October 3, 2016, letter, directed the institution to provide additional information for its review at its December 2016 meeting.
5. At its December 2016 meeting, the Council considered the institution's response to the remand action from the Review Board, which included student achievement outcomes reported by the institution on its 2016 Campus Accountability Report (CAR). As a result of that review, the institution, in the letter dated December 22, 2016, was continued on show-cause status and required to demonstrate why its grant of accreditation should not be withdrawn, based on its reported placement rates that were significantly out of compliance with Council's student achievement standard of 60%.

At its April 2017 meeting, the Council again found that the institution fails to demonstrate compliance with the Council's student achievement outcome standards based on the most recent information provided by the institution on the 2017 mid-year CAR, as represented in the chart below:

Campus	2016 CAR	2017 CAR (Midyear)
Computer Systems Institute, Skokie, IL	33%	N/A
Computer Systems Institute, Elgin, IL	31%	46%
Computer Systems Institute, Chicago, IL	11%	13%
Computer Systems Institute, Gurnee, IL	31%	43%

The Council notes that it first found the institution to be out of compliance with the Council's student outcomes standards in April 2016. Because the institution's longest program is less than one year in length, the institution has a maximum of twelve months to demonstrate that it complies with the Council's standards before the Council is obligated to take adverse action unless there is good cause to extend this time frame (*See* Title II, Chapter 3, Introduction, *Accreditation Criteria*). The Council found no basis for good cause to exercise its discretion to extend the time frame.

### **Council Action**

Therefore, the Council has acted to withdraw the institution's grant of accreditation by way of suspension. The institution has the right to appeal this decision to the Review Board. To exercise its appeal, the institution must notify the Council in writing within 10 business days of receipt of this letter, no later than **May 3, 2017**, and follow all subsequent Council directions regarding the appeal in accordance with Section 2-3-600 of the *Accreditation Criteria*. If the institution appeals this decision, the grant of accreditation will be extended through the completion of the appeal.

Ms. Julia Lowder  
April 19, 2017  
Page 3

If you have any questions about this action, please contact Ms. Perliter Walters-Gilliam  
pwgilliam@acics.org or (202) 336-6769.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Mr. Douglas Parrott, U.S. Department of Education, School Participation Team, Region  
V (douglas.parrott@ed.gov)  
Dr. Daniel Cullen, Illinois Board of Higher Education ((b)(6)@ibhe.org)  
Mr. Kenneth J. Ingram, Esq., Whiteford, Taylor & Preston((b)(6)@wtplaw.com)  
Ms. Yolanda Gallegos, Esq., Gallegos Legal Group ((b)(6)@gallegoslegalgroup.com)  
Ms. Perliter Walters-Gilliam, Vice President - Accreditation (pwgilliam@acics.org)



December 20, 2016

ID Code 00023493(MC)

VIA E-MAIL AND REGULAR DELIVERY

Ms. Julia Lowder  
Executive Vice President  
Computer Systems Institute  
5330 Grand Avenue  
Gurnee, IL 60031

*CSI-GurneeAccreditation@csinow.com*

Dear Ms. Lowder:

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COMPUTER SYSTEMS INSTITUTE, ALLSTON, MASSACHUSETTS	ID CODE 00278094(LS)

**Subject: Final Action on Remand Decision - Continued Show-Cause Directive**

The Council has considered the institution's response to its October 3, 2016, action letter, which provided notice of the Review Board's decision to remand the Council's withdrawal by suspension action back to the Council for reconsideration, with specific recommendations. The Council has also reviewed the retention and placement data reported by the institution on its 2016 Campus Accountability Reports (CAR) as part of its consideration for final action on the remand decision. As a result of its review, the Council makes note of the following:

1. The institution provided sufficient information to address the four items requested in the October 3, 2016, action letter, with the third-party agency, Auxicent, being able to verify a significant percentage of the reported data, and obtain graduate and employer satisfaction surveys for these graduates.
2. The 2016 Campus Accountability Reports (CAR) for the Gurnee, Skokie, Chicago, and Elgin campuses indicate that the campuses are materially below the Council standards for their placement rates, reporting rates of 31%, 33%, 11%, and 31%, respectively.

### **Council Action**

The Council determined that although the institution provided information that satisfied the concerns and recommendations of the Review Board, the dismal placement rates reported for its four campuses evidence that the institution is materially out of compliance with the Council's student achievement standards. The Council also considered the placement inaccuracies previously reported and which served as a basis for adverse actions by the US Department of Education in February 2016. Therefore, the Council acted to continue the show-cause directive initiated on February 1, 2016, for consideration at its April 2017 meeting.

The institution must provide the appropriate notification of its intent to respond and the requisite fee **within ten days of receipt of this notice**. The institution is advised that the Council has recently modified its show-cause hearing procedures so that all hearings are in writing, unless specifically directed to appear in person before the Council. The institution should review and follow the Council hearing procedures as detailed in Section 2-3-500 of the Accreditation Criteria and the "Schedule of Fees" listing on the ACICS website.

In response to the show-cause directive, the institution must submit the following information by **February 28, 2017**:

1. A corrective action plan for each of the campuses that includes an analysis of the programs negatively affecting placement rates as well as specific, actionable activities to address the deficiencies within the next reporting period.
2. A mid-year 2017 CAR, which includes all student information between July 1, 2016, and December 31, 2016. The institution is advised that at its April 2017 meeting, the Council will review the campuses' updated student achievement information and may take further action if the institution has not demonstrated improvement in its student achievement outcomes.
3. Evidence that all current and prospective students have been notified of the institution's show-cause status. Documentation must include the following statement and copies of the places (screenshots, pictures) where it is prominently and clearly displayed for each campus.
  - Notice to students and prospective students: The [Name of Campus] campus has been placed on show-cause by their accreditor, the Accrediting Council for Independent Colleges and Schools ("ACICS"), due to material noncompliance with student achievement standards: Retention and/Placement rate: XX%

### **Campus- and Program-Level Student Achievement Review**

Additionally, campus- and program-specific actions taken as a result of the Council's review of the 2016 CAR data will be communicated to the institution under separate cover.

### **Institutional Teach-Out Plan**

Further, in compliance with Section 2-3-230 of the *Accreditation Criteria*, the institution must submit an institutional closure application via the ACICS online application portal with a teach-out plan that ensures that students will receive an appropriate outcome, in the event of institutional closure.

ACICS directs the institution to execute formal teach-out agreements or transfer arrangements with those institutions that can provide a comparable program to the currently enrolled students. In addition, the institution must provide information as part of the application, and show-cause directive response:

- a. A list of students with the student name; program of study; expected graduation date; and institution at which the student will complete their program.
- b. A custodian for all permanent academic records that includes contact information for this individual or entity and the process by which students can obtain their records.
- c. A description of the financial resources available to ensure that students who are expected to graduate from their current campus can complete their programs or receive refunds.

The institution's response must be submitted electronically via the Show-Cause Application in the main campus's account and must be received by **February 28, 2017**. Failure to provide all information requested by the Council may result in the suspension of your institution's grant of accreditation.

Ms. Julia Lowder  
December 20, 2016  
Page 4

If you have any questions about this action, please contact Ms. Perliter Walters-Gilliam  
pwgilliam@acics.org or (202) 336-6769.

Sincerely,

(b)(6)

A large rectangular area of the document is redacted with a solid blue color, obscuring the signature and any text that might have been present below the salutation.

Roger J. Williams  
Interim President

- c: Mr. Kenneth J. Ingram, Esq., Whiteford, Taylor & Preston (b)(6)@wtplaw.com)  
Ms. Yolanda Gallegos, Esq., Gallegos Legal Group (b)(6)@gallegoslegalgroup.com)  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Mr. Douglas Parrott, U.S. Department of Education, School Participation Team, Region  
V (douglas.parrott@ed.gov)  
Dr. Daniel Cullen, Illinois Board of Higher Education (b)(6)@ibhe.org)  
Ms. Perliter Walters-Gilliam, ACICS Associate Vice President (pwgilliam@acics.org)



October 3, 2016

**SENT VIA E-MAIL AND OVERNIGHT DELIVERY**

Ms. Julia Lowder  
Executive Vice President  
Computer Systems Institute  
8930 Gross Point Road  
Skokie, IL 60077

*CSI-Accreditation@csinow.com*

**Subject: Review Board Decision to Remand Action to Council**

Dear Ms. Lowder:

COMPUTER SYSTEMS INSTITUTE, GURNEE, ILLINOIS	ID CODE 00023493(MC)
COMPUTER SYSTEMS INSTITUTE, SKOKIE, ILLINOIS	ID CODE 00022181(BC)
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COMPUTER SYSTEMS INSTITUTE, WORCESTER, MASSACHUSETTS	ID CODE 00023493(LS)

Based on the decision of the Review Board to remand the action of the Accrediting Council for Independent Colleges and Schools (“Council”) to withdraw the accreditation of Computer Systems Institute (“Institution”) by suspension, the Council has reviewed the Board’s recommendations and directs the institution to provide the following information by **December 1, 2016**:

1. Evidence that each and every placement reported on the 2016 Campus Accountability Report (CAR), to be submitted on November 1, 2016, has been verified by a third party. The campus must provide, by **October 14, 2016**, at least three independent verification servicers which currently have no affiliation with the institution, one of which will be selected by ACICS for this purpose. Upon confirmation by ACICS, the third party service will obtain placement information from the campus to conduct its review, a report of which will be submitted directly to ACICS. In addition, the third party verification service will also conduct the following:
  - Graduate and employer satisfaction surveys for all placements reported on the 2016 CAR to evaluate the satisfaction of these stakeholders in the training, support, and services provided by the institution.
2. Evidence that the institution, at every campus, has designated at least one person on staff experienced and trained in counseling students on employment opportunities, and that the career services provided to students are appropriate for the institution’s admissions

standards; the size of its student population, consistent with the vocational classification of those students; and the means of communication with them. Documentation must include evidence that the individual assigned to this role has sufficient scheduled time and resources to provide the employment services needed by students, and include copies of signed data sheets with current work schedules, documentation to support academic or experiential qualifications, and materials to support the career services conducted (fairs, mock interviews, webinars, job boards, professional development sessions, etc.)

3. The Council also notes that in its September 23, 2016 testimony before the Review Board Panel, the institution stated that currently two campuses—Gurnee and Elgin—are “inactive.” Accordingly, the institution needs to provide a detailed explanation of the activity at these locations and whether any instruction or operations are currently occurring or plan to occur and must provide evidence of such. In addition, the institution must describe the timeline of events at these campuses and when the period of “inactivity” began and for what reason
4. The Council also notes that the institution has, by now, taught out all of its “career-based” programs. Therefore, the institution must explain all of the educational activity occurring at all of its locations. The institution must specifically provide current enrollment numbers for each program at each location and include a catalog that provides the program description for each of these locations.

Further, the institution is informed that the renewal of accreditation evaluation visit will take place in the January-February 2017 travel cycle for the April review cycle and its application materials must be submitted on or before **October 15, 2016**.

In accordance with Section 2-3-607, the institution’s appeal of the denial action will be finally disposed of when the Council takes final action on remand. This action will be taken at the December 2016 meeting.

Please contact Ms. Perliter Walters-Gilliam at (202) 336-6769 if you have any questions.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President and CEO

- c: Mr. Kenneth J. Ingram, Esq., Whiteford, Taylor & Preston (Kingram@wtplaw.com)  
Ms. Yolanda Gallegos, Esq., Gallegos Legal Group (yolanda@gallegoslegalgroup.com)

Ms. Julia Lowder  
October 3, 2016  
Page 3

Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)

Mr. Douglas Parrott, U.S. Department of Education, School Participation Team, Region  
V (douglas.parrott@ed.gov)

Dr. Daniel Cullen, Illinois Board of Higher Education (b)(6)@ibhe.org

Ms. Perliter Walters-Gilliam, ACICS Associate Vice President (pwgilliam@acics.org)



April 25, 2016

**VIA EMAIL AND OVERNIGHT DELIVERY**

Ms. Julia Lowder  
Chief Executive Officer  
Computer Systems Institute  
8930 Gross Point Road  
Skokie, IL 60077

*CSI-GurneeAccreditation@csinow.com*

Dear Ms. Lowder:

COMPUTER SYSTEMS INSTITUTE, GURNEE, ILLINOIS	ID CODE 00023493(MC)
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COMPUTER SYSTEMS INSTITUTE, CHARLESTOWN, MA	ID CODE 00231062(LS)
COMPUTER SYSTEMS INSTITUTE, WORCESTER, MA	ID CODE 00231063(LS)
COMPUTER SYSTEMS INSTITUTE, LOMBARD, IL	ID CODE 00023491(LS)

**Subject: Withdrawal of Accreditation by Suspension**

The Council has reviewed and considered the institutional testimony at the in-person hearing and the materials submitted in response to the Council's February 1, 2016 show-cause directive letter. As a result of its review, the Council found the following based on the *Accreditation Criteria*:

1. ACICS requires that "[t]he integrity of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management." Furthermore, "[a]n institution must assume full responsibility for the actions, statements, and conduct of its representatives...and arrange for constant and proper supervision and evaluation of their work."

As stipulated by the institution in writing and during the hearing, at least two employers upon whom CSI relied to employ CSI graduates in fields related to their program of education misrepresented, in at least 56 instances, the employment placement outcomes of CSI graduates. The employers were [REDACTED] and [REDACTED]

[REDACTED]. The findings indicate a systemic deficiency in the institution's ability to appropriately administer the operations of its career services organization and to ensure the integrity of data that is material to the evaluation of the institution's effectiveness and compliance with ACICS standards.

2. Due to lapses in the integrity of student achievement data derived from Finding #1, the institution failed to provide reliable information to the public on its performance, including student achievement, as required by the Criteria (Section 3-1-704).

### **Council Action**

Based on the serious findings detailed above, the Council acted to withdraw the institution's accreditation by suspension. Please notify the Council office in writing within ten (10) days of receipt of this notice if you desire to appeal this decision to the ACICS Review Board of Appeals (Section 2-3-600). The appeal notification must include payment in the amount of \$10,000, which includes the \$5,000 Review Board fee and a \$5,000 deposit on the expense of the Review Board, which will be reconciled based on actual expenses. The payment is due within ten (10) days of receipt of this notice. The Council's decision is final and will be published if the appeal notice and appropriate fee are not provided within ten (10) days of your receipt of this notice. If the institution elects to appeal this action to the Review Board and remits the appropriate fee by the established deadline, then more detailed appeal procedures and information will be forwarded to the institution.

If the institution elects not to appeal this action, any comments you may wish to make with regard to this decision must be submitted to the Council office within two weeks of the date of this letter. Should you choose to submit any comments, these comments will be included in the summary detailing the reasons for the Council's decision that will be made available to the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the public through [www.acics.org](http://www.acics.org).

### **Institutional Teach-Out Plan**

In accordance with Section 2-3-403 of the *Accreditation Criteria*, the institution is directed to submit the ACICS Campus Closing Application along with all applicable documentation within ten (10) days of your receipt of this notice. The Council expects that the institution will take the appropriate steps to assist its students through any transition.

If you have any questions, please contact Mr. Ian Harazduk at [iharazduk@acics.org](mailto:iharazduk@acics.org) or 202.336.6795.

Ms. Julia Lowder  
April 25, 2016  
Page 3

Sincerely,

(b)(6)

Anthony S. Bieda  
Executive in Charge

- c: Ms. Yolanda Gallegos, Gallegos Legal Group (yolanda@gallegoslegalgroup.com)  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Mr. Douglas Parrott, U.S. Department of Education, School Participation Team, Region  
V (douglas.parrott@ed.gov)  
Mr. Adam Campbell, Illinois Board of Higher Education (campbell@ibhe.org)  
Ms. Perliter Walters-Gilliam, ACICS Associate Vice President (pwgilliam@acics.org)



February 1, 2016

ACICS ID: 00022181

VIA EMAIL & CERTIFIED MAIL

Julia Lowder, CEO  
Computer Systems Institute  
8930 Gross Point Road  
Skokie, IL 60077

[CSI-Accreditation@csinow.com](mailto:CSI-Accreditation@csinow.com)

SUBJECT: Directive to Show-Cause and Adverse Information Response Required

Dear Ms. Lowder:

The Council has been informed by the Federal Student Aid Office of the U.S. Department of Education of an action to deny recertification of Computer Systems Institute's participation in Title IV of the Higher Education Act, effective Jan. 31, 2016, absent a successful dispute of the findings by CSI. The Council is obliged to investigate and resolve in a timely manner issues of institutional quality and integrity derived from adverse information received from reliable third-parties and government entities.

ACICS accreditation is "an independent appraisal of an institution during which the institution's overall educational quality (including outcomes), ... financial stability, and operational ethics are self-evaluated."

ACICS standards require the following regarding financial stability of the institution:

3-1-203. Financial Stability. The financial well-being of an institution requires constant oversight by competent managers. The institution shall have adequate revenues and assets to meet its responsibilities, to ensure continuity of service, and to accomplish its mission.

3-1-434. Administration of Student Financial Aid. Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and regulations.

In addition, ACICS has high standards for institutional and administrative integrity, including the collection and reporting of data used to evaluate student achievement at the campus and program level, and the disclosure of that performance information to prospective students, government entities and the general public. Relevant standards include:

**3-1-202. Integrity.** The integrity of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.

**2-1-809. Student Achievement Review.** The Council reviews the Campus Accountability Report (CAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure pass rates, if applicable. If the Council determines the institution is out of compliance with the Council's requirement for student achievement, the Council will issue a compliance warning and require the institution to demonstrate compliance....

**3-1-704. Performance Information.** Institutions shall routinely provide reliable information to the public on their performance, including student achievement as determined by the institution.

The loss of Title IV participation creates substantial financial risk for Computer Systems Institute in that it deprives the institution of its primary source of operating revenue. More importantly, it places thousands of students in jeopardy of losing continuous access to an accredited post-secondary education, in conflict with ACICS' standards and requirements.

The evidence collected and shared by the Department casts considerable doubt on the placement data presented by Computer Systems Institute to ACICS two years ago when the institution was undergoing its initial accreditation review and evaluation. It further undermines the Council's confidence in the ability of Computer Systems Institute to carry out its required administrative and fiduciary responsibilities with integrity.

Furthermore, the Council has independently reviewed information online that indicates Computer Systems Institute is representing placement data for 2013 and 2014 as performance information which has been shared or in some way reviewed by ACICS; the only data provided by CSI to ACICS was for 2011 and 2012.

Therefore, ACICS requires the following of Computer Systems Institute:

1. Actions the institution is taking or developing to mitigate the loss of Title IV funding.
2. Actions the institution is taking to remedy the deficiencies in collecting, tracking and reporting student achievement data, including retention data, placement data and licensure exam pass rates, if applicable.

3. Conduct an independent verification audit of the student placement data reported to ACICS for the years 2011 and 2012, and provide the analysis to ACICS.
4. Submit the current and previous month's placement outcomes to ACICS for direct verification by the Council, beginning with November 2015 data and continuing through February 2016 data.
5. Immediately remove from its website any reference to ACICS' review or endorsement of placement data for 2013 and 2014.
6. Develop and share with ACICS the content, form and delivery methods for informing current students, prospective students and staff of the institution's circumstances and plans.
7. Develop and submit a teach-out plan for Council review and approval.

Please bear in mind that an institution that elects to curtail or suspend operations is under strict requirements by ACICS regarding the protection of interests of students. Individuals that do not abide by those expectations are subject to debarment:

**2-3-900 – Debarment** The Council may bar a person or entity, including spouses and closely related family groups as defined in Section 2-2- 401, from being an owner, senior administrator, or governing board member of an ACICS-accredited institution if that person or entity was found guilty of fraudulent or criminal behavior; was debarred by a government agency or an accrediting agency; or was an owner, senior administrator, or governing board member of an institution that lost its accreditation as a result of a denial or suspension action or that closed without providing a teach-out or refunds to students matriculating at the time of closure.

The Council requires Computer Systems Institute to comply with item No. 6 above immediately. The responses to items 1 through 5 and No. 7 are due no later than Friday, Feb. 12, 2016.

Finally, pursuant to Section 2-1-808 of the *Accreditation Criteria*, the Council acted to direct your institution to show cause at the April 2016 meeting of the Council why its current grant of accreditation should not be withdrawn by way of suspension.

You must notify the Council office in writing within ten days of receipt of this notice whether you desire a personal appearance before the Council at its next meeting scheduled for April 2016, or whether you will show cause in writing. There is a \$5,000 fee for personal appearances before the Council and a \$2,000 fee to show cause in writing. The appropriate fee is due within ten days of receipt of this notice. If you choose to appear in person or in writing, please submit eight copies of your response, (information in addition to that listed above that you wish the Council to consider), via compact disk by February 29, 2016. Failure to provide all information requested within the established deadline will result in a \$500 late fee and may result in suspension of accreditation.

Letter to Julia Lowder, CEO  
Computer Systems Institute  
February 1, 2016  
Page 4 of 4

If you have questions or need more information regarding these requirements, please contact Anthony S. Bieda, Vice president for External Affairs at [abieda@acics.org](mailto:abieda@acics.org).

Regards,

(b)(6)

A large rectangular area of the document is redacted with a solid blue fill. The redaction covers the signature and any handwritten notes that might have been present.

Albert C. Gray, Ph.D.  
President and CEO

Cc: Mr. Anthony S. Bieda, Vice President, External Affairs

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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-121



# CAMPUS ACCOUNTABILITY REPORT (CAR) GUIDELINES

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Ver 2.6.2018

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## INTRODUCTION

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The introduction answers commonly asked questions of the ACICS Campus Accountability Report (CAR). This section also includes a summary of the significant improvements introduced to the submission procedures.

Following the introduction, guidelines for the web-page requirements; guidelines for completing the program measurement data section of the spreadsheet and student population data section of the spreadsheet; the calculated results table; and the formulas used for calculating the data are provided.

### **Who Needs to Submit an ACICS Campus Accountability Report (CAR)?**

The CAR is a yearly requirement separate and apart from any evaluation process. Any accredited campus (main and branch) that was accredited at any point during the CAR reporting year (July 1, 2017 to June 30, 2018) is required to file a CAR. Each campus has an obligation to follow the instructions and guidelines to ensure the report was complete and successfully submitted. Assurance of a complete and successful submission is the sole responsibility of the campus.

## What is the CAR Reporting Year?

ACICS CAR reporting year is July 1, 2017 to June 30, 2018. The CAR is commonly referred to using the submission year (e.g., 2018 CAR includes student population data collected from July 1, 2017 to June 30, 2018 and submitted November 1, 2018).

## What data can be included on the CAR through the Submission Date in November?

Student population data MUST reflect the CAR year (July 1, 2017 to June 30, 2018). However, **placement information** for graduates and completers reported on the current year's CAR are acceptable up to **November 1, 2018, but must be submitted no later than October 21, 2018, for verification and validation by the ACICS PVP system.** All placements must be verified through the Placement Verification Program (PVP) and should be categorized in the appropriate placement column however; **placements that have not been validated through the PVP should be listed as "not working".**

## What are the 2018 CAR Submission Dates?

Beginning with the 2018 CAR Reporting Year, the CAR must be submitted on a quarterly basis. The first quarter will include student population data collected from July 1, 2017 through September 30, 2017. The due date for the 1<sup>st</sup> Quarter CAR is due by 5:00 pm EST, on **March 1, 2018.**

The Mid-Year, or 2<sup>nd</sup> Quarter CAR, will be cumulative of the 1<sup>st</sup> Quarter submission and the 2<sup>nd</sup> Quarter, including student population data from July 1, 2017 through December 31, 2017. It is due no later than 5:00 pm EST, on **May 1, 2018.**

The 3<sup>rd</sup> Quarter CAR extends the student population data from July 1, 2017 through March 31, 2018, and is due by 5:00 pm EST, on **August 1, 2018.**

The final CAR submission is the **FULL YEAR CAR.** It covers all student data for the CAR reporting period (July 1, 2017 through June 30, 2018). The CAR must be submitted by 5:00 pm EST, **November 1, 2018.**

The 2018 CAR spreadsheet will only need to be downloaded prior to the submission of the 1<sup>st</sup> Quarterly CAR. The campus will utilize the same spreadsheet throughout the year to revise and/or add any subsequent student population data, as applicable to the submission timeframe. (Not sure about wording to be used here.)

To successfully record program data and roll-up program level data to the campus level, each specific system-generated program spreadsheet **MUST** be downloaded from the zip file in the Member Center and used. The zip file that institutions download will house all programs that were active during the CAR reporting period. The nomenclature of the program spreadsheets

located in the zip files is as follows: i.e. **00012345\_Accounting\_54321\_04\_034505** (Institution Id Code\_Program Name\_Program Credential Level\_Application Id\_Unique Program Id).

## **DO NOT RENAME THE PROGRAM SPREADSHEETS.**

### **Improvements Effective in the 2018 CAR**

Effective with the 2017-2018 CAR submissions, the program spreadsheet was improved to show the following:

**A new field where the campus must identify the length of each program in the number of months.**

### **Placement Definition**

ACICS defines placement as “working in the field of study or acquiring a credential that directly benefits the graduate’s existing employment.” For a graduate to be considered placed, their employment must be paid and intended to be continuing and sustainable.

In addition, the following three categories are utilized to describe how students were placed:

- Placed based upon job titles: Any graduate or completer of a program that was placed based upon job titles included in the list of job titles published by the institution for which the program prepares students. These job titles must be those published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department’s CIP-to-SOC Crosswalk (Standard Occupational Classification, U.S. Department of Labor) with the Classification of Instructional Programs (CIP) code of this program.

OR

- Placed based upon the required use of skills: Any graduate or completer of a program that was placed based upon the required use of skills learned in the student’s program as a **predominant** component of the job. These skills must be those listed in the institution’s published program description and a **majority** of these skills must be documented in the employer’s job description as required or desired skills, duties or responsibilities.

OR

- Placed based upon the benefit of the training: Any graduate or completer of a program that was placed based upon the benefit of the training received from the program in maintaining a current position with supporting promotion, pay raise, or direct benefit to job related skills.

### **To Request Adjustments to Programs**

Forms for requesting approval of program changes or terminations are available by accessing your Member Center. To access forms to make modifications or terminations to your active program listing, please log into your member center and follow these steps:

1. Select View/Add/Modify Programs.
2. Select the program you wish to modify or terminate.
3. Select the “edit this program” button or the “terminate this program” button.

Once the institution has been notified that the requested program changes or terminations have been approved the institution, **MUST** regenerate and download the zip file again.

## Student Achievement Standards

ACICS’ standards for student achievement include Retention Rates, Placement Rates and Licensure Examination Pass Rates, as outlined in Appendix L of the *Accreditation Criteria*. These rates are calculated using data on retention, job placement and licensure examination pass rates\* submitted and reviewed annually through the Campus Accountability Report (CAR). Quantitative standards are applied at both the program level and the campus level. ACICS is also compiling data to calculate a graduation rate based on “scheduled to graduate cohort”). **Note: ACICS will calculate the program and campus graduation rate following submission.**

**\*Licensure examination pass rates will only be reviewed on an annual basis, and thus, should only be included on the Full Year CAR, due November 1, 2018. Licensure questions on all quarterly submissions prior to the annual submission should not be answered.**

## WEB-PAGE GUIDELINES

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### Login

The ACICS Campus Accountability Report (CAR) is accessed through the Member Center using the campus login credentials. If the end-user logs in using the corporate credentials, they will have access to any campus under that corporate structure. If the end-user logs in as a main campus, they will have access to submit the CAR on behalf of the main campus and any branch campus within that institutional grouping.

From the left side menu selection, click on **CAR**.

### Difficulty Logging In?

If you need assistance with your account, please email [eBiz@acics.org](mailto:eBiz@acics.org) or contact Ms. Kay Ropko at 202-336-6768.

If you need assistance, please contact Ms. LaToya Boyd at [CAR@acics.org](mailto:CAR@acics.org) or 202-336-6777.

## CAR WEB-PAGE QUESTIONS

**CAMPUS ENROLLMENT DATA (CED): DO YOU HAVE STUDENTS ENROLLED IN A SECOND PROGRAM OR CONCURRENTLY ENROLLED IN TWO PROGRAMS DURING THIS REPORTING PERIOD?**

CED-Q1: YES

CED-Q2: NO

If YES: Enter the number of students enrolled in a second program after completing the first or concurrently enrolled in two programs during this reporting period.

If NO: The following question will display.

**DO YOU HAVE NON-PROGRAM ENROLLMENT DATA TO REPORT? YES – NO**

If YES: Enter the correct number of students for NPEQ1-NPEQ4.

Non-Program Enrollment Data (NPE)		
Data Cell	Information Required	Description of Data
NPE-Q1	Students enrolled as of the beginning of this reporting period (July 1, 2017).	See “ <i>Information Required</i> ”.
NPE-Q2a	New Starts	List the number of students who enrolled in courses (not a program) for the first time between July 1, 2017, and June 30, 2018. These are students who had never enrolled in your campus prior to this reporting period.
NPE-Q2b	Re-entries	List the number of students who enrolled in this program for the first time between July 1, 2017, and June 30, 2018, who have previously withdrawn from your campus. These are students who may have dropped out of your campus in a prior reporting period for any number of reasons (e.g., personal, academic, vacation, employment) but have returned to your campus during the current reporting period.
NPE-Q3a	Of the total, how many students enrolled without a high school diploma or equivalent?	See “ <i>Information Required</i> ”.

Non-Program Enrollment Data (NPE)		
Data Cell	Information Required	Description of Data
NPE-Q3b	Of the total enrollment, how many students enrolled in one or more courses through distance learning delivery mode	See “ <i>Information Required</i> ”.
NPE-Q4	Of the number of students enrolled in one or more coursed through distance learning, how many were classified as fully online or 100% distance learning students.	See “ <i>Information Required</i> ”.

If NO: The following question will display.

**DO YOU HAVE NON-CREDIT, SHORT-TERM MODULE DATA TO REPORT?**

If YES: Enter the number of students enrolled in Non-Credit, Short-Term Modules during this reporting period.

Enter the number of students who completed their Non-Credit, Short-Term Modules during this reporting period.

If NO: This is the end of the web-page questions.

**PROGRAM MEASUREMENT DATA (PMD) - GUIDELINES**

**NOTE:** When completing your program spreadsheets, please **ONLY** use a “1” to indicate a student’s status during the CAR reporting year. **The system will not recognize any other letters, numbers or characters.** An error detection icon displays on the spreadsheet if incorrect Student Population Data is entered along with a message to indicate the specific error that has occurred. If error detection icon is red, the program spreadsheet will not be recognized for uploading by the system. The icon must be green.

The following information is required to report program measurement data. This information **MUST** be entered into row 4 of the spreadsheet. The first column of the guidelines identifies the cell by program measurement data (PMD), the column (A-U), and the row (4). The second column lists the title of information required or the question which requires an answer. The third column provides clarification of the data, when needed.

PROGRAM MEASUREMENT DATA (PMD)		
Data Cell	Information Required	Description of Data
PMD-A4	ACICS ID	Please list your campus' ACICS ID Code (e.g. 00012345).
PMD-B4	Full-time Student Tuition Rate	List the total tuition charged to complete this program as listed in the institutional catalog, depending upon the version or mode of delivery. Round to the nearest <u>whole dollar</u> . Foreign currencies must be converted to U.S. dollar equivalents.
PMD-C4	Full-time Program Fees	List the total fees charged to complete this program as listed in the campus catalog, depending upon the version or mode of delivery. Round to the nearest <u>whole dollar</u> . Foreign currencies must be converted to U.S. dollar equivalents.
PMD-D4	What is the length of the program (in months) (New Question)	Enter the number of months for the program. Round to the nearest <u>whole number</u> .
PMD-E4	Does this program have separate programmatic accreditation from an accreditor recognized by CHEA or USDE?	Place a "1" in the column if this program has separate programmatic accreditation from an accreditor recognized by the Council of Higher Education Accreditation (CHEA) or United States Department of Education (USDOE).
PMD-F4	Select your programmatic accrediting agency	Use the drop down menu to select the programmatic accrediting agency for this program.
PMD-G4	What percent of your students graduated within the normal length of the program during the current CAR reporting period?	See " <i>Information Required</i> ".  <b>Formula:</b>  # of graduates 100% of normal length from the CAR reporting period <hr/> Total # of graduates from the CAR reporting period

PROGRAM MEASUREMENT DATA (PMD)		
Data Cell	Information Required	Description of Data
PMD-H4	What percent of your students graduated within 150% of the normal length of the program during the current CAR reporting period?	See “ <i>Information Required</i> ”.  <b>Formula:</b>  # of graduates within 150% of normal length from the CAR reporting period <hr/> Total # of graduates from the CAR reporting period
PMD-I4	Is licensure required to become employed in your state in this curriculum area?	Place a “1” in the column if licensure is required to become employed in your state in this curriculum area. <b><u>If a program does not require licensure for employment leave cells PMJ through PMN blank.</u></b>
PMD-J4	If the answer to the previous question is yes, please list the state, regional or national agency which administers the required licensure examination for this program.	Please write the entire name of the agency (no abbreviations). <b><u>If a program does not require licensure for employment leave cells PMD-J4-through PMD-N4 blank.</u></b>
PMD-K4	If the agency providing the license examination has a pass rate standard (i.e. the pass rate that a program must meet or exceed in order to be in good standing), please list the pass rate standard	Place the agency’s pass rate standard in column.
PMD-L4	Program licensure pass rate published by the licensing agency two years ago.	See “ <i>Information Required</i> ”.
PMD-M4	Program licensure pass rate published by the licensing agency last year.	See “ <i>Information Required</i> ”.
PMD-N4	Most recent program licensure pass rate published by the licensing agency.	See “ <i>Information Required</i> ”.

PROGRAM MEASUREMENT DATA (PMD)		
Data Cell	Information Required	Description of Data
PMD-O4	Is certification required to become employed in your state in this curriculum area?	Place a "1" in the column if certification is required to become employed in your state in this curriculum area. <b><u>If a program does not require certification for employment leave cells PMD-P4- through PMD-T4 blank.</u></b>
PMD-P4	If the answer to the previous question is yes, list the State, Regional or National Agency which Administers the Required Certification Examination for this Program	Please write the entire name of the agency (no abbreviations).
PMD-Q4	If the Agency Providing the License Based Upon an Examination has a Pass Rate Standard (i.e. the Pass Rate that a Program must Meet or Exceed in Order to be in Good Standing), List the Pass Rate Standard	Place the agency's pass rate standard in column
PMD-R4	Program Licensure Pass Rate Published by the Licensing Agency Two Years Ago	See "Information Required".
PMD-S4	Program Certification Pass Rate Published by the Certification Agency Last Year	See "Information Required".
PMD-T4	Most Recent Program Certification Pass Rate Published by the Certification Agency	See "Information Required".
PMD-U4	Is registration required to become employed in your state in this curriculum area?	Place a "1" in the column if registration is required to become employed in your state in this curriculum area. <b><u>If a program does not require registration for employment leave cells PMD-V4 through PMD-Z4 blank.</u></b>

PROGRAM MEASUREMENT DATA (PMD)		
Data Cell	Information Required	Description of Data
PMD-V4	If the answer to the previous question is yes, list the State, Regional or National Agency which Administers the Required Registration Examination for this Program	Please write the entire name of the agency (no abbreviations).
PMD-W4	If the Agency Providing the Registration Based Upon an Examination has a Pass Rate Standard (i.e. the Pass Rate that a Program must Meet or Exceed in Order to be in Good Standing), List the Pass Rate Standard	Place the agency's pass rate standard in column
PMD-X4	Program Registration Pass Rate Published by the Registration Agency Two Years Ago	See "Information Required".
PMD-Y4	Program Registration Pass Rate Published by the Registration Agency Last Year	See "Information Required".
PMD-Z4	Most Recent Program Registration Pass Rate Published by the Registration Agency	See "Information Required".

## STUDENT POPULATION DATA (SPD) - GUIDELINES

**NOTE:** When completing your program spreadsheets, please **ONLY** use a "1" to indicate a student's status during the CAR reporting year. **The system will not recognize any other letters, numbers or characters (unless otherwise indicated).** An error detection icon displays on the spreadsheet if incorrect Student Population Data is entered along with a message to indicate the specific error that has occurred. If error detection icon is red, the program spreadsheet will not be recognized for uploading by the system. The icon must be green.

The following information is required to report student population data. The data for the first student is entered in row 7 and a new row is used for each student reported. The first column of the guidelines identifies the cell by student population data (SPD), the column (A-AA), and the row (7). The second column lists the title of information required. The third column provides clarification of the data, when needed.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-A7	Student ID Number	List the number that your campus uses to identify students enrolled in this program during the 2018 CAR reporting period. This must be the same Student ID Number used previously, if the student has been enrolled continuously in a previous CAR reporting period. <u>This number must also match the Student ID Number used in the PVP. Please do not include student's social security numbers.</u>
SPD-B7	Student Name	Enter the first and last name of any student in enrolled in this program during the 2018 CAR reporting period.
SPD-C7	Start Date	Enter the month and year any student listed entered this program (e.g. 01/14).
SPD-D7	Scheduled to Graduate Cohort	Enter the month and year that the student was originally scheduled to graduate as listed on the enrollment agreement signed by the student (e.g. 06/17).
SPD-E7	Is the student here on a visa?	Place a "1" in the column for any student that is in the country on a <b>student visa</b> .
SPD-F7	Does this student receive federal financial aid?	Place a "1" in the column for any student that received federal financial aid during the 2018 CAR period.
SPD-G7	Enrolled as a part of the beginning population (July 1, 2016)	Place a "1" in the column for any student.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-H7	New Starts	Place a "1" in the column for any student who enrolled in this program for the first time between July 1, 2017, and June 30, 2018. These are students who had never enrolled in your campus prior to this reporting period, <b><u>except for students who had:</u></b> <b>a)</b> Enrolled and then graduated from a different program and have subsequently enrolled in this program for the first time, or <b>b)</b> Enrolled for the first time during the same reporting period in another program as well as in this one, or <b>c)</b> Enrolled in courses but not in a full program, or <b>d)</b> Enrolled initially in the program as non-regular students for a trial enrollment period.
SPD-I7	Re-entries	Place a "1" in the column for any student who enrolled in this program between July 1, 2017, and June 30, 2018, who have previously withdrawn from your campus. These are students who may have dropped out of your campus <u>in a prior reporting period</u> for any number of reasons (e.g., personal, academic, employment) but have returned to your campus during the current reporting period.
SPD-J7	Transfers into the program from other programs at the campus	Place a "1" in the column for any student that transferred into this program from another program at the campus. <b>NOTE: If you have a student that transferred into a program more than once during the reporting period, you may insert the number of times the student transferred into the program (maximum of 5) in this column.</b>
SPD-K7	Transfers out of the program to other programs at the campus	Place a "1" in the column for any student that transferred out of this program to another program at the campus. <b>NOTE: If you have a student that transferred out of a program more than once during the reporting period, you may insert the number of times the student transferred out of the program (maximum of 5) in this column.</b>

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-L7	Revised Scheduled to Graduate Cohort	Enter the month and year that the student is scheduled to graduate if it was revised from the original date through a transfer into the program, a leave of absence or fails a course and repeats the course in a subsequent term. If the student's cohort did not change, then leave this column blank (e.g. 01/16).
SPD-M7	Leave of Absence	Place a "1" in the column for any student that took a leave of absence during, or at any point, in the reporting period. There must be formal documentation of this action in the student's file.
SPD-N7	Completed a program	<p>Place a "1" in the column for any student who completed the program but did not graduate between July 1, 2017- June 30, 2018.</p> <p>A completer is a student who is no longer enrolled in the campus and who has either completed the time allowed or attempted the maximum allowable number of credits for the program of study but did not accomplish one of the following graduation requirements:</p> <ul style="list-style-type: none"> <li><b>a)</b> Achieve a GPA of at least 2.0.</li> <li><b>b)</b> Attain required competencies or speed skills.</li> <li><b>c)</b> Satisfy non-academic requirements (e.g., outstanding financial obligations).</li> </ul> <p>Students who are classified as completers must be tracked for placement purposes even if the campus' policy is to withhold placement services. The Council considers both graduates and completers to be eligible for placement.</p>

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-O7	Graduated from a program	<p>Place a “1” in the column for any student who graduated from the program between July 1, 2017-June 30, 2018.</p> <p>A graduate meets <b>ALL</b> of the following criteria:</p> <ul style="list-style-type: none"> <li><b>a)</b> Achieved a GPA of 2.0 or greater at graduation.</li> <li><b>b)</b> Successfully passed all courses in the program or substitute courses permitted by the campus.</li> <li><b>c)</b> Attained required competencies or speed levels in all courses.</li> <li><b>d)</b> Met all clinical, internship, and externship requirements.</li> <li><b>e)</b> Satisfied all other academic requirements for graduation.</li> <li><b>f)</b> Satisfied all non-academic requirements for graduation, such as payment of tuition and fees, return of books, etc.</li> <li><b>g)</b> Received the appropriate credential.</li> <li><b>h)</b> Is no longer enrolled at the campus, unless currently enrolled or reenrolled as a new start in a different program.</li> </ul>
SPD-P7	Withdrew due to active military service	<p>Select this option from the dropdown box for any student who has moved to a military base due to orders from the armed services (including spouses or dependents of military personnel who were enrolled at your campus). Students who have withdrawn due to active military service will not count against the retention percentage. Documentation must be maintained in the student’s file at the campus.</p>
SPD-P7	Withdrew to enroll in an institution with common ownership	<p>Select this option from the dropdown box for any student who withdrew and re-enrolled in a campus under common ownership during the reporting period. Students who have withdrawn to enroll in a campus with common ownership will not count against the retention percentage. Campuses must keep documentation in student files for students who withdraw to enroll in other campuses with common ownership.</p>

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-P7	Withdrew due to incarceration	Select this option from the dropdown box for any student who was incarcerated and serving a criminal sentence in a Federal, State or local penitentiary, prison, jail, or other similar correctional institution. Students under permanent 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.
SPD-P7	Withdrew due to death	Select this option from the dropdown box for any student in the program who died between July 1, 2017- June 30, 2018. Documentation must be maintained in the student's file at the campus.
SPD-Q7	Withdrawals	Place a "1" in the column for any student in the program who did not complete their objective, who withdrew from your campus (see definition below) between July 1, 2017 and June 30, 2018, and who are not counted as transfers, completers, graduates, still enrolled or as one of the four excluded withdrawals.
SPD-R7	Month Submitted to PVP	Enter the month and year that the student was submitted to the Placement Verification Program (PVP) (e.g. 08/17).

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-S7	Placed based upon job titles included in the list of <b>job titles</b> published by the institution for which the program prepares students	Place a “1” in the column for any student in the program who was placed based upon job titles included in the list of job titles published by the institution for which the program prepares students. These job titles must be those published by the institution on its web site in compliance with USDOE Title IV regulations and must be identified in the Department’s CIP-to-SOC Crosswalk (Standard Occupational Classification, U.S. Department of Labor) with the Classification of Instructional Programs (CIP) code of this program. If the job title was on the published list, but the classification of a placement also involved an analysis of the program skills required as a predominant component of the job, include the student under Column R rather than here. Do not include a student in more than one placement category.
SPD-T7	Placed based upon the required use of <b>skills learned</b> in the student’s program as a predominant component of the job	Place a “1” in the column for any student in the program who was placed based upon the required use of skills learned in the student’s program as a <b>predominant</b> component of the job. These skills must be those listed in the institution’s published program description and a <b>majority</b> of these skills must be documented in the employer’s job description as required or desired skills, duties or responsibilities. Do not include a student in more than one placement category.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-U7	Placed Based Upon the Benefit of the Training Received from the Program in Maintaining a Current Position with Supporting Promotion, Pay Raise, or Direct Benefit to Job Related Skills	Place a "1" in the column for any student in the program that was placed based upon the benefit of the training received from the program in maintaining a current position with supporting promotion, pay raise, or direct benefit to job related skills. Documentation should include a job description or letter from the employer that indicate the graduate received a direct benefit to their existing employment, through a promotion, pay raise or improvement of job skills, or any other documentation to verify as such. Do not include a student in more than one placement category.
SPD-V7	Not available for placement due to pregnancy, death, or other health-related issues	Select this option from the dropdown box for any student in the program who is unavailable for placement due to pregnancy, death, or other health-related issues. <b>a)</b> Written information from a relative that completer or graduate was pregnant or gave birth at some time during the reporting period for placements. <b>b)</b> Written information from family or friend, or obituary. <b>c)</b> Written information that the completer, graduate or someone in the immediate family required hospitalization, bed rest or rehabilitation for at least a four-month period during the reporting period.
SPD-V7	Not available for placement due to continuing education	Select this option from the dropdown box for any student in the program who is unavailable for placement due to continuing their educational studies. <b>a)</b> Enrollment agreement or letter of acceptance as a full-time student into a new educational program that is 300 hours or longer in length.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-V7	Not available for placement due to active military service	Select this option from the dropdown box for any student in the program who is unavailable for placement due to active military service. <b>a)</b> Papers verifying assignment to active duty. <b>b)</b> Completers and Graduates as well as spouses and dependents of military personnel who have moved due to military transfer orders are included.
SPD-V7	Not available for placement due to visa restrictions (international students)	Select this option from the dropdown box for any student in the program who is unavailable for placement due to visa restrictions. <b>a)</b> Documentation of the visa, of the lack of opportunities for paid practical training and of the location of the completer or graduate in the US for some time during the reporting period. <b>b)</b> Graduates are <b>not</b> considered “Not Available” just because they have moved to another country.
SPD-V7	Not available for placement due to enrollment in an English as a Second Language (ESL) program	Select this option from the dropdown box for any student in the program who is unavailable for placement due to enrollment in an ESL program. <b>a)</b> A copy of an enrollment agreement or transcript is acceptable documentation.
SPD-V7	Not available for placement due to incarceration	Select this option from the dropdown box for any student in the program who is unavailable for placement due to incarceration. <b>a)</b> 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. <b>b)</b> 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. <b>c)</b> Documentation must be maintained in the student’s file at the campus.

STUDENT POPULATION DATA (SPD)		
Data Cell	Information Required	Description of Data
SPD-W7	Not Placed	Place a “1” in the column for any student who graduated or completed the program but is not working or are not documented to be working. a) Graduates who may be working out of their home cannot be listed as placed or waived. They may be listed as “placed” if documented evidence is available, but they must be listed as “not working” if documentation cannot be obtained. <b>Any student whose placement was not validated through the PVP must be reported as Not Placed.</b>
SPD-X7	Enrolled without a high school diploma or equivalent	Place a “1” in the column for any student in the program that enrolled without a high school diploma or equivalent.
SPD-Y7	Enrolled in one or more courses through distance learning delivery mode	Place a “1” in the column for any student in the program that is enrolled in one or more courses through distance learning delivery mode.
SPD-Z7	Classified as a fully online or 100% distance learning student	Place a “1” in the column for any student in the program that is classified as a fully online or 100% distance learning student.
SPD-AA7	Still Enrolled	This column will automatically populate within the spreadsheet based on the categories selected for each student.

## FORMULAS USED IN CALCULATING RATES

<b>CED= CAMPUS ENROLLMENT DATA</b>	<b>NPE=NON PROGRAMMATIC ENROLLMENT</b>
<b>LPR= LICENSURE PASS RATE</b>	<b>SPD= STUDENT POPULATION DATA</b>

### CAMPUS RETENTION RATE FORMULA\*\*

$$\frac{((SPD\ G+H+I) - (SPD\ P: \text{WITHDREW TO ENROLL IN AN INSTITUTION WITH COMMON OWNERSHIP}) - (CED\ Q1)) - (SPD\ Q)}{((SPD\ G+H+I) - (SPD\ P: \text{WITHDREW TO ENROLL IN AN INSTITUTION WITH COMMON OWNERSHIP}) - (CED\ Q1))}$$

### CAMPUS PLACEMENT RATE FORMULA\*\*

$$(SPD\ S+T+U) / ((SPD\ N+O) - (SPD\ V))$$

### PROGRAM RETENTION RATE FORMULA\*

$$\frac{((SPD\ G+H+I+J) - (SPD\ P: \text{WITHDREW TO ENROLL IN AN INSTITUTION WITH COMMON OWNERSHIP}) - (SPD\ Q))}{((SPD\ G+H+I+J) - (SPD\ P: \text{WITHDREW TO ENROLL IN AN INSTITUTION WITH COMMON OWNERSHIP}))}$$

### PROGRAM PLACEMENT RATE FORMULA\*

$$(SPD\ S+T+U) / ((SPD\ N+O) - (SPD\ V))$$

### ENDING POPULATION FORMULA\*\*

$$(SPD\ G+H+I) - (SPD\ N+O+P+Q)$$

\*\* Rates will be auto-calculated by the system.

\*Rates will be auto-calculated within the program spreadsheet.

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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-122



## ACICS Application for Accreditation – PART II

### Explanation of Self-Study Planning Process

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Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

The Self-Study Process is a TOTAL SCHOOL INVOLVEMENT process. We have always viewed our instructors as KEY to the academic connection at DuBois Business College. We have a majority of full-time faculty that have been with the College for several years, and enjoy working with students and watching them evolve into successful employees after graduation. We are a small school, so knowing our students is very important to the “atmosphere” at DBC. We like our students to feel like they can connect with any of the employees at any time. Our administrative offices are located within the building to provide easy access to any of the administration at any time. All past Self-Study materials are on file and have been used for training and planning purposes for new and senior school administration. It also is like a “mirror” of your school and the self-study is important for this reflection of what your school really does.

#### **The Self-Study was planned; organized, and supervised by:**

Jackie D. Syktich, President/CEO

Sue Ann Matia, Student Services Director

Gail Urban, Director of Finances

Mary O. Jones, Academic Dean

Susan Ramey, Director, Huntingdon County Campus

Terry Khoury, Director, Oil City Campus

Roberta Spigle, Academic Dean Liaison with Curriculum and Campuses

Rachel Syktich, Director of Social Media

#### **Participation in the Self-Study preparation:**

Jackie D. Syktich, President/CEO

Sue Ann Matia, Student Services Director

Gail Urban, Director of Finances

Mary O. Jones, Academic Dean

Susan Ramey, Director, Huntingdon County Campus

Terry Khoury, Director, Oil City Campus



## ACICS Application for Accreditation – PART II

### Explanation of Self-Study Planning Process

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Roberta Spigle, Academic Dean Liaison with Curriculum and Campuses

Rachel Syktich, Director of Social Media

Stephen Wolfe, Chief Technology Officer

Brad Moore, Associate Director of Admissions

Erika Syktich, Administrative Assistant and Café Director

Lindsay Snyder, Student Services Director, Huntingdon

Penny Pifer, Financial Aid Advisor

Barbara Martini, Career Services Director

Nicole Thorp, Admissions Representative

Karen Alderton, Director of Financial Aid

Tom Anderson, Controller

Rebecca Rhoades, Student Services Director, Oil City

Jan Pepperday, Student Services Director, Philipsburg

Jaye Navasky, Admissions Representative

Sue Champion, Administrative Assistant, Oil City

Cindy Neville, Curriculum Chairperson and Instructor

Darren Kite, Curriculum Chairperson and Instructor

Howard Divins, Curriculum Chairperson and Instructor

Dr. Helen White, Curriculum Chairperson and Instructor

Cathy Steiner, Faculty Mentor and Instructor

Brenda Heschke, Instructor

Carolyn Rhoades, Instructor

Ryan Haggerty, Instructor

Brad Mosier, Instructor

Kristin Carnahan, Instructor

Lisa Ogden, Instructor

William Morrison, Instructor

Lori Godissart, Instructor

Heath Himes, Instructor

Deborah Tkach, Instructor



# ACICS Application for Accreditation – PART II

## Explanation of Self-Study Planning Process

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Dennis DeStadio, Instructor

Dan Kennedy, Instructor

Connie Burkhardt, Instructor

Andrew Motter, Instructor

Marian Murphy, Instructor

Gary Davis, Instructor



# ACICS Application for Accreditation— PART II

## Future Plans for the Institution

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Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

### DuBois Business College future plans—Main Campus.

#### Personnel: Faculty and Administration

We have had a few instructors retire over the past year. Wes Carnahan, Bobbi Spigle, and Tom Anderson. Tom still works at DBC, only in the capacity of Controller. Bobbi still works for DBC, in the capacity of Academic Dean Liaison to Campuses. Wes is on our Advisory Board and substitute teaches for DBC. With our enrollment being on the lower side, we did not need to hire any new instructors.

We do have a new Industrial Design Technology program that has been approved at the Pennsylvania Department of Education, and we plan to submit it to ACICS and USDE for approval. This program has similarities with our Entertainment Production Business and Information Systems Support Technician programs of study. With the technology and machine manufacturing side of this program, we will need to hire one full-time instructor with a welding and machining background. Darren Kite, Kelli Molenkamp, Steve Wolfe, Brad Mosier, and Ryan Haggerty (current DBC instructors) can cover a majority of the classes and the new instructor will need to complement their strengths.

We are currently doing some cross-training with Directors and our Acting Directors by asking current School Directors to visit and work at the different campus locations. (In the state of Pennsylvania, we are required to have an Acting Director on school location while classes are being held, if a Director is not present.) The Acting Directors at each school location have received training from Pennsylvania Department of Education and we plan to have them become more familiar with ACICS by attending a workshop or conference.

#### Physical Plant and Equipment:

Main Campus will be renovating the future IDT center, which would house equipment for the Industrial Design Technology program. We are planning to establish WebEx rooms so that we can do some cross training and be able to work with all locations.

#### Library/Learning Resource Center:

The Library/Learning Resource Center is considering a new system to computerize all of our school locations with materials. Right now, our L/LRCs are stand-alone by school location. Our IT team is working on some changes with regard to equipment and furniture.

#### Admissions:

We are working with Flying Cork Company in Pittsburgh to do more digital marketing and plan to continue to seek some new services from them.

We plan to change the way we visit high schools for presentations and for awards. We want to change the presentations that we currently use.



## **ACICS Application for Accreditation– PART II**

### **Future Plans for the Institution**

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We will be doing some more video and photo sessions to capture students and graduates from all school locations.

Graduation Requirements and Standards:

No planned changes or future plans.

Curriculum:

The Curriculum Chairpersons have finalized some changes. The program changes have been submitted and approved through the state, and we plan to finalize these by end of 2015. Curriculum is always being updated. Consideration is being given to Entertainment Production Business having a two part curriculum, which could cause it to become two programs. One would be graphic design with computer animation, the other would be computer animation and video/film.

Student Body/Enrollment:

Current enrollment has been on the lower side. We anticipate enrollment increasing due to the new major. We are continuing to work with agencies. We are sending admissions personnel for more training. We have some new ideas to increase our workshop offerings.



# ACICS Application for Accreditation – PART II

## Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

### INSTITUTIONAL PROFILE

#### INSTITUTIONAL INFORMATION

Name: DuBois Business College

Address: One Beaver Drive

ACICS ID Code: 00011225

Campus Classification: Main  Additional Location

If an additional location, please provide the following information:

Main Campus Name:

Main Campus Address

Main Campus ID Code:

History of accreditation with ACICS and with other agencies:

DuBois Business College has been around since 1885. The College sought and received accreditation status in 1970.

Brief history of the institution:

The DuBois College of Business accepted its first students in 1885. Records indicate it was the largest building in America devoted exclusively to commercial education. The founder and original proprietor of the DuBois College of Business was Mr. J. N. Woolfington. The original building was situated just north of downtown DuBois, near the present day Best Western Motel. Through the years, DuBois Business College educated many of the area's business leaders and professionals. In so doing, the College contributed to the success of many enterprises and communities in the region. That spirit of concern for professional and personal development continues to be reflected in the school's philosophy today. DBC has seen many changes in its 130 years. One thing that hasn't changed is the hard work ethic and sincere concern for all the students who come seeking a quality education and a brighter future. Over the years the College has grown.

The College moved to a new building in 1970 on Beaver Drive, where it exists today. An administrative center was added in 1983 for counseling, financial aid, administration, and video conferencing. In 1984, 3 apartment complexes were built for student housing. In 1991, conference room space was added. In 1992, DBC added two branch campuses in the areas of Huntingdon and Oil City, Pennsylvania. In 2005 the College transformed existing libraries into modern learning resource centers equipped with a certification center. In 2010 DBC expanded again and added an annex and a student café. The College changed ownership in 2001, and was purchased by 7 current DuBois Business College employees, all with 15+ years service to DBC. The Board of Directors and owners are: President, Jackie Diehl Syktich, (1982 DBC graduate and 35 years in DBC administration); Vice President, Karen Alderton, (32 years in DBC financial aid administration); Academic Dean, Mary Jones, (16 years DBC instructor and DBC administration for 17 years); Treasurer, Frank Burt, (33 years at DBC--25 years as DBC instructor); Carolyn Rhoades (17 years as DBC instructor), Brenda Heschke (DBC graduate and 33 years as DBC instructor), Cathy Steiner (DBC graduate and 37 years as DBC instructor).

List of recent (past three years) complaints or adverse actions and current status:

DuBois Business College's last accreditation visit was 2008 and all three locations received Honor Recognition Status with ACICS with grants of accreditation for 8 years. In 2012 DBC submitted the ACICS Self-Study Interim Report. In



2014, Ms. Obi from ACICS visited the Philipsburg (additional location/learning site application) for review. All went well.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

The College has no contracts with other institutions or entities. DBC leases property from MoValley Economic Development Partnership in Philipsburg, for the additional location/learning site. DBC has various Articulation Agreements with other Colleges to allow DBC graduates easier access to transfer credit. Dual Enrollment Agreements are done with local high schools, in case a high school student could attend a class while still in high school.

List of international activities:

DuBois Business College has no international activities.

Description and scope of distance education activities: Hybrid  Fully Online

Participation in Federal Financial Aid Programs: Yes  No

## INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Susan Ramey became the Director for the DuBois Business College Huntingdon County Campus upon Jeannine Coursen's retirement in 2010. Terry Khoury became the Director for DuBois Business College Oil City Campus. Kathryn Brown (former Oil City Campus Director) retired in December 2014.

Change of Ownership: The College did not have a change of ownership.

Program offerings: Associate in Specialized Business Degrees: Accounting/Business Administration, Administrative Medical Assistant, Clinical Medical Assistant, Computer Applications/Management, Executive Assistant, Entertainment Production Business, Information Systems Support Technician, John Russo Movie Making, and Legal Assistant. Diploma programs: Accounting Assistant, Computer Systems Support Technician, and Office Assistant.

Curriculum: Some curriculum changes will be submitted within 2015.

Institutional delivery: DBC is anticipating offering less than 25% of the Entertainment Production Business program of study in an on-line format as an option.

Other changes: None.

## 1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

### MISSION AND OBJECTIVES

#### 1.1 How was the mission developed?

The College has had a mission statement since 1885. Consultation with current administration and faculty, as well as input from our advisory board members, has allowed us to keep our mission statement current.



1.2 State the institution's mission and supporting objectives.

Our mission is to provide quality education that is effective for a successful business career. We will accomplish this through qualified professional instruction and the latest technical equipment pertinent to the business environment. Our results will be graduates with the marketable skills needed for gainful employment, good character, proper work habits, and technical knowledge.

WE BELIEVE that a private business college should give men and women effective training for business life, help them select careers in line with their natural aptitudes and desires, and assist them in obtaining satisfactory employment upon graduation.

WE BELIEVE that a private business college should take a personal interest in the welfare of each student and stimulate the development of good character and proper work habits.

WE BELIEVE that a private business college should combine the conduct of an educational institution and the operation of a business enterprise. It should pioneer in the development of teaching techniques and maintain with vigor and dignity the unique place a private business college occupies in our system of education.

WE BELIEVE that those principles have been largely responsible for the leadership in business education that DuBois Business College has provided to youth, adults, and industry since 1885.

WE BELIEVE that in designing the various programs of instruction the aim is to provide training broad enough to develop habits of clear thinking and sound judgment in the varied experiences of modern business. To this end technical training is the major part of each curriculum so that the graduate may be assured of having marketable skills needed in today's global marketplace.

1.2.1 Cite where it is found in the catalog.

Page 4 of the DBC Catalog 2012-2015.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The supporting objectives are specific to career-related education in that DBC offers skill-based instruction that is relevant to today's workforce. Technical training is the major part of each curriculum, which assures graduates that they will obtain marketable skills for today's jobs. DBC relies on specific computer training and requires several majors to have computers for work outside the classroom. All students are issued Nextbooks so that they can be connected all the time.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The College administration believe in hands-on and technical skills that are relevant in the modern business office. Our objectives are to give men and women effective training for business life. We operate like a business. The College's classes are held Monday through Thursday from 8 a.m. to 4:15 p.m. We also operate on a business calendar system. We start our terms at the beginning of January, April, July, and October. We end our terms at the end of a business quarter: March, June, September, and December. Students attend year-round and the term breaks are short so that students can "touch the future faster," which is our motto.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

Our employees are role models and set good examples for our students and also the College overall by their standards as professionals. Faculty are committed to providing the students with the knowledge and skills necessary to be successful in a business career. The College has financially met the needs of the students by continuing to improve the facility as well as the equipment/furnishings of all of the DBC campuses. Financial resources are applied to improving the structure, equipment, and overall facilities in order to create and maintain an environment conducive to learning. DBC's management team is committed to serving our students



and our employers--who hire our students, which contribute to the implementation of the school's mission. The management team surveys local businesses and consults our advisory board to assure that our students are obtaining the skills required for success in today's business environment.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

The mission statement and objectives are reviewed every year by the College employees when information is reviewed for the catalog, the website, and the Campus Effectiveness Plan. In-service sessions and advisory board meetings are examples when our mission and objectives are revealed and the relevance of today's student and our education are reviewed. The corporate management team also review the Mission and Objectives annually.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

The Pennsylvania Department of Education has strict guidelines for being able to award the Associate in Specialized Business Degree. We follow those guidelines by offering occupational specific content with 75 to 80 percent of the courses being vocational in nature. General education is important to the outcome of each degree program and we allow for 20 to 25 percent. Therefore, the administration meets with graduates each year to determine the effectiveness of all classes in each program of study. Surveys, advisory board meetings, meetings with publishers, employers, and teacher job shadowing give us insight as to the coursework necessary with which to give balance to the overall education within our programs.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

The mission statement is a critical part of steering DBC. Any change that is made to the mission statement is not taken lightly and is reviewed over and over again. We need to be certain that the change is important enough to change our mission. Changes are continually being done through short-term goals and long-term goals. Currently we are satisfied with our mission statement and objectives and have no plans to change our stated mission or objectives.

## INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?

The campus effectiveness plan is developed with input from all employees. The initial writing of the CEP was done by Jackie Syktich, President/CEO. She reviewed the CEP with the corporate management team and through this collaborative effort and teamwork the current plan was written. All of the DBC locations operate with the same campus effectiveness plan. The CEP is a guide/map for the College administration to maintain and document the overall effectiveness of the College.

- 1.7.1 Who is responsible for implementing and monitoring the plan?

Jackie Syktich, President, is responsible for implementing and monitoring the plan.

- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2014 Rate:91% P/76% R DuBois Campus; 72% P/85% R Huntingdon; 20% P/85% R Oil City

Year:2013 Rate:89% P/87% R DuBois Campus; 80% P/93% R Huntingdon; 80% P/83% R Oil City

Year:2012 Rate:92% P/86% R DuBois Campus; 83% P/79% R Huntingdon; 71% P/83% R Oil City

Explanation (if necessary)

We use the spreadsheet that is provided by ACICS for the Campus Accountability Report.



- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The majority of DBC graduates/completers want to work within one hour of their hometown. We are proud of our ability to continually improve our local labor market with quality, well-educated graduates. We want to always improve our retention rates and we are able to manage that through our admissions process, entrance assessment, and orientation process. We want students who choose to attend DBC to understand that they need to have a vision to be a DBC graduate! At every orientation we ask the students if they were referred by a DBC graduate or student and 70 to 80 percent say YES.

- 1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 78                      Placement: 85

- 1.10.1 What factors were taken into consideration when developing these goals?

The corporate management team considered the placement rates over the five year period and were pleased with student and graduate surveys. The Career Services Director feels confident with the job opportunities and the amount of job requests that she has been receiving that we will be able to maintain and meet the 85% placement rate. In meeting with the Academic Dean and her meetings with faculty, concern is a factor with retention. We have noticed that several prospective students and students currently attending DBC have attended two and three colleges before coming to DBC. We are being conservative with our retention rate, since there seems to be a trend with some of our younger traditional student population to just quit attending.

- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

We added support from two DBC employees for follow-up with placement assistance. Pam Hertlein and Tony DeStadio have contacted students and employers and spoken with graduates about their employer and job duties. We continue to monitor the attendance reports submitted daily by instructors. Fortunately we are a small school so faculty know their students and refer students at risk of succeeding to the Academic Dean or Director immediately. Before a student begins their training at DBC, there is an orientation process that covers retention and placement and its importance. We also do a behavioral assessment (DiSC) with each student to help understand their learning style. We feel that this helps contribute to successfully retaining students when you understand their style.

- 1.12 What data are utilized to evaluate the following elements:

- a. Level of graduate satisfaction

We survey all graduates and share this information with faculty and administration. We also annually invite our graduates to attend an advisory board meeting where the College administration and Advisory Board members get to ask questions to the graduates about the success and their overall satisfaction with the education they received and whether it applies to their employment.

- b. Level of employer satisfaction

Students are required to take the Professional Career Planning class. One of the components of that class is to do career job shadowing hours. Students must submit a written document from the employer for review by the instructor. This information is reviewed by the Career Services Department and College Directors.

- c. Student learning outcomes

Prior to beginning training at DBC students are required to take entrance assessments. One assessment is for basic math and English comprehension. The other assessment is a Wonderlic Test which



evaluates their ability to reason and learn. Students are also given advanced placement examinations to determine the classes in which they will begin their studies. Once in class the College administers midterm examinations, and midterm deficiencies are given to students who may need more assistance. Finals and/or class projects are given and reviewed each term over term break by the administration to review how students are progressing and maintaining academic progress. Our computerized school administration system (CSA, which stands for Creative School Applications) gives us sophisticated reports to review student learning outcomes. Curriculum Chairpersons review outcomes and academic issues with the Academic Dean.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Graduate surveys are reviewed with faculty for overall effectiveness of the graduate's training and to analyze career employment expectations and the graduate's preparedness.

b. Satisfaction of employers

Employer feedback and surveys are reviewed by administration. The Career Services Department uses the data to assess what employers want, and whether we are meeting those needs. Teacher job shadow reports are reviewed with administration to make decisions on curriculum relevance and its role in the education process.

c. Student learning outcomes

Curriculum Chairpersons review outcomes and academic issues with the Academic Dean. Administration reviews the school's computer generated reports and evaluates the overall student learning outcomes. This information and data is shared with faculty and administration at in-service break-out sessions.

1.13 How is the campus effectiveness plan evaluated?

At the end of every term, the College Directors meet to review student outcomes, placement goals, student satisfaction, and graduate surveys, as well as employer surveys. This input is used to evaluate the campus effectiveness plan.

1.13.1 What is the schedule for evaluation?

Evaluation is done each term; however, a formal review is done annually by the corporate management team.

## 2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

DuBois Business College campuses are private, co-educational colleges of business. DuBois Business College, Incorporated, is a profit-making corporation in the Commonwealth of Pennsylvania, overseen by corporate officers/board of directors. See page 6 of the DBC Catalog 2012-2015.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?



Each employee is given an Employee Handbook Package, which describes job description, job duties, benefits, etc. Along with this information is the Organization Chart. The chart outlines the entire corporation and lists each employee and his/her title. The organization chart is also posted on the employee bulletin boards. Job descriptions are on file. We have a board of directors and a corporate management team:

Board of Directors:

Jackie Syktich, President  
Karen Alderton, Vice President  
Mary Jones, Secretary  
Frank Burt, Treasurer  
Brenda Heschke  
Carolyn Rhoades  
Cathy Steiner

Corporate Management Team:

Jackie Syktich, President  
Mary Jones, Academic Dean  
Sue Ann Matia, Student Services Director  
Karen Alderton, Financial Aid Director  
Gail Urban, Director of Finances  
Susan Ramey, Huntingdon County Campus Director  
Terry Khoury, Oil City Campus Director  
Steve Wolfe, Chief Technology Officer  
Barbara Martini, Corporate Career Services Director

Faculty and staff are reviewed annually by the President and Academic Dean. Formal and informal evaluations are done also throughout the year.

2.2.1 How is this documented?

Employees are asked to sign verifying that they have received the Employee Handbook Package. A copy of this information is kept in the employee's file.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The College Directors oversee the entire school operation. The Academic Dean oversees the instructional staff on academic issues. The College does an evaluation of the school and classroom instruction via a quarterly survey form given to each student. The administration reviews the forms. We also have classroom observations, announced and unannounced. The staff is monitored on a daily basis with regard to work performance. Formal and informal evaluations are given based on employee years of service and with regard to



job position. The College also has employees complete a self-evaluation form that is reviewed by the College Director, and then the President.

- 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The College faculty and staff are required to read and comply with the Staff and Faculty Handbook. Both faculty and staff members must exemplify a high level of professional integrity. The College administration ensures this level of professionalism through student feedback and by offering training through in-service sessions. The faculty and staff belong to various professional organizations and attend seminars relating to their specific duties. DBC believes in professional growth for employees. We have partnered with The Pacific Institute and have implemented their Strategies for Success plan. We have been working with them for over 11 years. In-service training sessions provide employees with an understanding of professional integrity issues and the break-out sessions allow the faculty to give input and decide instructional policy and to suggest changes to curriculum. Our Advisory Board meets with faculty and staff once a year by attending the summer term in-service day. Faculty and staff are asked to provide input to the employee handbook, DBC catalog, DBC website, curriculum, DBC policy, and course syllabi. The Academic Freedom Policy is in the DBC employee handbook.

- 2.5 How is the policy for ensuring academic freedom communicated to faculty?

Faculty members are free to exercise academic freedom as described in the Faculty and Staff Handbook while operating within the structure developed by the College.

- 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

Page 58 of the DBC Catalog describes the policy. This is given to all students and is reviewed at the admissions appointment and orientation.

- 2.7 Describe any plans for the improvement of the organization.

The College has moved some of the administrative offices to allow for a workflow that is more efficient. Continued administration tasks are reviewed with employees. The College administration has added Acting Directors and have sent them for training with the Pennsylvania Department of Education. Our goal is to make sure that we have employees who can cross-train so that we have qualified and trained administration while providing for future advancement of other administrative staff when an opening or opportunity arises within the organization.



### 3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The Chief Executive Officer is Jackie Diehl Syktich who is on-site and has been with the College since 1980. (She is a DuBois Business College graduate!) During her 35 years of service with DuBois Business College she has had the opportunity to work and be involved in every department of the College. She began her career at DBC as the Administrative Assistant to the President. Over the years she worked in the admissions department, placement department, financial aid department, faculty/academic liaison, and then was promoted to Acting Director. She then became Corporate Director in charge of all campus locations. For the last 15 years she has been the President/CEO of DuBois Business College. Jackie is a graduate of DuBois Business College; attended Liberty University; 1987 graduate AICS Leadership Training Institute for School Administrators in Virginia; RULE Leadership Graduate (2005-2007) Penn State University; Anstine Republican Women's Leadership Program graduate (2012-2013). Jackie was also appointed by the Governor to be a Board member of the State Board of Education, Pennsylvania Department of Education in Harrisburg, Pennsylvania. She serves on the PA Department of Education's Executive Committee and Review and Recommendation Committee. She also has been a Chairperson for the PA Department of Education's Degree Granting Division, Degree Evaluation Teams.

We have School Directors at each school location. The Pennsylvania Department of Education requires private licensed schools to have a Director and/or Acting Director on location when school is in session.

The School Directors are:

DuBois Main Campus: Jackie D. Syktich, President; Gail S. Urban, Acting Director; Sue Ann Matia, Acting Director, and Rachel J. Syktich, Acting Director.

Huntingdon County Campus: Susan Ramey, Director; Howard Divins, Acting Director; Lindsay Snyder, Acting Director; and Brad Moore, Acting Director.

Oil City Campus: Terry Khoury, Director; Andrew Motter, Acting Director; and Rebecca Rhoades, Acting Director.

Philipsburg Campus Addition: Janice Pepperday, Acting Director; and Jaye Navasky, Acting Director.

Each of these employees must meet the criteria for working in school administration and supervisory experience for a combination of at least 3 years.

Qualifications are listed for each:

Jackie D. Syktich, 35 years in school administration/supervisory experience.

Gail S. Urban, 28 years in school administration/supervisory experience.

Sue Ann Matia, 17 years in school administration/supervisory experience.

Rachel J. Syktich, 5 years in school administration/supervisory experience.



Susan Ramey, 18 years in school administration/supervisory experience.  
Howard Divins, 14 years in school administration/supervisory experience.  
Lindsay Snyder, 5 years in school administration/supervisory experience.  
Brad D. Moore, 4 years in school administration/supervisory experience.  
Terry Khoury, 11 years in school administration/supervisory experience.  
Andrew Motter, 8 years in school administration/supervisory experience.  
Rebecca Rhoades, 3 years in school administration/supervisory experience.  
Janice Pepperday, 6 years in school administration/supervisory experience.  
Jaye Navasky, 6 years in school administration/supervisory experience.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Programs are reviewed and discussed annually. When the catalog is being reviewed, all faculty members are included in the evaluation of programs of study. Curriculum Chairpersons receive information from faculty within their programs. We invite our book publishing companies to come in and meet with employees and spend time regarding industry trends, new programs, career and industry outlook, books, materials, etc. Speaker's Term is held every Spring Term. Industry guest speakers come in to talk to students, faculty, and staff about business and expectations in the work world. The Advisory Board meets with faculty and discusses program objectives and outcomes.

b. Student activity programs

The students at all campuses have a "common time" in the middle of the day to be used for lunch, extra-curricular student activities, and school clubs. There is an advisor assigned to each student activity/club. We have many students who commute to our school, so we do most of our activities at their convenience. We have a Student Council, which is a student government--or voice to our administration. Some of our other student organizations include: Sorority--Delta Beta Chi; Fraternity--Sigma Delta Phi; Christian Fellowship; Student Newspaper; etc. Students enjoy activities such as the Christmas Dinner/Dance; Fraternity Breakfasts; Game Nights; etc. The clubs participate in educational field trips as well as fun activity trips. Students raise money and volunteer their time for charitable non-profit agencies such as Make-a-Wish, American Heart Association, Agape Community Services, Pentz Run Youth Services, etc. The College administration has an Awards/Appreciation Party each term. Entertainment and food are provided to all students. Recognition and awards are given to students with leadership roles in the Clubs and to the graduates who will be leaving at the end of the term.

c. Guidance services

Admission guidance is done through the admissions department. All students are required to visit the College and observe classes. We like for the students to meet with faculty, students, and participate in the day's events.



Academic guidance is done through our computerized school system, which allows us to monitor students who need to improve their grades or may need to adjust their schedule load. The Academic Dean oversees the midterm deficiency process, satisfactory academic progress, and finals. Midterm evaluation is completed and deficiencies are provided to students in writing. Students are asked to meet with their instructor for guidance regarding midterm deficiencies. Tutoring/extra help is made available to students via the instructors' office hours. We also have a peer student/tutor system available. Students not making satisfactory academic progress meet with our administration to ensure their success; mandatory tutoring is also required of all students with a QPA of less than 2.0.

Orientation is required for all students prior to entering classes. The administration reviews the catalog and student handbook items so that students are aware of the rules of the school, as well as understand their program of study. Review of computer technology is also done.

Counseling services are available at all school locations for students who may have personal issues for which they need assistance. These services are outlined in their student handbook based on school location.

d. Financial aid services

Financial aid services are provided to all students at each campus. The Corporate Financial Aid Director is at the main campus. There are three financial aid advisors who can offer student financial aid support. The College also uses a servicer for financial aid, which is Student Aid Administrators.

e. Instructional procedures

Instructional procedures are reviewed with the faculty through the Academic Dean and via faculty meetings. Minutes are kept of all faculty meetings and are reviewed with instructors who were absent and also new instructors. Lesson plans are submitted by each instructor and kept on file. Faculty members work closely with each other in exchanging procedures. The Academic Dean oversees the faculty and coordinates the various departments. Cathy Steiner is the mentor instructor for all faculty members. There are Curriculum Chairpersons for program areas: Cindy Neville, Medical; Steve Wolfe, IT and EPB; Darren Kite, Industrial Design Technology; Bobbi Spigle, Executive/Legal/Office Administration/General Education; Howard Divins, Computer Applications/Management; and Dr. Helen White, Accounting/Business Administration.

f. Instructional resources

The Library/Learning Resource Center committee coordinates these services. Jackie Syktich and Sue Ann Matia are in charge of the Main Campus Library. Susan Ramey and Lindsay Snyder are in charge of the Huntingdon County Campus Library. Terry Khoury and Rebecca Rhoades are in charge of the Oil City Campus Library. New textbooks, computers, software, and other materials are given to the instructors for review and possible adoption/purchase. Publishers meet with our school personnel regularly.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

We do not list degrees for professional staff in our catalog, only our instructional staff, and we can verify their degrees through the copies of their official transcripts that are kept on file at each school location.



3.4. What records are kept relative to the following areas:

a. Financial aid activities

Complete financial aid records are kept on file for each student. Each student has a special financial aid folder. These written financial aid records relate to all institutional, federal, state, private aid applicants and recipients. We also have a computerized school administration system, CSA, which allows for our administration to have access to this data in an electronic format. We also work with SAA, Student Aid Administrators, who is our financial aid servicer.

b. Admissions

We use a computerized school administration system called CSA to track and record all admissions data.

c. Curriculum

The computerized school administration system, CSA, maintains and updates our curriculum as needed.

d. Guidance

Instructors, admissions, financial aid, and other professional staff members provide guidance to students on a continuing basis. We have an open door policy, as well as a suggestion box for all students. Each campus has access to a professional counselor that can be referred to in special counseling situations. This information is listed in the student handbook.

e. Library or instructional resources

Library and instructional resources are kept on file. Each individual book is coded for proper inventory. A computer system is in the library for students to access books. Each campus location has access to the local public library, and as Pennsylvania residents have access to these libraries. Our instructors assign library/learning resource projects as part of the syllabi.

f. Instructional supplies and equipment

Instructional supplies and equipment records are maintained with serial numbers or other data required in the administrative office. Inventories of equipment and classrooms are also kept for insurance purposes.

g. School plant

School plant information (blueprints, electrical plans, etc.) is kept on file in the administrative office. Most of this information is also duplicated and kept in fireproof files with corporate records at the main campus.

h. Faculty and staff

Individual faculty and staff records (official transcripts, applications for employment, personnel forms, etc.) are kept in the administration office. Every DBC employee has a file that is kept at the main campus location.

i. Student activities

Student clubs and organizations each have an advisor. Minutes are kept of the meetings. Treasurer reports are also done. Those records are submitted to the office by an officer of the



organizations and a copy is kept with the advisor. One checking account is used at each school location and is held by the advisor, along with another school official.

j. Student personnel

We do not have any students working for any of our College locations, nor do we have a College Work Study program.

k. Campus Accountability Reports

Campus Accountability Reports as well as the former Annual Institutional Reports are kept at each school location along with the backup data. Main Campus in DuBois has copies of all CAR reports, and AIR reports for all locations. Our computerized school administration system also has all of this data electronically stored.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Individual student folders are kept in the administrative offices in fireproof file cabinets. We also have student data stored electronically. Administrative personnel have access to the areas in which they are assigned. These files are networked for all school locations. Main campus personnel have corporate responsibility for placement, admissions, scheduling, and student grade information.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

We do not admit students under an "ability to benefit" determination.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

During the admissions process, it is explained that all students must show evidence of a high school transcript or the equivalency, GED. This information is collected and verified before a student can obtain admission to begin studies at DuBois Business College. Students with other postsecondary education are required to submit evidence of those credits so that transfer credit can be evaluated for scheduling, as well as financial aid purposes.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

The Admissions Director verifies that the school is recognized by the State Department of Education or that the school is accredited and/or recognized by the United States Department of Education.

3.7. What grading system does the campus employ to indicate student progress?

DuBois Business College Grading System

Grades and Quality Points

93-100%	A	Excellent	4 points
85-92%	B	Good	3 points
77-84%	C	Average	2 points



70-76%	D	Below Average, but not failing	1 point
69%-below	E	Failing	0 points
	W	Voluntary Withdraw	0 points

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Quarter credit is awarded for each class. We use the measure of 15 lecture hours equates to one credit and 30 lab hours equates to one credit.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

We have a computerized school administration system, CSA, that maintains all student records electronically. We also have paper copies of student records maintained in folders, which are kept for over 50 years, along with the electronic copy.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is identified on the student transcript and is identical to the one in the school catalog.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Our student records and reports are kept in fireproof files. The computerized school administration system, CSA, is backed up daily. The material is also replicated off-site to ensure it is safe.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

The computerized school administration system, CSA, is backed up daily. The material is also replicated off-site to ensure it is safe.

3.9. How long are student records maintained by the campus?

The College was established in 1885, and the college still has those records. Our current computerized school administration system has archived records since 1980, and we have them electronically available to administrative personnel.

3.10. Describe any plans for improvement in the administration.

Fortunately, we have a core group of administration who have worked at DuBois Business College 10 plus years. This has created an atmosphere of energy and security among the co-workers. We do not plan to make any major changes.

We have added an Academic Dean Liaison position for a teacher who taught for many years at DBC and had wanted to retire. We asked her to work with each campus in the area of academic administration to ensure consistency among the school locations. This position is part-time, and is working well.

We have also emphasized cross-training among our school locations, and have asked employees to work at other locations for consistent school administration.



We continually seek to improve the quality of leadership among our campus locations by selecting employees to attend leadership programs that are one to two years in length. We also have promoted from within our employees so that advancement can be obtained.



## 4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

### ADMISSIONS AND RECRUITMENT

#### 4.1 What is the admissions policy?

Academic qualifications are important; but equally important are motivation, character, attitude, initiative, willingness to work, and a desire to succeed.

Each candidate for admission is considered individually on merit and potential. High school graduation or its equivalent or GED is the basic requirement for admission. Other factors such as high school transcripts, rank in class, attendance, and personal evaluations are carefully considered. Through career counseling most applicants can be directed into programs where they will obtain employable skills.

Students are encouraged to visit and tour the College, as well as observe classes, so that they may better understand what is expected. Students may observe classes free of charge.

All students are required to take and to pass an entrance assessment. In addition students wishing to enter the Clinical Medical Assistant program must successfully complete a physical examination, have adequate immunizations, and pass a criminal record background check.

Students who come to DBC and have prior post-secondary training must submit their official transcripts to the College. DBC's policy is to review all course descriptions, and DBC reserves the right not to accept credits that are more than ten years old; however, determination is made on an individual basis.

##### 4.1.1 Does the policy differ based on the credential awarded or program of study?

Yes, as described above, the Clinical Medical Assistant program has different requirements.

##### 4.1.2 Explain how the admissions policy adheres to the institution's mission.

DuBois Business College expects students who are wanting to enroll at DBC to be able to express their desire to complete their education. The admissions team is diligent about meeting with the prospective student two to three times prior to the student applying to attend. This is in line with the mission statement in which we take a personal interest in the welfare of each student.

#### 4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. We do not enroll ability-to-benefit students.

#### 4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

Upon receiving the Application for Admission, an individual file is started for the prospective student. There is a SOP (Standard Operating Procedure) label that is started to ensure that each student's file has the necessary entrance counseling, admissions assessments, high school transcripts, GED scores and/or diploma, and college transcripts if applicable. Once the student has completed all of the necessary requirements, the admissions team determines the basis for which the student may or may not be accepted. Upon acceptance, attendance at



orientation, and all completed necessary paperwork, the student is ready to start in the term for which they chose to enroll.

4.4 Describe the student recruitment program.

The admissions department visits high schools, open houses, career fairs, college fairs, etc. They also visit with agencies who assist students in the education process, such as Office of Vocational Rehabilitation, CareerLink with WIOA, and Chambers of Commerce. Students expressing interest in learning more about DuBois Business College speak to an admissions representative. At that time an appointment is normally scheduled for the student to visit the College and speak with the admissions department, take a tour of the school, meet with students, faculty, and staff. The student is asked to review the information, speak with family members and friends, and is then scheduled to observe classes to better understand the education at DBC. The school catalog is reviewed with the student as well as their program of study. They are also scheduled to complete their entrance assessment, and to meet with the Financial Aid Department and Career Services.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

The Admissions Director trains the admissions team. Admissions meetings are held to discuss programs, catalog, and materials used in the admissions department. Admissions personnel are compensated like all DBC employees, which is a monthly salary.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

Students who come to DBC and have prior post-secondary training must submit their official transcripts to the College. DBC's policy is to review all course descriptions, and DBC reserves the right not to accept credits that are more than ten years old; however, determination is made on an individual basis.

4.6.1 Where are these policies and procedures published?

DBC Catalog page 55.

4.6.2 Describe any articulation agreements with other institutions.

We have Colleges and Universities that have articulation agreements with DuBois Business College such as: Indiana University of Pennsylvania, University of Pittsburgh, St. Francis University, and some have informal agreements where they will work with students on an individual basis. We have several schools send an admissions representative from their school to visit DBC students and explain the options that are available for transfer of credit to continue their postsecondary experience upon their graduation from DBC.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

We have bulletin boards at our school locations that describe the colleges and universities that work with students on continuing their education and transfer of credit.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Students either meet with the Admission Representative from the "future" school, or they meet with DBC School Director or Academic Dean. Students are asked to visit the prospective "future" school to discuss their class schedule and expected completion.

#### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

President Jackie Syktich, and Academic Dean Mary Jones are the individuals who review all student SAP progress. There is a computerized school administration system that refers students to SAP monitoring. This



list is reviewed every term for every school location and for every student. The President has been with the College administration for 35 years, and the Academic Dean has been with the College for 30 years, as a faculty member, department chairperson, and then in administration.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Standards of academic progress are found on pages 52 and 53 of the DBC catalog. At the end of each term, all students transcripts are reviewed for completed classes, grades, and credits attempted. DBC's computerized school administration system software alerts the DBC administration of any students that may be in jeopardy of not meeting SAP.

4.8.1 Who reviews the student's records and advises the student?

The President and Academic Dean review each student record, then meet and discuss the matter with the individual school location Director, at which time a determination and plan is discussed. The Academic Dean and/or School Director advises the student.

4.8.2 Who monitors probation?

DBC President and Academic Dean.

4.8.3 How is attendance verified?

DBC has a Computerized School Attendance system that is on-line and can be viewed by all students through their user name and password. Faculty members are responsible for taking attendance and entering the information electronically through the DBC attendance system.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

We rely on CSA, to calculate the GPA and course successful completion. We also manually review 10 to 20 percent of the student population randomly to ensure accuracy.

## FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

DBC scholarships are offered and are listed in the DBC catalog on page 44.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Pennsylvania Department of Education, State Board of Private Licensed Schools, must approve tuition and fees prior to publication of our catalog. Pennsylvania Department of Education School Program Profiles are on file at each school location. Tuition and fees are listed in the DBC catalog on pages 42 and 43.

4.11 What are the refund policies and procedures?

DBC's refund policy is stated in the DBC Catalog on page 43 and is in accordance with the Pennsylvania Department of Education, State Board of Private Licensed Schools; and the United States Department of Education Title IV regulations and also ACICS.

4.12 What are the qualifications of the financial aid officer?

Karen Alderton is our Financial Aid Director. She has been with the College for over 30 years in this capacity. She is very knowledgeable in areas of financial aid. We also use a financial aid servicer, which is Ruth Chrismore from Student Aid Administrators.



4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The financial aid team is expected to attend workshops, watch webinars, and to be active in financial aid organizations, in order to be successful at DBC.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

Entrance and exit counseling with students is done by the financial aid team. The financial aid team also meets with each student to review their cost breakdown by term for their program of study.

4.13.1 What is the cohort default rate for the last three years?

Year: 2011      Rate: 9.5

Year: 2010      Rate: 7.8

Year: 2009      Rate: 6.8

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

We do not have a cash discount policy.

#### STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

The College has a formal orientation session for all incoming students each quarter. We review the catalog, student handbook, review policies and procedures, and want them to get to know one another prior to attending classes. Financial aid personnel discuss the costs of attendance, grants, and loans. Career Services personnel discuss graduation services and assistance with placement and the professional career planning class. Administrative and admissions personnel discuss programs of study, class schedules, class times, and the school calendar. Students have the opportunity to take advanced placement examinations on orientation day also.

Each faculty member has a brief orientation with each student at the start of each term in each class to cover the class syllabus. Each campus has counseling services available to all students and employees. Students are asked to meet with particular staff members if the counseling that is necessary deals with scheduling needs, financial aid information, placement, academic progress, etc.

4.16 Describe all academic and personal counseling services offered.

DuBois Business College offers academic counseling throughout the student's education that would include: Student Services, Career Services, Academic advisement, and the school Director. For students who have personal counseling needs, the College subcontracts with a Counseling Service and pays for the counseling that is needed by the student.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

The Counseling Service provides us with counselors with backgrounds in many areas of counseling as well as counselors with practicing degrees and/or licenses.

Academic counseling is done by the Academic Dean and administrative staff that have been trained and have an understanding of the College's academic schedules, policies and procedures.

4.17 Describe the retention program.

Retention is key to all schools. It is important to understand what assistance can be given to help students complete their goal. We are a small school so we have the ability to meet with all of our students and discuss their career goals. We track attendance for each student and contact them if we see that they are missing



classes. The admissions team is responsible for talking with students to make sure all is well. We have an open door policy and our administrative staff interact with students to make them feel at ease at DBC. We also monitor the student's academic progress. Faculty alerts the Academic Dean or School Director in cases where they feel that a student is not doing well academically or personally. Classroom surveys are completed throughout the school year to better assist us with student satisfaction.

4.18 Describe employment services offered to students.

We have a Professional Career Planning class that students are required to complete when nearing graduation. This class reviews their career goals, resumes, cover letters, and the interview process. Part of the class is a mock job interview, which is scheduled for each student. Students are required to complete the professional etiquette portion of the class and attend a luncheon where business manners and dining etiquette are discussed. We have a Career Services Director who assists students and employers with the employment process.

4.18.1 Describe how placement verification is documented.

The Career Services Department meets with all school directors and reviews the graduate's placement paperwork. Surveys and contact with each graduate is done so that we know what is happening with each of our graduates. We meet with employers, contact graduates and alert them to jobs for which they would be qualified. We then do follow-up to make sure the job search process is going well. We deliver resumes, connect with future employers in scheduling interviews, and promote our graduates to local businesses.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Graduates are given surveys to complete. The Professional Career Planning class is designed to assist students in the job search process. Surveys are submitted to employers for feedback. Our Career Services Director has been with DBC for many years and is very knowledgeable in meeting the needs of employers. Our Advisory Board meets with graduates one time a year to discuss their education and whether or not they are using their education in their jobs.

4.20 Describe the programs of extracurricular activities, if any.

We have Student Council organizations at each school location. The student council is the student voice for all students. Minutes are kept of meetings and treasurer's reports are filed. The club officers meet with the Director of each school to discuss ideas/suggestions. All students are able to hold membership and are encouraged to attend meetings. The meetings are held during the common lunch time at each school so that all students are available. Each club has a faculty or staff advisor. The clubs are active in raising funds for local charities. Club activities include: Christmas formal dinner/dance; baseball games, Hershey Park Amusement Park, Waldameer Water Park, Cook Forest State Park, etc. The student clubs and organizations organize trips to Washington, DC, and to New York City.

We have had student sports teams such as: Softball, basketball, volleyball, flag football, and bowling.

DBC has been the recipient of the Community Cup Award from our local Chamber of Commerce. We have also been the recipient of the prestigious Pennsylvania Association of Private School Administrators Award for Community Service.

4.21 Describe any areas needing improvement in the area of relations with students.

We are pleased with relations with students. We would like to see more activities such as team sports. With decreased enrollment it has been more difficult for students to get teams organized.



## 5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

### PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

We are pleased with the quality training that we offer to DuBois Business College students. Our faculty and staff take great pride in their work and are truly committed to seeing our students succeed. Each program is designed to enable the student to gain core program knowledge and skills, while developing knowledge in general education that is useful to the student. As our mission states: We offer programs with an occupational objective that will allow students to gain employment.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

Our current programs are listed in our Catalog, pages 18 to 30. Each class has a syllabus which lists the lecture/lab content, total hours and credits, and the expectations within the class. Our programs are taught as on-ground lecture and laboratory resident instruction.



The following are Associate in Specialized Business Degree programs:

#### Accounting/Business Administration

The Accounting/Business Administration program is designed to provide a specialized education to prepare students for various positions in the field of accounting. Students learn accounting for proprietorships, partnerships, corporations, etc. Emphasis is placed on Cost Accounting, Accounting Concepts and Principles, Excel Spreadsheets, and Computerized Accounting software. Students also take a variety of business administration courses such as Management and Marketing. In the Business Administration Simulation course emphasis is put on building students' entrepreneurial skills via teams that select a business, research and perform financial analyses, write a business plan, and conduct a market-feasibility study. Students are prepared for potential careers in government offices, accounting offices, and payroll offices, with positions as accountants, payroll supervisors, bookkeepers, accounting assistants, accounting clerks, etc.

#### Administrative Medical Assistant

The demand for well-trained administrative medical assistants has grown rapidly in recent years. This specialized curriculum is designed to provide complete professional training in all facets of managing an administrative medical position in a physician's office, hospital, clinic, medical or surgical supply company, nursing home, home health agency, or insurance company. Students in this major learn medical office administration, including skilled subjects such as ICD-10-CM diagnostic coding, CPT-4 procedural coding, and step-by-step insurance form completion. Special attention is given to the medico-legal aspects of the profession including communication procedures and patient/doctor office relationships. Information processing and storage and retrieval of medical records is covered. Students learn proper computer procedures as part of this program.

#### Clinical Medical Assistant

The Clinical Medical Assistant program combines clinical procedures with office skills. The specialized curriculum provides complete professional training for managing an administrative medical position in a physician's office, hospital, clinic, medical or surgical supply company, nursing home, or home health organization. Students learn all facets of medical office administration, including ICD-9-CM diagnostic coding, CPT-4 procedural coding, and step-by-step insurance form completion. Special attention is given to medico-legal aspects, communication procedures, and patient/doctor office relationships as well as information processing and storage and retrieval of medical records. Clinical lab classes develop skills that allow graduates to perform in clinical areas of health care as a clinical or administrative assistant. Clinical lab classes include training in OSHA and HIPAA compliance, patient care, specialty examinations and procedures, minor office surgery, diagnostic testing, phlebotomy, infection control and patient teaching. Demand for well-trained medical assistants has grown rapidly in recent years; expectations are that the profession will continue to expand.

#### Computer Applications/Management

The Computer Applications/Management program offers a dual focus in business management and computer software applications. Graduates of this program qualify for a wide variety of positions such as entry-level managers, fiscal assistants, supervisors, computer operators, and printshop technicians. Students with this major pursue careers in many different fields, including retail, hotel-restaurant, business, manufacturing, construction industries, insurance, and education. The Computer Applications portion of the program is designed to provide a working knowledge of popular computer software programs such as Microsoft Office to perform word processing, spreadsheet, database, graphics, accounting, and web page design tasks. In addition to extensive software skills, students receive instruction in management, accounting, and marketing. The combination of computer and management studies makes this a versatile major that offers students a well rounded, highly useful skill set.

#### Entertainment Production Business



DuBois Business College was one of the first colleges to develop a comprehensive program integrating graphic design and computer animation. This program provides a combination of skills that can lead to professions in industries as diverse as web design, computer gaming, advertising, and moviemaking. Graduates in this major may pursue careers in entertainment production facilities or businesses that create movies or design amusement parks, zoos, science centers, or computer games. In the Entertainment Production Business program, students learn how to create 2-D and 3-D computer graphics and computer-generated animations. They learn the complex tool sets of advanced graphic software; and using this software, they produce various visual effects, animation sequences, interactive videos, ads, package designs, exhibits, and advertising scenes.

#### Executive Assistant

The Executive Assistant program is an excellent career choice for students who aspire to executive level assistant positions in private business, industry, government, and educational fields. Students who complete this major obtain positions as office managers, personnel managers, administrative assistants, and clerks/secretaries. This curriculum provides an advanced level of training in administrative skills with specialization in executive office procedures, computerized office procedures, keyboarding and business communications, as well as legal terminology and executive word processing. This major also offers important administrative training in the latest Microsoft Office software applications.

#### Information Systems Support Technician

The Information Systems Support Technician program is designed to train computer software maintenance technicians. Emphasis is placed on network management and electronic repair. Graduates may obtain positions as network administrators, computer repair specialists, programmers, computer technicians and system administrators. The program is designed to give graduates a solid understanding of and skills in the following areas: hardware installation and configuration, software development and configuration, network topologies, network servers, system troubleshooting, peripheral equipment support, web application development, and end user support.

#### Legal Assistant

The Legal Assistant program is designed to provide a specialized curriculum leading to a career in a legal office. This program is recommended for a student interested in a profession as a legal assistant to an attorney or a judge; as an assistant in the law office of a corporation; university, insurance agency; or as an assistant with a municipal, state, or federal government agency. Many Legal Assistant graduates find positions in personnel offices of public and private companies, as well as in the medical industry, dealing mainly with insurance issues. Students are given an advanced level of training in administrative skills and procedures specializing in legal terminology, legal transcription, legal office procedures, and formatting legal correspondence and court and non-court documents. Students also receive important training in the latest Microsoft Office software.

John Russo Movie Making is also an ASB Degree program, but we are currently not enrolling students in this program.

Our Diploma programs of study are:

#### Accounting Assistant

The Accounting Assistant curriculum offers general business training in keyboarding and business document formatting on computers. English, math, and accounting concepts are taught to prepare the graduate for a beginning supervisory position. This program offers excellent training for an entry-level position. With experience and improved business skills, Accounting Assistant students may be able to advance to more responsible positions. Graduates from this 9-month program also have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree.

#### Computer Systems Support Technician



The Computer Systems Support Technician program is designed to train entry-level computer technicians with emphasis placed on computer system support and configuration. Students in this diploma program study computer concepts and have practical laboratory exercises in the following areas: hardware installation and configuration, software installation and configuration, networking cabling and topologies, system trouble-shooting, web page creation, and end user support. Graduates qualify for positions as computer technicians and help desk technicians.

#### Office Assistant

The Office Assistant diploma curriculum prepares a graduate for an entry-level position in data entry and business computer technology. Students receive training in business communications, document formatting and processing, math, and accounting. Graduates from this program also have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree. The students gain valuable computer training in the Office Assistant major.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Mary Jones is the Corporate Academic Dean. She oversees administration of all academic programs. Mary's background is a Master's Degree in Education; she also has a Business Education degree, as well as being teacher certified. Mary has an Academic Dean Liaison, who is Roberta (Bobbi) Spigle. Bobbi has taught for DBC for over 16 years, and works part-time with us in this capacity. She travels to the campuses to work with faculty and staff to ensure consistency among the schools.

5.2.2 Administration of each academic program offered.

We have Curriculum Chairpersons. They are: Dr. Helen White (Accounting/Math areas); Steve Wolfe (IT, EPB areas); Lucinda (Cindy) Neville (Medical areas); Howard Divins (Computer, Management areas), Darren Kite (Industrial Design areas), and Bobbi Spigle (Legal, Executive, and General Education areas).

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

The Curriculum Chairpersons meet with the faculty from all school locations to discuss textbooks, grading, the DBC on-line course management system, changes to programs, certification examinations, final tests, field trips, and speakers. The faculty meet during in-service training sessions, which are held a minimum of four times a year with all campus faculty and staff. The faculty and staff also meet with advisory board members each year to discuss curriculum updates and recommendations. Syllabi are written by faculty members. We expect our campuses to be a mirror image when it comes to the education being delivered. Classroom observations are held at each school location, which allows us to evaluate the effectiveness of each course syllabus, as well as the effectiveness of the instruction of the faculty member.

5.4 Describe how the educational programs reflect the needs of the students and the community.

Local labor market reports through the Career Link offices indicate that there is a demand for employees in the occupations for which we offer program training. We also list our programs on the state wide list for workforce investment act funding and our programs are selected due to their "in high demand" status. Employer evaluations from the Career Link offices also show a need for highly skilled technical employees. Statistics from the Department of Labor and Industry prove that the programs we offer are viable in the workforce.

5.5 How are provisions made for individual educational differences among students?

Students are able to take advanced placement examinations in subject areas at DBC prior to starting classes. Upon passing the examination, the student is awarded credit for the class which allows for the individual differences among students. Students who come to DBC with individual learning or physical disabilities are dealt with on an individual basis. DBC does accommodate students with their specific needs. We have various



agencies that we work with to accommodate some of these special needs: Office of Vocational Rehabilitation, Office of Visual Services, Office of Head and Neck Injuries, etc.

5.6 How are the community resources utilized to enrich the programs?

We have an annual Speaker's Term, where every instructor participates in having a speaker come to class and speak to students about their business, expectations of employees, trends, etc. We also have field trips that allow students to visit hospitals, doctor offices, courthouses, magistrate's offices, IT businesses, IT Microsoft Training sessions, Link Up seminars, art walks and expos, local libraries, Career Link, etc. Our Advisory Board spends a day in the classroom with our students. Our faculty are required to do an annual job shadow experience where they visit a business and job shadow an employee for the day.

5.6.1 Describe how the utilization of these resources is documented.

Speaker's Term is recorded and kept on file. The name of the speaker, business, and date of event is listed. Advisory Board meetings have minutes, and are recorded and kept on file. Community Outreach Day is required to have a form completed and submitted to the administrative office. A certificate of completion is printed for all students. Faculty Job Shadow Experience has the faculty member's report from the experience kept on file.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

The Academic Dean oversees and has authority over all academic matters. The Curriculum Chairpersons have the responsibility in matters of academic governance. As part of the administration of academic programs, all faculty will participate in the development of the educational programs in areas such as: selection of class materials, instructional equipment, academic projects, outside work, library/learning resource materials, and other educational resources. The Curriculum Chairs work with the faculty members to address evaluation and revision of the curriculum, student learning objectives, outcomes, and the impact on institutional effectiveness.

5.7.1 How was the academic governance policy communicated to the faculty?

The Academic Governance Policy is listed in the Employee Handbook, which is given to all employees when they are hired. Updates are circulated to all employees.

5.8 Is there a detailed syllabus on file for each course?

Yes, the College has a detailed syllabus on file for each class. DBC's On-line Course Management System is where all syllabi are kept.

5.8.1 How are syllabi developed?

Syllabi are developed by all faculty members. Curriculum Chairpersons within each program discipline meet with faculty and discuss ideas, additions, and/or changes to the current syllabus.

5.8.2 How often are the syllabi revised?

This is done on an on-going basis. Generally, when a textbook changes or software or hardware are updated, a syllabus revision needs to take place immediately. Curriculum Chairpersons are responsible for the annual review of all syllabi within their program scope.

5.8.3 Describe the process for revising syllabi.

The faculty are always collaborating with other faculty members at other DBC school locations to make sure that all syllabi are being taught and used by all faculty. When a faculty member requests a change to be made to syllabi, the Curriculum Chairperson meets with the Academic Dean and revisions happen. The same applies when it is due to a textbook change, software, or hardware change.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?



Out-of-class assignments are given to all students in all programs. The out-of-class assignments are listed on the syllabi. Faculty review reading assignments, homework assignments, and other projects. Students are issued NextBook Computers, which is a laptop and a tablet. This has made it much easier for all students to be able to complete the out-of-class assignments.

- 5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

Not applicable.

- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Evaluation and revisions of curricula come from a variety of sources: Graduate surveys, meetings with graduates, Career Services surveys and information when meeting with employers, admissions team meetings with students and high school personnel, Advisory Board member recommendations through meetings and surveys, Book Publisher Representatives visit and discuss curriculum and employment trends. Current students also have the opportunity to make suggestions for curriculum revision through the class evaluation survey that is completed near the end of each term.

- 5.10.1 If advisory boards are utilized, list board members and their qualifications.

DUBOIS MAIN CAMPUS:

MARK ADAMS - SENATOR SCARNATI'S OFFICE

JACKIE ANDERSON OWENS ILLINOIS H.R. MANAGER

THOMAS ANDERSON JR CPA

BOB BISH CAREER LINK , RETIRED

WENDI CALVERT FORMER DBC EPB INSTRUCTOR

WESLEY CARNAHAN DUBOIS BUSINESS COLLEGE, RETIRED

HUGH DALY COMMUNITY ACTION EXECUTIVE DIRECTOR-RETIRED

TIM DELUCCIA DUBOIS AREA SCHOOL DISTRICT SUPERINTENDENT (Retired)

MARLENE DUTTRY AT HOME REALTY (OWNER) AND ALSO BLAKLEY & JONES (O. MGR.)

JASON EBERSOLE FOX 8 ACCOUNT EXECUTIVE

BILL ENDRESS CAREER LINK , RETIRED

DAWN FORINGER CHIEF OPERATIONS OFFICER HELPMATES INC

MATT GABLER STATE REPRESENTATIVE

RAYMOND GRAECA CHIEF EXECUTIVE OFFICER PENN HIGHLANDS HEALTH CARE

ALLAN HANCOCK HANCOCK GROUP INC

PEGGY JOHNSON CAREER LINK SUPERVISOR

RANDI JOHNSON GAI CONSULTANTS, INC

MOLLY KELSEY CHIEF FINANCIAL OFFICER GLOBAL FABRICATION, INC

HOLLY KOMONCZI CCRTA CLFD CO RECREATION & TOURISM AUTHORITY



MARIANNE KONIOR DUBOIS AREA MIDDLE SCHOOL PRINCIPAL RETIRED  
ANITA LAHR ADMINISTRATIVE ASSISTANT CLARION UNIVERSITY  
J. PAUL LONDON OFFICE OF VOCATIONAL REHABILITATION - PLACEMENT SPEC.  
SUSAN LOSKOSKI DUBOIS CHAMBER OF COMMERCE ADMINISTRATIVE ASSISTANT  
CAROL LUNDGREN RETIRED, IAAP  
NANCY MARR MCGRAW HILL HIGHER EDUCATION SALES  
MARK MEHOLICK CALLIARI, MEHOLICK & COMPANY  
TAMMY MEHOLICK WDSN SUNNY 106, MARKETING CONSULTANT  
ELIZABETH MILFORD RETIRED - MILITARY REGISTERED NURSE  
CINNAMON MONTEVILLE BC PRODUCTIONS  
ERIN MORGAN NORTHWEST SAVINGS BANK MLO  
MARCIA (BELIN) MUIR CAREER LINK , RETIRED  
PAM NELSON GUARDIAN ELDER CARE  
JIM PAPP DRMC DIRECTOR ORGANIZATIONAL DEVELOPMENT  
GARY PETERS ADMINISTRATOR DUBOIS CONTINUUM OF CARE COMMUNITY - RETIRED  
DEBORAH PONTZER CONGRESSMAN GLENN THOMPSON'S OFFICE  
ANNE POSTERARO BARBER FINANCIAL  
MATT REED JOHNSON MOTORS SERVICE CONSULTANT  
VONDA REESE ASSISTANT VICE-PRESIDENT DUBOIS OFFICE MANAGER  
NORTHWEST SAVINGS BANK  
TOM ROWLES CENTRAL INTERMEDIATE UNIT #10  
JOE SCARNATI SENATOR  
JIM SEDGWICK A.B.C.S. BOOKKEEPER  
MELISSA SERAFINI CAREER LINK, SPECIALIST  
JOE SHIELDS NORTH CENTRAL WORKFORCE INVESTMENT BOARD - CAREER  
COUNSELOR  
DANA SMITH KMA REMARKETING PRESIDENT AND CEO  
DEL SPAFFORD RETIRED  
JANE SPIGELMYER RETIRED  
JEFF SPRAGUE SIMPSON COMMUNICATIONS INC VICE PRESIDENT  
JOHN STRAITIFF SHORTFUSE GASFIELD TRUCKING  
MARY SYKTICH GLEASON, CHERRY & CHERRY, LLP ADMINISTRATIVE ASSISTANT  
ANTHONY VALLONE PENN STATE DUBOIS CAMPUS  
NANNETTE VOTA JEFF TECH



JOHN WEIBLE OFFICE MANAGER/ASSISTANT VICE PRESEDENT - FIRST  
COMMONWEALTH BANK

BENJAMIN WHITING BC PRODUCTIONS

BECKY WICKS WIX PIX PRODUCTIONS, INC

DUBOIS HUNTINGDON CAMPUS:

Linda Brumbaugh Retired

Linda Carpenter J C Blair Hospital

Vicki Cooper Mount Union Area High School

Marjorie Biddle Mount Union Area High School

Melissa Freeberg Mutual Benefit Group

Susan Hendricks Mount Union Area High School

Michael Hubert JC Blair Memorial Hospital

Dawn Lynn Rule VIII Advisory Board

Helen Pyzowski CareerLink

Richard Scialabba RWS Associates, LLC

Hope Smith Juniata Valley High School

Danielle Simpson Southern Huntingdon County Area Schools

Gerry Wityk Government-Shuster Aide

Donna Isenberg Borough Council

Barbara Covert PA CareerLink

Barbara Gongloff PA CareerLink

Amanda Oswald-Garner Past DBC Grad

Chuck Merenda VA Representative

Patricia Rodgers Retired

Dara Kauffman J C Blair Hospital

TeAira Bradley J C Blair Hospital

Courtney Wessner Froggy 98

John Montgomery Marks Brothers

Ruth Snair County Commissioners Office

Amanda Easter Huntingdon Area High School

DUBOIS OIL CITY CAMPUS:

Linda Anderson Electralloy, Inc.

Larry Baughman Retired Coordinator of Student Service

Clay Campbell Clay Campbell and Company, Inc.



Robert Carone          Family Services & Children's Aid Society  
Jeff Clark          Superintendent Valley Grove School  
Minnie Fink          Manpower  
Ron Gustafson          Gustafson General Contracting  
Mark Heim          A. Crivelli Buick-GMC  
Scott Hutchinson          State Representative  
Cynthia Jarzab          Special Populations Coordinator  
Deb Lutz          Venango EDC  
Cindy McBride          Youth Alternative  
Joe Pastor          Barr's Insurance  
Bruce Rosen          Rosen, Rosen, Bloom & Varsek  
Martha Shreffler          Oil City Presbyterian Home  
Lance Titus          Farmer's National Bank

5.11 How was the length of each program determined?

The College has been around since 1885. Program length was determined by faculty and staff at the time of the inception of each program. The current faculty and staff review the length and content of each program to determine whether or not the length is appropriate. Criteria for program length is first determined by the program objectives and the skills part of the program. Industry standards are evaluated, as well as ACICS and Department of Education criteria, for program length. The PHEAA Mentor Website, PAPSA Choices, Pennsylvania Department of Education Directory of Degree Granting Institutions, ACICS Directory, etc. have allowed us to compare our College to schools offering similar programs.

5.12 Do any programs include training by a third party? If so, please explain.

No programs are administered by a third party.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes           No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Not applicable.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Not applicable.

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Not applicable.

5.14.1 Explain the current status in holding such accreditation.

NA



5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

NA

5.15 How are appropriate course sequencing and prerequisites determined?

The Curriculum Chairpersons work with the Corporate Academic Dean to ensure proper sequencing of classes for students, and determine prerequisites based on individual course content.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

The curriculum is pedagogically sound. There is a "building block" process to the scheduling. The Corporate Academic Dean works with the School Directors and Curriculum Chairpersons to ensure that all programs have a progression of coursework that increases in difficulty.

5.16 How is the need for curriculum changes determined?

Surveys and conversations with graduates, and employers helps the faculty determine when there is a need for curriculum changes. Failures, pass rates, and placement of graduates also play a factor in determining this.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Faculty meetings are held throughout the term to discuss class matters, student academics, student attendance, and curriculum. Minutes are kept of these meetings. In-service is held a minimum of four times a year and includes all faculty and staff for all locations. Meetings are held to review curriculum, to review individual syllabi, and to discuss textbooks, software, hardware, and projects within the curriculum. The Advisory Board meets with graduates at one meeting, another meeting is held with the faculty members from all school locations to discuss curriculum and employers' needs, and another meeting each year is when the Advisory Board members attend class with students and observe and evaluate the classroom instruction and content.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

The Advisory Board meets with staff and graduates once a year to determine the value of their education by asking questions related to their current job responsibilities. Graduate follow-up surveys and telephone conversations are held by the Career Services Department and are shared with administration and faculty members.

5.17 What curriculum changes have been made during the last three years?

Mainly textbook and software changes have been made to the curriculum. The Curriculum Chairpersons recently completed curriculum changes that were submitted to the Pennsylvania Department of Education and received approval. The next step is to receive ACICS approval. The approvals hopefully will be completed and implemented by the end of 2015.

5.17.1 What changes are contemplated for the next three years?

We have a new program, Industrial Design Technology, that has been approved by the Pennsylvania Department of Education. The Pennsylvania Department of Education Degree Granting Division came in and reviewed the program for approval. The next step is to submit the Industrial Design Technology program for review by ACICS. There are changes being reviewed by the Curriculum Chairpersons for the John Russo Movie Making program. Consideration is being made to change the EPB program to 18 months, and to make a second major of Entertainment Production Business, one that includes movie



making and animation. A review of the Executive and Legal program of study is being done to include some real estate and insurance classes within the current program.

- 5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Our schedule is very simple. We operate on 4 terms a year. We decided to operate like a business on the "business quarter" system. We start our terms in January, April, July, and October, which means our terms end the last week in March, June, September, and December. We have classes generally Monday through Thursday from 8 a.m. to 4:15 p.m. daily. Each class is 60 hours in length. We use 15 hours for theory and 30 hours for laboratory, ensuring each class meets a minimum of 60 hours. The College is in session 48 weeks each year. The time is divided into academic quarters with an average of 12 weeks each quarter. We have no intern/externship activities.

- 5.18.1 How does the campus monitor the number of contact hours completed for each course?

Our classes operate the same every day by class period. If for some reason we need to close the College due to emergencies, or extreme snow or ice days, then the day is made up on a Friday when classes are not normally held. This is very effective for DBC and has not posed any problems.

- 5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

The College has maintained the definition and meets the criteria as stated by the US Department of Education. We have reviewed our hours with staff members at USDE when reviewing our USDE PPA and ECAR.

- 5.19.1 Where are the procedures published?

Page 51 describes the Definition of Credit in our DBC Catalog 2012-2015, which is given to all students.

- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

We have a computerized scheduling system. We work with graduate's schedules first and then new students. We are a small school and the scheduling is done by the Corporate Academic Dean along with the cooperation of the School Directors and College President. At the end of each term faculty submit a failure report list for all students and this is reviewed so students are appropriately scheduled with correct classes and that their schedule follows the computerized curricula catalog. All courses are selected by the computer with term sequencing and prerequisites in mind.

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Advanced placement examinations are given to students who show experience in certain subject areas. Upon successfully completing and passing the advanced placement examination, credit is awarded and is listed on the DuBois Business College transcript. Students who wish to attend DBC and had prior post-secondary experience are required to submit their official college transcript. The Corporate Academic Dean reviews the transcript, course descriptions if necessary, and determines transfer of credit. The transfer credit is listed and shown on the student's DBC transcript.

## INSTRUCTION AND FACULTY

*In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.*

- 5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.



We promote the feeling of a business-like atmosphere, which we feel promotes the career value to all students who attend DBC. Our facilities have been renovated over the last several years to provide for a nice learning environment. Equipment is up-to-date, mobile multimedia carts, overhead projectors, screens, DVD players, mobile computer carts, and large screen televisions are available for faculty to utilize during class time so that the proper balance of educational styles can be addressed. Our classrooms are small in size. We promote and teach the DiSC behavioral preferences and every student is given this assessment. This helps the faculty work with the different learning styles within their classroom instruction.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

We have annual visits from book publisher representatives. We have two book representatives on our Advisory Board. The representatives visit with faculty and review the latest trends, the marketplace, new books, learning resources, course materials, and faculty resources from publishers. In addition, book publisher representatives bring guest speakers in to train our faculty on new software, training resources, on-line materials, and student learning support.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

Our administration does the class scheduling, which allows us to be in control of the equipment in each classroom based on class size. The College operates an in-house bookstore at each school location. This allows us to control the inventory and ensures that all books and resources are ordered for student use. Students are not required to purchase books from DBC; however, the books and resources are available for their convenience. Each instructor is asked to review their classroom for proper working order, cleanliness, and organization for the next term. The instructor alerts the administration of any needs for each classroom. The Chief Technology Officer and the IT team, along with administration, review each classroom before the next term to ensure all is well.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

The Chief Technology Officer along with the IT team determine the computer hardware and software at each school location. Licensing is managed by the Chief Technology Officer and he also reviews and is responsible for compliance with copyright laws.

- 5.26 Who is responsible for faculty orientation?

The President, School Directors, and Academic Dean share in the hiring process and orientation for all faculty and staff members. We have a three-step process for hiring all employees. The potential employee is scheduled for an interview with the Academic Dean, President, and/or Director; if the interview goes well and the applicant meets the criteria to become a potential DBC employee, we proceed with scheduling the applicant to "job shadow" with some of our faculty or staff members. This allows us to get feedback from our current employees, as well as allow the potential DBC employee member to understand the expectations at DBC. We have pre-employment materials that we give the employee to review and return to us. We expect all employees to read the DBC employee handbook and DBC Catalog. Bobbie Spigle visits all campuses and works with new employees, so that they are adjusting to DBC. Cathy Steiner who has over 35 years of teaching experience is the faculty mentor. Sue Ann Matia is the Corporate Student Services Director who handles all of the pre-employment materials and personnel files for DBC employees at all locations.

- 5.26.1 Describe the orientation of the faculty to the campus.

The new faculty member works with Main Campus faculty for training and materials for the classroom. Classroom procedures and administrative procedures are reviewed with the new faculty member by



Cathy Steiner, the faculty mentor. If possible, we hire the teacher a term in advance for training at Main campus, and then let them be responsible for their own classes the next term.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

The College President, Academic Dean, and/or College Director reviews the faculty members' qualifications before asking them to teach a particular class. The evaluation will include collegiate work, employment experience, and professional certifications. Each faculty member has a personnel file with a copy of any college transcripts indicating the area of their degree and coursework completed. In addition, the file contains copies of any certificates for completed workshop or seminar instruction. Their personnel file also includes a resume that documents their work experience.

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

The College President, Academic Dean and/or College Director reviews the faculty member's qualifications which can include work experience, letters from former employers, reference letters, professional certifications, academic training in specific coursework, and life experience.

5.27.2 How are the qualifications documented?

A personnel file is kept for all employees. Documentation of work experience, credentials from certifications, workshops, seminars, life experience, are included in the file.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

Sue Ann Matia, Corporate Student Services Director, manages all employee files. The employee completes a Confidential Transcript Release form for all post-secondary experience. The College sends for the transcripts. Upon receipt of the College transcript, the Academic Dean reviews it, and verifies the coursework completed. It is then filed in the employee's folder.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Not applicable.

5.29 In what ways does the campus evaluate instruction?

The College evaluates instruction by monitoring academic progress using the computerized school administration system to track failures, probations, honors, etc. We also utilize student evaluation forms for each instructor for each class. The School Directors and Corporate Academic Dean review these evaluations and take any action necessary to remedy problems. Classroom observations are done. A classroom observation evaluation sheet is completed and reviewed with the instructor.

Quality instruction is promoted through job shadowing of experienced faculty members, attendance at faculty development seminars, conferences, and training, and in-service meetings. We ask that faculty continually improve through the attendance at workshops, conferences, and seminars that deal with their areas of expertise as well as education in general that provides information about new teaching techniques or methods. The faculty in-service meetings allow faculty members to share insights on good teaching techniques for various courses.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?



DuBois Business College sends faculty to training workshops and conferences through PAPSA and other member sources. We also invite guest speakers whose expertise is curriculum, teaching effectiveness, student engagement, etc. to speak at In-Service meetings. The College has a budget for continuing education and uses it to assist faculty and staff who wish to pursue college credits. Teacher job shadowing is held once a year and all faculty are required to submit documentation of where they job shadowed and to submit a report describing what was learned.

- 5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

All faculty members have a faculty development plan on file. The annual faculty development plan will be conducted with each faculty member's class schedule in mind. Professional growth activities are considered for the following year. They may include: workshops, seminars, webinars, certification exams, Association memberships, Board membership, local community participation and activities. The in-service training for the year is reviewed to best train all faculty in specific areas.

- 5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The President and Corporate Academic Dean review the faculty member's strengths and accentuates the attributes of the faculty member, by selecting workshops, conferences, training events, and membership that would be a benefit to the faculty member and to the classes they teach at DBC. The in-service training for the year is reviewed to best train all faculty in specific areas. Taken into consideration are the faculty member's: training, education, certifications, and work experience.

- 5.30.2 How is the plan implemented?

The faculty development plan is completed and details what needs done, what is done, and the documentation. The documentation is on file in the administrative office for all employees.

- 5.30.3 How often is the plan reviewed?

The faculty development plans are reviewed annually by the Academic Dean and/or Directors.

- 5.31 Describe how the campus ensures that all faculty complete development plans.

The Academic Dean keeps the faculty development forms. Once a year, the Academic Dean reviews that everyone has a faculty development form.

- 5.31.1 How are the activities documented by the campus?

The College maintains a Professional Growth file that is kept in the administrative office. Minutes of meetings, attendance at functions, workshops, conferences, and employee reports are kept as proof of documentation.

- 5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

The In-Service training schedule is determined one year in advance. The dates are distributed to all employees, and attendance is mandatory. All school location faculty and staff are in attendance. Usually the in-service training is done at Main campus in DuBois, Pennsylvania. Topics such as: Motivating the student in the classroom, how to teach adult students, millenials and their expectations, career education and skills training, etc. Curriculum review, advisory board member meeting, book publisher textbook review and DBC on-line course management system training is reviewed. Campus safety training has been a high priority over the last few years. Sexual assault, violence against women, domestic violence, fire safety, active shooter training, how to use a fire extinguisher, and emergency evacuation have been discussed.

- 5.32.1 List the schedule for the next 12 months.



October 2015 In-Service Topic: Web Ex and DBC Course Management System training.

November 2015 In-Service Topic: Curriculum Review; State of the Business Meeting, Faculty Break-out sessions.

January 2016 In-Service Topic: Speaker: David Stanford--Keeping Students Engaged in the Classroom.

May 2016 In-Service Topic: TBA

2016 Schedule is not finalized yet; will be completed by end of November 2015.

- 5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

Professional growth activities will be discussed with the faculty member during the design of the faculty development plan. Items to be discussed and may be included are: membership and participation in educational associations, professional organizations, continuation of education, related business experience, educational research, and an awareness of employer and community needs.

- 5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings are held regularly. A minimum of 6 faculty meetings are held each term. We review and discuss current issues, policies and procedures, midterm review, and end of term procedures to discuss concerns and successes. Minutes are kept of meetings and filed in the administrative office.

- 5.35 Describe the plans for ongoing improvement in curriculum and faculty.

We plan to hire faculty for the Industrial Design Technology program of study that we hope to start in 2016. The faculty will need to have qualifications and a background in electrical, AutoCAD, computer programming, welding, OSHA, and machining, plastics, metal fabrication, and materials fabrication.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

A full-time instructor normally teaches five to six classes a day, four days a week. This involves four to five subject preparations. A part-time instructor may teach from one to four classes a day, four days a week. This would involve one to four subject preparations. Instructors generally do not teach more than 30 hours a week.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

The overall student-teacher ratio for Main Campus in DuBois is: 9:1; Huntingdon County Campus is 8:1; Oil City Campus is 6:1; and the Philipsburg campus addition is 6:1.

### ***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS***

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

The general education courses offered by DBC are designed to build the student's self-confidence and self-esteem by including appropriate material, assignments, and classroom procedures; therefore, students are involved in oral presentations, research projects, committee and/or panel work, critical thinking, analytical thinking, and problem solving activities.

- 5.38.1 Cite examples:

Legal Concepts is a general education class. Students in this class are exposed to legal issues that they may face personally, or within their future employment. Students get to visit magisterial court and or county court cases, which broadens their horizons.

***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.39 Describe how part-time faculty are utilized by the campus.

We have very few part-time faculty at our school locations. These faculty members are utilized to ensure appropriate class sizes. We prefer to hire full-time faculty, because it gives us more flexibility in our class scheduling and allows for stability in our long-range planning.

5.39.1 What percentage of the faculty is part-time?

Less than 15% of our faculty are part-time.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

The procedures are the same for part-time faculty as we do for full-time faculty.

***ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

***MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

5.43.1 How often does the committee meet?

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

***DOCTORAL DEGREE INSTITUTIONS***



- 5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?
  
- 5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.
  
- 5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).



## 6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

Each campus is comprised of business-like atmosphere classrooms, computer labs, medical classrooms, and library/learning resource centers. A student lounge and faculty center is located at each facility. Administrative offices are located in each building and easily accessible to all students and faculty.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

Each location has several scheduled fire drills/emergency evacuations each year. Fire safety companies review each building to meet applicable code and safety. Training is done with faculty and staff to review emergency procedures, safe campus and security procedures. Federal, state, and local codes for occupancy and safety are in compliance. Current posters, certificates, and current safety documentation is posted or on file in the administrative office.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes  No

- 6.2.1 If yes, describe these locations.

The DuBois Business College Main Campus in DuBois has a "Campus Addition." It is located in Philipsburg, Pennsylvania. Ms. Obi from ACICS observed and reviewed the campus addition in Philipsburg.

- 6.3 Describe any plans to improve the physical plant and equipment.

Continued renovations are expected to be done on a yearly basis. The President meets with the Directors to review the wish list and the necessary list for each school location. This is done once a year. Equipment is reviewed and is on a plan with the College to continue to upgrade equipment every few years. New desks and chairs are on a plan for continued review with the needs of the classroom and instruction.



## 7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog describes the courses that we provide, the objective of each course, and the requirements to complete each objective. The College's mission statement and philosophy and objectives are stated in the catalog. The catalog lists any changes within the year by posting an addendum to be attached to each catalog. The last College catalog was on-line and students were also given a CD of the catalog. We were going green and paperless, but students generally wanted the printed catalog, which we also provided to those who requested them. We decided to return to the paper copy of the catalog and print more so that all students and prospective students will receive a printed copy of the catalog. It will also remain in our DBC on-line course management system for students to access electronically.

7.1.1 How often is the catalog published?

The catalog is published within three years.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

The College has the yearly catalog, which is given to all prospective students. An application for admission and a pamphlet giving a brief overview of DBC are all examples of promotional literature that is used in recruitment of students. Our administration reviews the catalog and its contents with all students at orientation and makes sure every student has a catalog. Students also sign off on their Application for Admission that they have read and agree to comply with all the rules and regulations of the College.

7.2.1 What other publications are provided to enrolled students?

Students receive an Orientation packet that outlines day-to-day activities, such as Student Council happenings, where to eat, heating and air conditioning, smoking area, fire drills, etc.

7.3 Describe the advertising and promotional literature.

All materials are professionally printed. All employees are part of the process of changes/additions/deletions to the new catalog. This allows for every department to have input. The College uses billboards, television commercials, and print ads.

7.4 Describe any plans for changes in publications.

The new catalog will be printed in October 2015. As mentioned above, we will return to the print version of all catalogs and will eliminate the Catalog CDs.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Courses are given a Course Number; for example, "keyboarding" is TY2110A. The letters represent the course name or department. The numbers do not indicate term or year they are offered, but they were devised for the Computerized School Administration System.

7.5.1 How does the catalog explain the course numbering system?



The course numbering system is described on Page 50 of the DBC catalog.

- 7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The general education courses are listed on Page 50 of the DBC catalog.

- 7.7 Describe the published performance information concerning student achievement.

Placement and retention rates are disclosed to students. Total costs for each program are disclosed to students. Student demographics and student/teacher ratio is also disclosed to all students. This information is included in the Student Orientation Handbook materials. It is also listed on the DBC website.

- 7.7.1 Where is the campus performance achievement information published?

It is published on the DBC website and is included in the DBC Student Orientation Handbook materials.



## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

### **FOR ALL INSTITUTIONS**

8.1 Explain how the instructional resources serve the needs of the educational programs.

DuBois Business College feels that there is a lifelong learning process and values the importance of the library/learning resource center. We believe that a library/learning resource center should provide equipment for student access to assist in their learning style.

Books, magazines, and other periodicals are vital to an effective library/learning resource center. We have CDs, videotapes, televisions, DVD equipment, computers, printers, and multi-media carts available. The library/learning resource center has changed drastically. Students can now download articles on their phones and can be connected to the world via twitter, Facebook, and other sources so quickly now. Students think Google is the library/learning resource center, and our faculty and staff assign projects that get them to use other resources other than Google, Wikipedia, etc.

We maintain both hard copy and virtual information that would be suited to our programs of study. Students have access to databases that they can access while they are at school and when they are home. We also include materials in our library/learning resource center that cover non-curriculum related items such as: study skills, drug and alcohol laws and prevention, campus security and safety policies and guides, job search, career outlook, resume, health and wellness, biographies, spiritual and Christian materials, and fiction. These are all important to the overall education.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

We visit our local libraries and as Pennsylvania residents, our students have access to all public libraries. We have no formal contracts with outside libraries.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Legal, medical, and IT sites are available to all students and are listed on the course syllabi, or library/learning resource center project material. Access Pennsylvania is an on-line library service for all students.

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Each DuBois Business College campus has a library/learning resource center. The library/learning resource center has books, magazines, and other periodicals for all program specific areas. An inventory of materials is on file and can be electronically accessed. Our library committee has reviewed the materials in the library/learning resource centers and we have added an assignment for all classes on the syllabi. Students have been able to complete the assignments through our library as well as the local community libraries.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Materials are displayed on bookshelves, and newspaper stands, and magazine stands are utilized to display them. We have color-coded all of the materials in the library/learning resource center so that students can access the information easily. All of the information is also recorded in a database that can be easily accessed



by students electronically. The library/learning resource center has an annual review of materials so that items can be discarded and new items purchased.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The College Directors are responsible for developing and maintaining up-to-date inventory of instructional resources. They hold an annual meeting with the faculty to discuss this inventory of instructional resources.

8.6 What is the budget for instructional resources (excluding personnel allocations)?

Three percent of the budget is allocated for the library/learning resource centers.

8.6.1 How is the budget determined?

The College Controller and the College President determine the school budget every year. Feedback is given by the library/learning resource center committee and is considered when reviewing the budget.

8.7 Describe the assessment strategy for library resources and information services.

Library/learning resource center assessment is done through the L/LRC committee. A review of materials by date and instructional or program value is considered. The assessment strategy also takes into account the demand for items by faculty, staff, and students.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Students receive training for the library/learning resource center in their English class. The instructor reviews the importance and relevance of the library/learning resource center and how it can be helpful for lifelong learning. Students also take a field trip to the local library.

8.9 Describe the facility where library and instructional resources are held.

Each campus has a separate library/learning resource center. It is provided for students to use as a study area and is considered a quiet area for student use, as well as for the purpose of library research. The library/learning resource center provides equipment for student use. Computers are located in the library/learning resource center for student use and individual desks with privacy panels are utilized for student concentration. The library/learning resource center also neatly contains the physical library holdings, periodicals, and equipment.

8.10 Describe any plans for improving instructional resources.

We plan to include more virtual library databases for students and instructors. Faculty requests are continually considered.

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS**

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The Student Services Director is responsible for assisting students and faculty in the use of the library/learning resource center. A photo of the Student Services Director can be found in the library/learning resource center along with the hours of operation.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

There are no library assistants at this time.

8.12 Explain how the instructional resources serve the needs of the educational programs.



Instructional resources are in physical and also in electronic/virtual format. The faculty assign students projects that require them to use the library/learning resource center. This is done through the individual programs through the course syllabus.

8.12.1 How does the campus determine which reference works are acquired?

The College has a Library/Learning Resource Center Committee who determines what reference works are needed. The Committee works with the faculty to meet the needs they feel need met by program.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

One percent of the budget is allocated for library/learning resource center acquisitions.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Over the past three years, the budget has remained relatively the same for the library/learning resource center.

8.14.1 Explain.

The budget is set by the Controller and the President and it has been maintained at the same level.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

Reference materials and periodicals are housed in magazine shelf units that allow the periodicals to lay against the shelf and be seen by all students. The materials are filed by most recent date first.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

Faculty assign library/learning resource center projects so that students need to use the library resources made available to them. We provide physical resources and list the online resources in the library/learning resource center. Each program has a project that relates to their program of study.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

DuBois Campus has over 2,000 physical volumes; Huntingdon Campus has over 400 physical volumes; Oil City Campus has over 1,000 physical volumes; and the Philipsburg campus addition has 200 physical volumes.

8.17.2 Total number of online collections available

There are over 20 online collections available. Here is a listing of some of those sites:

OWL at Purdue University (Online Writing Lab) - <https://owl.english.purdue.edu>

For APA/MLA report formatting)

Library of Congress - [www.loc.gov](http://www.loc.gov).

PA state portal/Unified Judicial System - [www.portal.state.pa.us](http://www.portal.state.pa.us)

(civil & criminal docket information)

Pennsylvania Legal Research - [www.pennsylvanialegalresearch.com](http://www.pennsylvanialegalresearch.com)

(numerous government, court, law-related links)

Georgetown Law Library - [www.law.georgetown.edu/library](http://www.law.georgetown.edu/library)

(Tutorials on statutory, regulation, and case law research)



SCOTUS - [www.supremecourt.gov](http://www.supremecourt.gov)

Findlaw - [www.findlaw.com](http://www.findlaw.com)

USA Government - <https://www.usa.gov>

PA Dept. of Treasury - [www.patreasury.gov](http://www.patreasury.gov)

English Usage Rules-<http://www.grammarbook.com/>

A Guide to Grammar, Punctuation and Style -

<http://www.grammaruntied.com/>

A Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

Grammar Bytes - <http://www.chompchomp.com/>

Online writing support - <http://www.towson.edu/ows/>

Grammar Girl – Online tips - <http://www.quickanddirtytips.com/grammar-girl>

DuBois Public Library - [www.duboispubliclibrary.org](http://www.duboispubliclibrary.org)

[www.accesspa.org](http://www.accesspa.org) –

The Access Pennsylvania Database, a project of the Pennsylvania Department of Education and the Office of Commonwealth Libraries, is a web-based bibliographic union catalog and resource sharing guide to Pennsylvania library collections.

Commonwealth of Pennsylvania – [www.pa.gov](http://www.pa.gov)

Advancing Clinical Research – [www.medivo.com](http://www.medivo.com)

Prevention – [www.prevention.com](http://www.prevention.com)

Medical Information – [www.webmd.com](http://www.webmd.com) or [www.medlineplus.gov](http://www.medlineplus.gov)

[www.google.com](http://www.google.com)

[www.yahoo.com](http://www.yahoo.com)

[www.ask.com](http://www.ask.com)

8.17.3 Number of titles and/or online collections related to each program offering

30

8.17.4 Number of titles and/or online collections related to general education courses taught

15

8.17.5 Number of program-related periodicals to which the institution currently subscribes

18

8.17.6 Number of other periodicals available

25

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students are asked to "check out" the materials in the administrative office. The student's name is listed, along with the item borrowed. The student is asked how long they will need the material, and that is noted. The



materials are returned to the administrative office, and then the Student Services Director makes sure that all materials are returned to their proper location.

- 8.19 Describe how online resources, if any, are made available to students.

Online resources are available to students through the DBC wifi and through the DBC on-line course management system.

- 8.20 Describe how the campus monitors student usage of the library and instructional resources?

There is a sign-in sheet for the library/learning resource center. Visually you can see the access to the library/learning resource center just by walking through the hallway. The library/learning resource center seems to be a "hub" for student studying.

- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

The Library/Learning Resource Center Committee meets and works with faculty to determine library holdings, acquisitions, etc.

b. appropriate national professional organizations and societies, and

Faculty members hold professional memberships in organizations and materials are sent to us when requested by our instructors. These materials are kept in the library/learning resource center.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

Book publishers and employers assist us in online collections, books, and periodicals that are relevant to our programs of study. Some of the book publishers that we work with are: Cengage, McGraw-Hill, etc.

- 8.22 Describe any plans for improving the library.

Plans include updating the cubicle resources and equipment for our library/learning resource centers. Video resources and on-line materials are part of our library/learning resource center plans. The College is also hard wiring a dedicated WebEx room for students to communicate with other locations.

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS**

- 8.23 How does the professionally trained individual maintain his/her professional awareness?

- 8.24 How many hours a week does the professionally trained individual personally supervise the library?

- 8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

- 8.26 What system is used to catalog library titles?

- 8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

- 8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.



- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

***FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.
- 8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.



**SELF-STUDY QUESTIONS SUPPLEMENT****9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION****For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

**INSTITUTIONAL READINESS**

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

9.4.1 What are this individual's qualifications?

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

**ADMISSIONS REQUIREMENTS AND ENROLLMENT**



9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

9.6.2 How the student's privacy will be protected in the identity verification process?

9.8 Describe the orientation program for distance education and/or self-paced students.

### **CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY**

9.9 Describe how interaction between faculty and students takes place.

9.10 Describe how interaction among students takes place.

9.11 What is the student-teacher ratio for distance education courses?

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

### **FACULTY AND INSTRUCTIONAL SUPPORT**

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

9.14 Identify the platform used to deliver instruction.

### **RESOURCES AND EQUIPMENT**

9.15 What is the budget allocated to distance education delivery?

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

### **STUDENTS AND STUDENT SERVICES**



9.17 Describe the student services available to students taking coursework on-line.

### ***STUDENT EVALUATION AND PROGRAM ASSESSMENT***

9.19 How are students taking self-paced and/or distance education courses evaluated?

9.20 How is retention monitored?

9.21 Describe the placement services that are available.

9.22 Describe how student, faculty, and employer satisfaction are identified.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

### **PUBLICATIONS**

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.











ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00011225	Institution Name:	DuBois Business College			
Program Name:	Clinical Medical Assistant		Program Length (wks)	84	Credential Level	ASB Degree

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock						
	<input checked="" type="checkbox"/>	Quarter	15	lecture hrs	30	laboratory hrs	45	externship hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

\*DE = Distance Education

TOTALS				1,100.00	960.00	-	2,060.00	73.33	32.00	-	105.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
AC1101	Accounting I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
AC1106	Payroll Taxes	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS101	English I	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS102	English II	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS103	English III	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS104	English IV	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS116	Speech	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
GE6500	Professional Career Planning	N	N	20.00	-		20.00	1.33	-	-	1.0	
MA4106	Basic Mathematics	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2301	Medical Terminology I/Anatomy and Physiology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2302	Medical Terminology II/Anatomy and Physiology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2304	Medical Transcription	N	N	-	60.00		60.00	-	2.00	-	2.0	
MD2305	Medical Billing and Coding I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2306	Medical Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2307	Medical Terminology III/Anatomy and Physiology	N	N	60.00	-		60.00	4.00	-	-	4.0	
MD2308	Pharmacology	N	N	60.00	-		60.00	4.00	-	-	4.0	
MD2309	Medical Billing and Coding II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2310	Medical Ethics	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2311	Patient Care Lab I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2312	Patient Care Lab II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2313	Clinical Lab I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2314	Clinical Lab II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2315	Clinical Pharmacology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
PS5111	Psychology	Y	N	60.00	-		60.00	4.00	-	-	4.0	
RE1000	Personal Finance	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2116	Computerized Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2119	Records Management	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2204	Secretarial Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2110A	Keyboarding	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2111A	Document Formatting	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2112A	Document Processing	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2114	Business Procedures/Computer Database Concepts	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2115	Advanced Information Processing I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2118	Advanced Information Processing II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY3333	Computer Integration Techniques	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	











ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID: 00011225 Institution Name: DuBois Business College
Program Name: Information Systems Support Technician Program Length (wks): 72 Credential Level: ASB Degree

Identify the institution's unit of credit [SELECT ONE]
Clock Quarter 15 lecture hrs 30 laboratory hrs 45 externship hrs
Semester 15 lecture hrs 30 laboratory hrs 45 externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.
\*DE = Distance Education

Table with columns: Course Number, Course Titles, Gen Ed (Y/N), \*DE (Y/N), CONTACT HOURS (Lecture, Lab, Practicum Internship Externship, Clock/contact hours), ACADEMIC CREDIT HOURS (Lecture, Lab, Intern Extern), Total Credits Awarded, Insert credit adjustment less than calculated. Includes rows for Accounting, Networking, Programming, English, etc.









## ACICS Application for Accreditation— PART II

### Future Plans for the Institution

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Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

#### DuBois Business College future plans—Oil City Campus.

##### Personnel: Faculty and Administration

Oil City has a small team of administration and faculty. We had our former School Director Kathryn Brown retire in 2015. Terry Khoury and Rebecca Rhoades are the new team in Oil City handling administration. We have been fortunate to have high school teachers who have retired from public school want to teach for us. We prefer full-time faculty and are looking to hire one or two full-time instructors in the next 6 months to one year. Terry Khoury is the School Director and she worked at Main Campus for 11 years. We plan to have Terry receive more training at USDE and ACICS workshops and conferences. We plan to have Rebecca join the Statewide Leadership Group, which is a 2 year education commitment. Connie Burkhardt is our medical instructor and we plan to schedule her for more billing and coding training.

We are currently doing some cross-training with Directors and our Acting Directors by asking current School Directors to visit and work at the different campus locations. (In the state of Pennsylvania, we are required to have an Acting Director on school location while classes are being held, if a Director is not present.) The Acting Directors at each school location have received training from Pennsylvania Department of Education and we plan to have them become more familiar with ACICS by attending a workshop or conference.

##### Physical Plant and Equipment:

Oil City Campus will be renovating the roof and chimney area. Plans to do some work on the parking lot is scheduled. Plans to renovate the faculty center and storage areas are being considered. Room 101 is to be renovated for the purpose of WebEx. This will allow us to provide cross training and be able to work with all locations. We plan to do some work on classroom windows to create better utility efficiency.

Oil City has a large student lounge area. Future plans are to divide this area for future classrooms.

##### Library/Learning Resource Center:

The Library/Learning Resource Center is considering a new system to computerize all of our school locations with materials. Right now, our L/LRCs are stand-alone by school location. Our IT team is working on some changes with regard to equipment and furniture.

##### Admissions/Marketing:

Rebecca Rhoades is planning to work with the local community fairs, the Autumn Leaf Festival, and Oil Heritage Days to promote DBC.

We are working with Flying Cork Company in Pittsburgh to do more digital marketing and plan to continue to seek new services from them.



## **ACICS Application for Accreditation– PART II**

### **Future Plans for the Institution**

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We plan to change the way we visit high schools for presentations and for awards. We want to change the presentations that we currently use.

We will be doing some video and photo sessions to capture students and graduates from all school locations.

Graduation Requirements and Standards:

No planned changes or future plans.

Curriculum:

The Curriculum Chairpersons have finalized some changes. The program changes have been submitted and approved through the state, and we plan to finalize these by end of 2015. Curriculum is always being updated. Consideration is being given to Entertainment Production Business having a two part curriculum, which could cause it to become two programs. One would be graphic design with computer animation, the other would be computer animation and video/film.

Student Body/Enrollment:

The Oil City area schools has seen a decline in their current population. This includes secondary and postsecondary schools. The admissions team has been meeting to work on solutions. We are continuing to work with high schools and agencies. We are sending admissions personnel for more training. We are beginning to offer some workshops in Oil City.



# ACICS Application for Accreditation – PART II

## Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

### INSTITUTIONAL PROFILE

#### INSTITUTIONAL INFORMATION

Name: DuBois Business College Oil City Campus

Address: 701 East Third Street, Oil City, PA 16301

ACICS ID Code: 00012819

Campus Classification: Main  Additional Location

If an additional location, please provide the following information:

Main Campus Name: DuBois Business College

Main Campus Address: One Beaver Drive, DuBois, PA 15801

Main Campus ID Code: 00011225

History of accreditation with ACICS and with other agencies:

DuBois Business College has been around since 1885. The College sought and received accreditation status in 1970. DuBois Business College added the Oil City Campus location in July 1996.

Brief history of the institution:

The DuBois College of Business accepted its first students in 1885. Records indicate it was the largest building in America devoted exclusively to commercial education. The founder and original proprietor of the DuBois College of Business was Mr. J. N. Woolfington. The original building was situated just north of downtown DuBois, near the present day Best Western Motel. Through the years, DuBois Business College educated many of the area's business leaders and professionals. In so doing, the College contributed to the success of many enterprises and communities in the region. That spirit of concern for professional and personal development continues to be reflected in the school's philosophy today. DBC has seen many changes in its 130 years. One thing that hasn't changed is the hard work ethic and sincere concern for all the students who come seeking a quality education and a brighter future. Over the years the College has grown.

The College moved to a new building in 1970 on Beaver Drive, where it exists today. An administrative center was added in 1983 for counseling, financial aid, administration, and video conferencing. In 1984, 3 apartment complexes were built for student housing. In 1991, conference room space was added. In 1992, DBC added two branch campuses in the areas of Huntingdon and Oil City, Pennsylvania. In 2005 the College transformed existing libraries into modern learning resource centers equipped with a certification center. In 2010 DBC expanded again and added an annex and a student café. The College changed ownership in 2001, and was purchased by 7 current DuBois Business College employees, all with 15+ years service to DBC. The Board of Directors and owners are: President, Jackie Diehl Syktich, (1982 DBC graduate and 35 years in DBC administration); Vice President, Karen Alderton, (32 years in DBC financial aid administration); Academic Dean, Mary Jones, (16 years DBC instructor and DBC administration for 17 years); Treasurer, Frank Burt, (33 years at DBC--25 years as DBC instructor); Carolyn Rhoades (17 years as DBC instructor), Brenda Heschke (DBC graduate and 33 years as DBC instructor), Cathy Steiner (DBC graduate and 37 years as DBC instructor).

List of recent (past three years) complaints or adverse actions and current status:

DuBois Business College's last accreditation visit was 2008 and all three locations received Honor Recognition Status with ACICS with grants of accreditation for 8 years. In 2012 DBC submitted the ACICS Self-Study Interim Report. In



2014, Ms. Obi from ACICS visited the Philipsburg (additional location/learning site application) for review. All went well.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

The College has no contracts with other institutions or entities. DBC leases property from MoValley Economic Development Partnership in Philipsburg, for the additional location/learning site. DBC has various Articulation Agreements with other Colleges to allow DBC graduates easier access to transfer credit. Dual Enrollment Agreements are done with local high schools, in case a high school student could attend a class while still in high school.

List of international activities:

DuBois Business College has no international activities.

Description and scope of distance education activities: Hybrid  Fully Online

Participation in Federal Financial Aid Programs: Yes  No

## INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Susan Ramey became the Director for the DuBois Business College Huntingdon County Campus upon Jeannine Coursen's retirement in 2010. Terry Houry became the Director for DuBois Business College Oil City Campus. Kathryn Brown (former Oil City Campus Director) retired in December 2014.

Change of Ownership: The College did not have a change of ownership.

Program offerings: Associate in Specialized Business Degrees: Accounting/Business Administration, Administrative Medical Assistant, Clinical Medical Assistant, Computer Applications/Management, Executive Assistant, Entertainment Production Business, Information Systems Support Technician, John Russo Movie Making, and Legal Assistant. Diploma programs: Accounting Assistant, Computer Systems Support Technician, and Office Assistant.

Curriculum: Some curriculum changes will be submitted within 2015.

Institutional delivery: DBC is anticipating offering less than 25% of the Entertainment Production Business program of study in an on-line format as an option.

Other changes: None.

## 1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

### MISSION AND OBJECTIVES

1.1 How was the mission developed?

The College has had a mission statement since 1885. Consultation with current administration and faculty, as well as input from our advisory board members, has allowed us to keep our mission statement current.



1.2 State the institution's mission and supporting objectives.

Our mission is to provide quality education that is effective for a successful business career. We will accomplish this through qualified professional instruction and the latest technical equipment pertinent to the business environment. Our results will be graduates with the marketable skills needed for gainful employment, good character, proper work habits, and technical knowledge.

WE BELIEVE that a private business college should give men and women effective training for business life, help them select careers in line with their natural aptitudes and desires, and assist them in obtaining satisfactory employment upon graduation.

WE BELIEVE that a private business college should take a personal interest in the welfare of each student and stimulate the development of good character and proper work habits.

WE BELIEVE that a private business college should combine the conduct of an educational institution and the operation of a business enterprise. It should pioneer in the development of teaching techniques and maintain with vigor and dignity the unique place a private business college occupies in our system of education.

WE BELIEVE that those principles have been largely responsible for the leadership in business education that DuBois Business College has provided to youth, adults, and industry since 1885.

WE BELIEVE that in designing the various programs of instruction the aim is to provide training broad enough to develop habits of clear thinking and sound judgment in the varied experiences of modern business. To this end technical training is the major part of each curriculum so that the graduate may be assured of having marketable skills needed in today's global marketplace.

1.2.1 Cite where it is found in the catalog.

Page 4 of the DBC Catalog 2012-2015.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The supporting objectives are specific to career-related education in that DBC offers skill-based instruction that is relevant to today's workforce. Technical training is the major part of each curriculum, which assures graduates that they will obtain marketable skills for today's jobs. DBC relies on specific computer training and requires several majors to have computers for work outside the classroom. All students are issued Nextbooks so that they can be connected all the time.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The College administration believe in hands-on and technical skills that are relevant in the modern business office. Our objectives are to give men and women effective training for business life. We operate like a business. The College's classes are held Monday through Thursday from 8 a.m. to 4:15 p.m. We also operate on a business calendar system. We start our terms at the beginning of January, April, July, and October. We end our terms at the end of a business quarter: March, June, September, and December. Students attend year-round and the term breaks are short so that students can "touch the future faster," which is our motto.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

Our employees are role models and set good examples for our students and also the College overall by their standards as professionals. Faculty are committed to providing the students with the knowledge and skills necessary to be successful in a business career. The College has financially met the needs of the students by continuing to improve the facility as well as the equipment/furnishings of all of the DBC campuses. Financial resources are applied to improving the structure, equipment, and overall facilities in order to create and maintain an environment conducive to learning. DBC's management team is committed to serving our students



and our employers--who hire our students, which contribute to the implementation of the school's mission. The management team surveys local businesses and consults our advisory board to assure that our students are obtaining the skills required for success in today's business environment.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

The mission statement and objectives are reviewed every year by the College employees when information is reviewed for the catalog, the website, and the Campus Effectiveness Plan. In-service sessions and advisory board meetings are examples when our mission and objectives are revealed and the relevance of today's student and our education are reviewed. The corporate management team also review the Mission and Objectives annually.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

The Pennsylvania Department of Education has strict guidelines for being able to award the Associate in Specialized Business Degree. We follow those guidelines by offering occupational specific content with 75 to 80 percent of the courses being vocational in nature. General education is important to the outcome of each degree program and we allow for 20 to 25 percent. Therefore, the administration meets with graduates each year to determine the effectiveness of all classes in each program of study. Surveys, advisory board meetings, meetings with publishers, employers, and teacher job shadowing give us insight as to the coursework necessary with which to give balance to the overall education within our programs.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

The mission statement is a critical part of steering DBC. Any change that is made to the mission statement is not taken lightly and is reviewed over and over again. We need to be certain that the change is important enough to change our mission. Changes are continually being done through short-term goals and long-term goals. Currently we are satisfied with our mission statement and objectives and have no plans to change our stated mission or objectives.

## INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?

The campus effectiveness plan is developed with input from all employees. The initial writing of the CEP was done by Jackie Syktich, President/CEO. She reviewed the CEP with the corporate management team and through this collaborative effort and teamwork the current plan was written. All of the DBC locations operate with the same campus effectiveness plan. The CEP is a guide/map for the College administration to maintain and document the overall effectiveness of the College.

- 1.7.1 Who is responsible for implementing and monitoring the plan?

Jackie Syktich, President, is responsible for implementing and monitoring the plan.

- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2014 Rate:91% P/76% R DuBois Campus; 72% P/85% R Huntingdon; 20% P/85% R Oil City

Year:2013 Rate:89% P/87% R DuBois Campus; 80% P/93% R Huntingdon; 80% P/83% R Oil City

Year:2012 Rate:92% P/86% R DuBois Campus; 83% P/79% R Huntingdon; 71% P/83% R Oil City

Explanation (if necessary)

We use the spreadsheet that is provided by ACICS for the Campus Accountability Report.



- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The majority of DBC graduates/completers want to work within one hour of their hometown. We are proud of our ability to continually improve our local labor market with quality, well-educated graduates. We want to always improve our retention rates and we are able to manage that through our admissions process, entrance assessment, and orientation process. We want students who choose to attend DBC to understand that they need to have a vision to be a DBC graduate! At every orientation we ask the students if they were referred by a DBC graduate or student and 70 to 80 percent say YES.

- 1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 78                      Placement: 85

- 1.10.1 What factors were taken into consideration when developing these goals?

The corporate management team considered the placement rates over the five year period and were pleased with student and graduate surveys. The Career Services Director feels confident with the job opportunities and the amount of job requests that she has been receiving that we will be able to maintain and meet the 85% placement rate. In meeting with the Academic Dean and her meetings with faculty, concern is a factor with retention. We have noticed that several prospective students and students currently attending DBC have attended two and three colleges before coming to DBC. We are being conservative with our retention rate, since there seems to be a trend with some of our younger traditional student population to just quit attending.

- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

We added support from two DBC employees for follow-up with placement assistance. Pam Hertlein and Tony DeStadio have contacted students and employers and spoken with graduates about their employer and job duties. We continue to monitor the attendance reports submitted daily by instructors. Fortunately we are a small school so faculty know their students and refer students at risk of succeeding to the Academic Dean or Director immediately. Before a student begins their training at DBC, there is an orientation process that covers retention and placement and its importance. We also do a behavioral assessment (DiSC) with each student to help understand their learning style. We feel that this helps contribute to successfully retaining students when you understand their style.

- 1.12 What data are utilized to evaluate the following elements:

- a. Level of graduate satisfaction

We survey all graduates and share this information with faculty and administration. We also annually invite our graduates to attend an advisory board meeting where the College administration and Advisory Board members get to ask questions to the graduates about the success and their overall satisfaction with the education they received and whether it applies to their employment.

- b. Level of employer satisfaction

Students are required to take the Professional Career Planning class. One of the components of that class is to do career job shadowing hours. Students must submit a written document from the employer for review by the instructor. This information is reviewed by the Career Services Department and College Directors.

- c. Student learning outcomes

Prior to beginning training at DBC students are required to take entrance assessments. One assessment is for basic math and English comprehension. The other assessment is a Wonderlic Test which



evaluates their ability to reason and learn. Students are also given advanced placement examinations to determine the classes in which they will begin their studies. Once in class the College administers midterm examinations, and midterm deficiencies are given to students who may need more assistance. Finals and/or class projects are given and reviewed each term over term break by the administration to review how students are progressing and maintaining academic progress. Our computerized school administration system (CSA, which stands for Creative School Applications) gives us sophisticated reports to review student learning outcomes. Curriculum Chairpersons review outcomes and academic issues with the Academic Dean.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Graduate surveys are reviewed with faculty for overall effectiveness of the graduate's training and to analyze career employment expectations and the graduate's preparedness.

b. Satisfaction of employers

Employer feedback and surveys are reviewed by administration. The Career Services Department uses the data to assess what employers want, and whether we are meeting those needs. Teacher job shadow reports are reviewed with administration to make decisions on curriculum relevance and its role in the education process.

c. Student learning outcomes

Curriculum Chairpersons review outcomes and academic issues with the Academic Dean. Administration reviews the school's computer generated reports and evaluates the overall student learning outcomes. This information and data is shared with faculty and administration at in-service break-out sessions.

1.13 How is the campus effectiveness plan evaluated?

At the end of every term, the College Directors meet to review student outcomes, placement goals, student satisfaction, and graduate surveys, as well as employer surveys. This input is used to evaluate the campus effectiveness plan.

1.13.1 What is the schedule for evaluation?

Evaluation is done each term; however, a formal review is done annually by the corporate management team.

## 2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

DuBois Business College campuses are private, co-educational colleges of business. DuBois Business College, Incorporated, is a profit-making corporation in the Commonwealth of Pennsylvania, overseen by corporate officers/board of directors. See page 6 of the DBC Catalog 2012-2015.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?



Each employee is given an Employee Handbook Package, which describes job description, job duties, benefits, etc. Along with this information is the Organization Chart. The chart outlines the entire corporation and lists each employee and his/her title. The organization chart is also posted on the employee bulletin boards. Job descriptions are on file. We have a board of directors and a corporate management team:

Board of Directors:

Jackie Syktich, President

Karen Alderton, Vice President

Mary Jones, Secretary

Frank Burt, Treasurer

Brenda Heschke

Carolyn Rhoades

Cathy Steiner

Corporate Management Team:

Jackie Syktich, President

Mary Jones, Academic Dean

Sue Ann Matia, Student Services Director

Karen Alderton, Financial Aid Director

Gail Urban, Director of Finances

Susan Ramey, Huntingdon County Campus Director

Terry Khoury, Oil City Campus Director

Steve Wolfe, Chief Technology Officer

Barbara Martini, Corporate Career Services Director

Faculty and staff are reviewed annually by the President and Academic Dean. Formal and informal evaluations are done also throughout the year.

2.2.1 How is this documented?

Employees are asked to sign verifying that they have received the Employee Handbook Package. A copy of this information is kept in the employee's file.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The College Directors oversee the entire school operation. The Academic Dean oversees the instructional staff on academic issues. The College does an evaluation of the school and classroom instruction via a quarterly survey form given to each student. The administration reviews the forms. We also have classroom observations, announced and unannounced. The staff is monitored on a daily basis with regard to work performance. Formal and informal evaluations are given based on employee years of service and with regard to



job position. The College also has employees complete a self-evaluation form that is reviewed by the College Director, and then the President.

- 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The College faculty and staff are required to read and comply with the Staff and Faculty Handbook. Both faculty and staff members must exemplify a high level of professional integrity. The College administration ensures this level of professionalism through student feedback and by offering training through in-service sessions. The faculty and staff belong to various professional organizations and attend seminars relating to their specific duties. DBC believes in professional growth for employees. We have partnered with The Pacific Institute and have implemented their Strategies for Success plan. We have been working with them for over 11 years. In-service training sessions provide employees with an understanding of professional integrity issues and the break-out sessions allow the faculty to give input and decide instructional policy and to suggest changes to curriculum. Our Advisory Board meets with faculty and staff once a year by attending the summer term in-service day. Faculty and staff are asked to provide input to the employee handbook, DBC catalog, DBC website, curriculum, DBC policy, and course syllabi. The Academic Freedom Policy is in the DBC employee handbook.

- 2.5 How is the policy for ensuring academic freedom communicated to faculty?

Faculty members are free to exercise academic freedom as described in the Faculty and Staff Handbook while operating within the structure developed by the College.

- 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

Page 58 of the DBC Catalog describes the policy. This is given to all students and is reviewed at the admissions appointment and orientation.

- 2.7 Describe any plans for the improvement of the organization.

The College has moved some of the administrative offices to allow for a workflow that is more efficient. Continued administration tasks are reviewed with employees. The College administration has added Acting Directors and have sent them for training with the Pennsylvania Department of Education. Our goal is to make sure that we have employees who can cross-train so that we have qualified and trained administration while providing for future advancement of other administrative staff when an opening or opportunity arises within the organization.



### 3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The Chief Executive Officer is Jackie Diehl Syktich who is on-site and has been with the College since 1980. (She is a DuBois Business College graduate!) During her 35 years of service with DuBois Business College she has had the opportunity to work and be involved in every department of the College. She began her career at DBC as the Administrative Assistant to the President. Over the years she worked in the admissions department, placement department, financial aid department, faculty/academic liaison, and then was promoted to Acting Director. She then became Corporate Director in charge of all campus locations. For the last 15 years she has been the President/CEO of DuBois Business College. Jackie is a graduate of DuBois Business College; attended Liberty University; 1987 graduate AICS Leadership Training Institute for School Administrators in Virginia; RULE Leadership Graduate (2005-2007) Penn State University; Anstine Republican Women's Leadership Program graduate (2012-2013). Jackie was also appointed by the Governor to be a Board member of the State Board of Education, Pennsylvania Department of Education in Harrisburg, Pennsylvania. She serves on the PA Department of Education's Executive Committee and Review and Recommendation Committee. She also has been a Chairperson for the PA Department of Education's Degree Granting Division, Degree Evaluation Teams.

We have School Directors at each school location. The Pennsylvania Department of Education requires private licensed schools to have a Director and/or Acting Director on location when school is in session.

The School Directors are:

DuBois Main Campus: Jackie D. Syktich, President; Gail S. Urban, Acting Director; Sue Ann Matia, Acting Director, and Rachel J. Syktich, Acting Director.

Huntingdon County Campus: Susan Ramey, Director; Howard Divins, Acting Director; Lindsay Snyder, Acting Director; and Brad Moore, Acting Director.

Oil City Campus: Terry Khoury, Director; Andrew Motter, Acting Director; and Rebecca Rhoades, Acting Director.

Philipsburg Campus Addition: Janice Pepperday, Acting Director; and Jaye Navasky, Acting Director.

Each of these employees must meet the criteria for working in school administration and supervisory experience for a combination of at least 3 years.

Qualifications are listed for each:

Jackie D. Syktich, 35 years in school administration/supervisory experience.

Gail S. Urban, 28 years in school administration/supervisory experience.

Sue Ann Matia, 17 years in school administration/supervisory experience.

Rachel J. Syktich, 5 years in school administration/supervisory experience.



Susan Ramey, 18 years in school administration/supervisory experience.  
Howard Divins, 14 years in school administration/supervisory experience.  
Lindsay Snyder, 5 years in school administration/supervisory experience.  
Brad D. Moore, 4 years in school administration/supervisory experience.  
Terry Khoury, 11 years in school administration/supervisory experience.  
Andrew Motter, 8 years in school administration/supervisory experience.  
Rebecca Rhoades, 3 years in school administration/supervisory experience.  
Janice Pepperday, 6 years in school administration/supervisory experience.  
Jaye Navasky, 6 years in school administration/supervisory experience.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Programs are reviewed and discussed annually. When the catalog is being reviewed, all faculty members are included in the evaluation of programs of study. Curriculum Chairpersons receive information from faculty within their programs. We invite our book publishing companies to come in and meet with employees and spend time regarding industry trends, new programs, career and industry outlook, books, materials, etc. Speaker's Term is held every Spring Term. Industry guest speakers come in to talk to students, faculty, and staff about business and expectations in the work world. The Advisory Board meets with faculty and discusses program objectives and outcomes.

b. Student activity programs

The students at all campuses have a "common time" in the middle of the day to be used for lunch, extra-curricular student activities, and school clubs. There is an advisor assigned to each student activity/club. We have many students who commute to our school, so we do most of our activities at their convenience. We have a Student Council, which is a student government--or voice to our administration. Some of our other student organizations include: Sorority--Delta Beta Chi; Fraternity--Sigma Delta Phi; Christian Fellowship; Student Newspaper; etc. Students enjoy activities such as the Christmas Dinner/Dance; Fraternity Breakfasts; Game Nights; etc. The clubs participate in educational field trips as well as fun activity trips. Students raise money and volunteer their time for charitable non-profit agencies such as Make-a-Wish, American Heart Association, Agape Community Services, Pentz Run Youth Services, etc. The College administration has an Awards/Appreciation Party each term. Entertainment and food are provided to all students. Recognition and awards are given to students with leadership roles in the Clubs and to the graduates who will be leaving at the end of the term.

c. Guidance services

Admission guidance is done through the admissions department. All students are required to visit the College and observe classes. We like for the students to meet with faculty, students, and participate in the day's events.



Academic guidance is done through our computerized school system, which allows us to monitor students who need to improve their grades or may need to adjust their schedule load. The Academic Dean oversees the midterm deficiency process, satisfactory academic progress, and finals. Midterm evaluation is completed and deficiencies are provided to students in writing. Students are asked to meet with their instructor for guidance regarding midterm deficiencies. Tutoring/extra help is made available to students via the instructors' office hours. We also have a peer student/tutor system available. Students not making satisfactory academic progress meet with our administration to ensure their success; mandatory tutoring is also required of all students with a QPA of less than 2.0.

Orientation is required for all students prior to entering classes. The administration reviews the catalog and student handbook items so that students are aware of the rules of the school, as well as understand their program of study. Review of computer technology is also done.

Counseling services are available at all school locations for students who may have personal issues for which they need assistance. These services are outlined in their student handbook based on school location.

d. Financial aid services

Financial aid services are provided to all students at each campus. The Corporate Financial Aid Director is at the main campus. There are three financial aid advisors who can offer student financial aid support. The College also uses a servicer for financial aid, which is Student Aid Administrators.

e. Instructional procedures

Instructional procedures are reviewed with the faculty through the Academic Dean and via faculty meetings. Minutes are kept of all faculty meetings and are reviewed with instructors who were absent and also new instructors. Lesson plans are submitted by each instructor and kept on file. Faculty members work closely with each other in exchanging procedures. The Academic Dean oversees the faculty and coordinates the various departments. Cathy Steiner is the mentor instructor for all faculty members. There are Curriculum Chairpersons for program areas: Cindy Neville, Medical; Steve Wolfe, IT and EPB; Darren Kite, Industrial Design Technology; Bobbi Spigle, Executive/Legal/Office Administration/General Education; Howard Divins, Computer Applications/Management; and Dr. Helen White, Accounting/Business Administration.

f. Instructional resources

The Library/Learning Resource Center committee coordinates these services. Jackie Syktich and Sue Ann Matia are in charge of the Main Campus Library. Susan Ramey and Lindsay Snyder are in charge of the Huntingdon County Campus Library. Terry Khoury and Rebecca Rhoades are in charge of the Oil City Campus Library. New textbooks, computers, software, and other materials are given to the instructors for review and possible adoption/purchase. Publishers meet with our school personnel regularly.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

We do not list degrees for professional staff in our catalog, only our instructional staff, and we can verify their degrees through the copies of their official transcripts that are kept on file at each school location.



3.4. What records are kept relative to the following areas:

a. Financial aid activities

Complete financial aid records are kept on file for each student. Each student has a special financial aid folder. These written financial aid records relate to all institutional, federal, state, private aid applicants and recipients. We also have a computerized school administration system, CSA, which allows for our administration to have access to this data in an electronic format. We also work with SAA, Student Aid Administrators, who is our financial aid servicer.

b. Admissions

We use a computerized school administration system called CSA to track and record all admissions data.

c. Curriculum

The computerized school administration system, CSA, maintains and updates our curriculum as needed.

d. Guidance

Instructors, admissions, financial aid, and other professional staff members provide guidance to students on a continuing basis. We have an open door policy, as well as a suggestion box for all students. Each campus has access to a professional counselor that can be referred to in special counseling situations. This information is listed in the student handbook.

e. Library or instructional resources

Library and instructional resources are kept on file. Each individual book is coded for proper inventory. A computer system is in the library for students to access books. Each campus location has access to the local public library, and as Pennsylvania residents have access to these libraries. Our instructors assign library/learning resource projects as part of the syllabi.

f. Instructional supplies and equipment

Instructional supplies and equipment records are maintained with serial numbers or other data required in the administrative office. Inventories of equipment and classrooms are also kept for insurance purposes.

g. School plant

School plant information (blueprints, electrical plans, etc.) is kept on file in the administrative office. Most of this information is also duplicated and kept in fireproof files with corporate records at the main campus.

h. Faculty and staff

Individual faculty and staff records (official transcripts, applications for employment, personnel forms, etc.) are kept in the administration office. Every DBC employee has a file that is kept at the main campus location.

i. Student activities

Student clubs and organizations each have an advisor. Minutes are kept of the meetings. Treasurer reports are also done. Those records are submitted to the office by an officer of the



organizations and a copy is kept with the advisor. One checking account is used at each school location and is held by the advisor, along with another school official.

j. Student personnel

We do not have any students working for any of our College locations, nor do we have a College Work Study program.

k. Campus Accountability Reports

Campus Accountability Reports as well as the former Annual Institutional Reports are kept at each school location along with the backup data. Main Campus in DuBois has copies of all CAR reports, and AIR reports for all locations. Our computerized school administration system also has all of this data electronically stored.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Individual student folders are kept in the administrative offices in fireproof file cabinets. We also have student data stored electronically. Administrative personnel have access to the areas in which they are assigned. These files are networked for all school locations. Main campus personnel have corporate responsibility for placement, admissions, scheduling, and student grade information.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

We do not admit students under an "ability to benefit" determination.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

During the admissions process, it is explained that all students must show evidence of a high school transcript or the equivalency, GED. This information is collected and verified before a student can obtain admission to begin studies at DuBois Business College. Students with other postsecondary education are required to submit evidence of those credits so that transfer credit can be evaluated for scheduling, as well as financial aid purposes.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

The Admissions Director verifies that the school is recognized by the State Department of Education or that the school is accredited and/or recognized by the United States Department of Education.

3.7. What grading system does the campus employ to indicate student progress?

DuBois Business College Grading System

Grades and Quality Points

93-100%	A	Excellent	4 points
85-92%	B	Good	3 points
77-84%	C	Average	2 points



70-76%	D	Below Average, but not failing	1 point
69%-below	E	Failing	0 points
	W	Voluntary Withdraw	0 points

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Quarter credit is awarded for each class. We use the measure of 15 lecture hours equates to one credit and 30 lab hours equates to one credit.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

We have a computerized school administration system, CSA, that maintains all student records electronically. We also have paper copies of student records maintained in folders, which are kept for over 50 years, along with the electronic copy.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is identified on the student transcript and is identical to the one in the school catalog.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Our student records and reports are kept in fireproof files. The computerized school administration system, CSA, is backed up daily. The material is also replicated off-site to ensure it is safe.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

The computerized school administration system, CSA, is backed up daily. The material is also replicated off-site to ensure it is safe.

3.9. How long are student records maintained by the campus?

The College was established in 1885, and the college still has those records. Our current computerized school administration system has archived records since 1980, and we have them electronically available to administrative personnel.

3.10. Describe any plans for improvement in the administration.

Fortunately, we have a core group of administration who have worked at DuBois Business College 10 plus years. This has created an atmosphere of energy and security among the co-workers. We do not plan to make any major changes.

We have added an Academic Dean Liaison position for a teacher who taught for many years at DBC and had wanted to retire. We asked her to work with each campus in the area of academic administration to ensure consistency among the school locations. This position is part-time, and is working well.

We have also emphasized cross-training among our school locations, and have asked employees to work at other locations for consistent school administration.



We continually seek to improve the quality of leadership among our campus locations by selecting employees to attend leadership programs that are one to two years in length. We also have promoted from within our employees so that advancement can be obtained.



## 4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

### ADMISSIONS AND RECRUITMENT

#### 4.1 What is the admissions policy?

Academic qualifications are important; but equally important are motivation, character, attitude, initiative, willingness to work, and a desire to succeed.

Each candidate for admission is considered individually on merit and potential. High school graduation or its equivalent or GED is the basic requirement for admission. Other factors such as high school transcripts, rank in class, attendance, and personal evaluations are carefully considered. Through career counseling most applicants can be directed into programs where they will obtain employable skills.

Students are encouraged to visit and tour the College, as well as observe classes, so that they may better understand what is expected. Students may observe classes free of charge.

All students are required to take and to pass an entrance assessment. In addition students wishing to enter the Clinical Medical Assistant program must successfully complete a physical examination, have adequate immunizations, and pass a criminal record background check.

Students who come to DBC and have prior post-secondary training must submit their official transcripts to the College. DBC's policy is to review all course descriptions, and DBC reserves the right not to accept credits that are more than ten years old; however, determination is made on an individual basis.

##### 4.1.1 Does the policy differ based on the credential awarded or program of study?

Yes, as described above, the Clinical Medical Assistant program has different requirements.

##### 4.1.2 Explain how the admissions policy adheres to the institution's mission.

DuBois Business College expects students who are wanting to enroll at DBC to be able to express their desire to complete their education. The admissions team is diligent about meeting with the prospective student two to three times prior to the student applying to attend. This is in line with the mission statement in which we take a personal interest in the welfare of each student.

#### 4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. We do not enroll ability-to-benefit students.

#### 4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

Upon receiving the Application for Admission, an individual file is started for the prospective student. There is a SOP (Standard Operating Procedure) label that is started to ensure that each student's file has the necessary entrance counseling, admissions assessments, high school transcripts, GED scores and/or diploma, and college transcripts if applicable. Once the student has completed all of the necessary requirements, the admissions team determines the basis for which the student may or may not be accepted. Upon acceptance, attendance at



orientation, and all completed necessary paperwork, the student is ready to start in the term for which they chose to enroll.

4.4 Describe the student recruitment program.

The admissions department visits high schools, open houses, career fairs, college fairs, etc. They also visit with agencies who assist students in the education process, such as Office of Vocational Rehabilitation, CareerLink with WIOA, and Chambers of Commerce. Students expressing interest in learning more about DuBois Business College speak to an admissions representative. At that time an appointment is normally scheduled for the student to visit the College and speak with the admissions department, take a tour of the school, meet with students, faculty, and staff. The student is asked to review the information, speak with family members and friends, and is then scheduled to observe classes to better understand the education at DBC. The school catalog is reviewed with the student as well as their program of study. They are also scheduled to complete their entrance assessment, and to meet with the Financial Aid Department and Career Services.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

The Admissions Director trains the admissions team. Admissions meetings are held to discuss programs, catalog, and materials used in the admissions department. Admissions personnel are compensated like all DBC employees, which is a monthly salary.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

Students who come to DBC and have prior post-secondary training must submit their official transcripts to the College. DBC's policy is to review all course descriptions, and DBC reserves the right not to accept credits that are more than ten years old; however, determination is made on an individual basis.

4.6.1 Where are these policies and procedures published?

DBC Catalog page 55.

4.6.2 Describe any articulation agreements with other institutions.

We have Colleges and Universities that have articulation agreements with DuBois Business College such as: Indiana University of Pennsylvania, University of Pittsburgh, St. Francis University, and some have informal agreements where they will work with students on an individual basis. We have several schools send an admissions representative from their school to visit DBC students and explain the options that are available for transfer of credit to continue their postsecondary experience upon their graduation from DBC.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

We have bulletin boards at our school locations that describe the colleges and universities that work with students on continuing their education and transfer of credit.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Students either meet with the Admission Representative from the "future" school, or they meet with DBC School Director or Academic Dean. Students are asked to visit the prospective "future" school to discuss their class schedule and expected completion.

#### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

President Jackie Syktich, and Academic Dean Mary Jones are the individuals who review all student SAP progress. There is a computerized school administration system that refers students to SAP monitoring. This



list is reviewed every term for every school location and for every student. The President has been with the College administration for 35 years, and the Academic Dean has been with the College for 30 years, as a faculty member, department chairperson, and then in administration.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Standards of academic progress are found on pages 52 and 53 of the DBC catalog. At the end of each term, all students transcripts are reviewed for completed classes, grades, and credits attempted. DBC's computerized school administration system software alerts the DBC administration of any students that may be in jeopardy of not meeting SAP.

4.8.1 Who reviews the student's records and advises the student?

The President and Academic Dean review each student record, then meet and discuss the matter with the individual school location Director, at which time a determination and plan is discussed. The Academic Dean and/or School Director advises the student.

4.8.2 Who monitors probation?

DBC President and Academic Dean.

4.8.3 How is attendance verified?

DBC has a Computerized School Attendance system that is on-line and can be viewed by all students through their user name and password. Faculty members are responsible for taking attendance and entering the information electronically through the DBC attendance system.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

We rely on CSA, to calculate the GPA and course successful completion. We also manually review 10 to 20 percent of the student population randomly to ensure accuracy.

## FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

DBC scholarships are offered and are listed in the DBC catalog on page 44.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Pennsylvania Department of Education, State Board of Private Licensed Schools, must approve tuition and fees prior to publication of our catalog. Pennsylvania Department of Education School Program Profiles are on file at each school location. Tuition and fees are listed in the DBC catalog on pages 42 and 43.

4.11 What are the refund policies and procedures?

DBC's refund policy is stated in the DBC Catalog on page 43 and is in accordance with the Pennsylvania Department of Education, State Board of Private Licensed Schools; and the United States Department of Education Title IV regulations and also ACICS.

4.12 What are the qualifications of the financial aid officer?

Karen Alderton is our Financial Aid Director. She has been with the College for over 30 years in this capacity. She is very knowledgeable in areas of financial aid. We also use a financial aid servicer, which is Ruth Chrismore from Student Aid Administrators.



4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The financial aid team is expected to attend workshops, watch webinars, and to be active in financial aid organizations, in order to be successful at DBC.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

Entrance and exit counseling with students is done by the financial aid team. The financial aid team also meets with each student to review their cost breakdown by term for their program of study.

4.13.1 What is the cohort default rate for the last three years?

Year: 2011      Rate: 9.5

Year: 2010      Rate: 7.8

Year: 2009      Rate: 6.8

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

We do not have a cash discount policy.

## STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

The College has a formal orientation session for all incoming students each quarter. We review the catalog, student handbook, review policies and procedures, and want them to get to know one another prior to attending classes. Financial aid personnel discuss the costs of attendance, grants, and loans. Career Services personnel discuss graduation services and assistance with placement and the professional career planning class. Administrative and admissions personnel discuss programs of study, class schedules, class times, and the school calendar. Students have the opportunity to take advanced placement examinations on orientation day also.

Each faculty member has a brief orientation with each student at the start of each term in each class to cover the class syllabus. Each campus has counseling services available to all students and employees. Students are asked to meet with particular staff members if the counseling that is necessary deals with scheduling needs, financial aid information, placement, academic progress, etc.

4.16 Describe all academic and personal counseling services offered.

DuBois Business College offers academic counseling throughout the student's education that would include: Student Services, Career Services, Academic advisement, and the school Director. For students who have personal counseling needs, the College subcontracts with a Counseling Service and pays for the counseling that is needed by the student.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

The Counseling Service provides us with counselors with backgrounds in many areas of counseling as well as counselors with practicing degrees and/or licenses.

Academic counseling is done by the Academic Dean and administrative staff that have been trained and have an understanding of the College's academic schedules, policies and procedures.

4.17 Describe the retention program.

Retention is key to all schools. It is important to understand what assistance can be given to help students complete their goal. We are a small school so we have the ability to meet with all of our students and discuss their career goals. We track attendance for each student and contact them if we see that they are missing



classes. The admissions team is responsible for talking with students to make sure all is well. We have an open door policy and our administrative staff interact with students to make them feel at ease at DBC. We also monitor the student's academic progress. Faculty alerts the Academic Dean or School Director in cases where they feel that a student is not doing well academically or personally. Classroom surveys are completed throughout the school year to better assist us with student satisfaction.

4.18 Describe employment services offered to students.

We have a Professional Career Planning class that students are required to complete when nearing graduation. This class reviews their career goals, resumes, cover letters, and the interview process. Part of the class is a mock job interview, which is scheduled for each student. Students are required to complete the professional etiquette portion of the class and attend a luncheon where business manners and dining etiquette are discussed. We have a Career Services Director who assists students and employers with the employment process.

4.18.1 Describe how placement verification is documented.

The Career Services Department meets with all school directors and reviews the graduate's placement paperwork. Surveys and contact with each graduate is done so that we know what is happening with each of our graduates. We meet with employers, contact graduates and alert them to jobs for which they would be qualified. We then do follow-up to make sure the job search process is going well. We deliver resumes, connect with future employers in scheduling interviews, and promote our graduates to local businesses.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Graduates are given surveys to complete. The Professional Career Planning class is designed to assist students in the job search process. Surveys are submitted to employers for feedback. Our Career Services Director has been with DBC for many years and is very knowledgeable in meeting the needs of employers. Our Advisory Board meets with graduates one time a year to discuss their education and whether or not they are using their education in their jobs.

4.20 Describe the programs of extracurricular activities, if any.

We have Student Council organizations at each school location. The student council is the student voice for all students. Minutes are kept of meetings and treasurer's reports are filed. The club officers meet with the Director of each school to discuss ideas/suggestions. All students are able to hold membership and are encouraged to attend meetings. The meetings are held during the common lunch time at each school so that all students are available. Each club has a faculty or staff advisor. The clubs are active in raising funds for local charities. Club activities include: Christmas formal dinner/dance; baseball games, Hershey Park Amusement Park, Waldameer Water Park, Cook Forest State Park, etc. The student clubs and organizations organize trips to Washington, DC, and to New York City.

We have had student sports teams such as: Softball, basketball, volleyball, flag football, and bowling.

DBC has been the recipient of the Community Cup Award from our local Chamber of Commerce. We have also been the recipient of the prestigious Pennsylvania Association of Private School Administrators Award for Community Service.

4.21 Describe any areas needing improvement in the area of relations with students.

We are pleased with relations with students. We would like to see more activities such as team sports. With decreased enrollment it has been more difficult for students to get teams organized.



## 5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

### PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

We are pleased with the quality training that we offer to DuBois Business College students. Our faculty and staff take great pride in their work and are truly committed to seeing our students succeed. Each program is designed to enable the student to gain core program knowledge and skills, while developing knowledge in general education that is useful to the student. As our mission states: We offer programs with an occupational objective that will allow students to gain employment.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

Our current programs are listed in our Catalog, pages 18 to 30. Each class has a syllabus which lists the lecture/lab content, total hours and credits, and the expectations within the class. Our programs are taught as on-ground lecture and laboratory resident instruction.



The following are Associate in Specialized Business Degree programs:

#### Accounting/Business Administration

The Accounting/Business Administration program is designed to provide a specialized education to prepare students for various positions in the field of accounting. Students learn accounting for proprietorships, partnerships, corporations, etc. Emphasis is placed on Cost Accounting, Accounting Concepts and Principles, Excel Spreadsheets, and Computerized Accounting software. Students also take a variety of business administration courses such as Management and Marketing. In the Business Administration Simulation course emphasis is put on building students' entrepreneurial skills via teams that select a business, research and perform financial analyses, write a business plan, and conduct a market-feasibility study. Students are prepared for potential careers in government offices, accounting offices, and payroll offices, with positions as accountants, payroll supervisors, bookkeepers, accounting assistants, accounting clerks, etc.

#### Administrative Medical Assistant

The demand for well-trained administrative medical assistants has grown rapidly in recent years. This specialized curriculum is designed to provide complete professional training in all facets of managing an administrative medical position in a physician's office, hospital, clinic, medical or surgical supply company, nursing home, home health agency, or insurance company. Students in this major learn medical office administration, including skilled subjects such as ICD-10-CM diagnostic coding, CPT-4 procedural coding, and step-by-step insurance form completion. Special attention is given to the medico-legal aspects of the profession including communication procedures and patient/doctor office relationships. Information processing and storage and retrieval of medical records is covered. Students learn proper computer procedures as part of this program.

#### Clinical Medical Assistant

The Clinical Medical Assistant program combines clinical procedures with office skills. The specialized curriculum provides complete professional training for managing an administrative medical position in a physician's office, hospital, clinic, medical or surgical supply company, nursing home, or home health organization. Students learn all facets of medical office administration, including ICD-9-CM diagnostic coding, CPT-4 procedural coding, and step-by-step insurance form completion. Special attention is given to medico-legal aspects, communication procedures, and patient/doctor office relationships as well as information processing and storage and retrieval of medical records. Clinical lab classes develop skills that allow graduates to perform in clinical areas of health care as a clinical or administrative assistant. Clinical lab classes include training in OSHA and HIPAA compliance, patient care, specialty examinations and procedures, minor office surgery, diagnostic testing, phlebotomy, infection control and patient teaching. Demand for well-trained medical assistants has grown rapidly in recent years; expectations are that the profession will continue to expand.

#### Computer Applications/Management

The Computer Applications/Management program offers a dual focus in business management and computer software applications. Graduates of this program qualify for a wide variety of positions such as entry-level managers, fiscal assistants, supervisors, computer operators, and printshop technicians. Students with this major pursue careers in many different fields, including retail, hotel-restaurant, business, manufacturing, construction industries, insurance, and education. The Computer Applications portion of the program is designed to provide a working knowledge of popular computer software programs such as Microsoft Office to perform word processing, spreadsheet, database, graphics, accounting, and web page design tasks. In addition to extensive software skills, students receive instruction in management, accounting, and marketing. The combination of computer and management studies makes this a versatile major that offers students a well rounded, highly useful skill set.

#### Entertainment Production Business



DuBois Business College was one of the first colleges to develop a comprehensive program integrating graphic design and computer animation. This program provides a combination of skills that can lead to professions in industries as diverse as web design, computer gaming, advertising, and moviemaking. Graduates in this major may pursue careers in entertainment production facilities or businesses that create movies or design amusement parks, zoos, science centers, or computer games. In the Entertainment Production Business program, students learn how to create 2-D and 3-D computer graphics and computer-generated animations. They learn the complex tool sets of advanced graphic software; and using this software, they produce various visual effects, animation sequences, interactive videos, ads, package designs, exhibits, and advertising scenes.

#### Executive Assistant

The Executive Assistant program is an excellent career choice for students who aspire to executive level assistant positions in private business, industry, government, and educational fields. Students who complete this major obtain positions as office managers, personnel managers, administrative assistants, and clerks/secretaries. This curriculum provides an advanced level of training in administrative skills with specialization in executive office procedures, computerized office procedures, keyboarding and business communications, as well as legal terminology and executive word processing. This major also offers important administrative training in the latest Microsoft Office software applications.

#### Information Systems Support Technician

The Information Systems Support Technician program is designed to train computer software maintenance technicians. Emphasis is placed on network management and electronic repair. Graduates may obtain positions as network administrators, computer repair specialists, programmers, computer technicians and system administrators. The program is designed to give graduates a solid understanding of and skills in the following areas: hardware installation and configuration, software development and configuration, network topologies, network servers, system troubleshooting, peripheral equipment support, web application development, and end user support.

#### Legal Assistant

The Legal Assistant program is designed to provide a specialized curriculum leading to a career in a legal office. This program is recommended for a student interested in a profession as a legal assistant to an attorney or a judge; as an assistant in the law office of a corporation; university, insurance agency; or as an assistant with a municipal, state, or federal government agency. Many Legal Assistant graduates find positions in personnel offices of public and private companies, as well as in the medical industry, dealing mainly with insurance issues. Students are given an advanced level of training in administrative skills and procedures specializing in legal terminology, legal transcription, legal office procedures, and formatting legal correspondence and court and non-court documents. Students also receive important training in the latest Microsoft Office software.

John Russo Movie Making is also an ASB Degree program, but we are currently not enrolling students in this program.

Our Diploma programs of study are:

#### Accounting Assistant

The Accounting Assistant curriculum offers general business training in keyboarding and business document formatting on computers. English, math, and accounting concepts are taught to prepare the graduate for a beginning supervisory position. This program offers excellent training for an entry-level position. With experience and improved business skills, Accounting Assistant students may be able to advance to more responsible positions. Graduates from this 9-month program also have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree.

#### Computer Systems Support Technician



The Computer Systems Support Technician program is designed to train entry-level computer technicians with emphasis placed on computer system support and configuration. Students in this diploma program study computer concepts and have practical laboratory exercises in the following areas: hardware installation and configuration, software installation and configuration, networking cabling and topologies, system trouble-shooting, web page creation, and end user support. Graduates qualify for positions as computer technicians and help desk technicians.

#### Office Assistant

The Office Assistant diploma curriculum prepares a graduate for an entry-level position in data entry and business computer technology. Students receive training in business communications, document formatting and processing, math, and accounting. Graduates from this program also have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree. The students gain valuable computer training in the Office Assistant major.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Mary Jones is the Corporate Academic Dean. She oversees administration of all academic programs. Mary's background is a Master's Degree in Education; she also has a Business Education degree, as well as being teacher certified. Mary has an Academic Dean Liaison, who is Roberta (Bobbi) Spigle. Bobbi has taught for DBC for over 16 years, and works part-time with us in this capacity. She travels to the campuses to work with faculty and staff to ensure consistency among the schools.

5.2.2 Administration of each academic program offered.

We have Curriculum Chairpersons. They are: Dr. Helen White (Accounting/Math areas); Steve Wolfe (IT, EPB areas); Lucinda (Cindy) Neville (Medical areas); Howard Divins (Computer, Management areas), Darren Kite (Industrial Design areas), and Bobbi Spigle (Legal, Executive, and General Education areas).

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

The Curriculum Chairpersons meet with the faculty from all school locations to discuss textbooks, grading, the DBC on-line course management system, changes to programs, certification examinations, final tests, field trips, and speakers. The faculty meet during in-service training sessions, which are held a minimum of four times a year with all campus faculty and staff. The faculty and staff also meet with advisory board members each year to discuss curriculum updates and recommendations. Syllabi are written by faculty members. We expect our campuses to be a mirror image when it comes to the education being delivered. Classroom observations are held at each school location, which allows us to evaluate the effectiveness of each course syllabus, as well as the effectiveness of the instruction of the faculty member.

5.4 Describe how the educational programs reflect the needs of the students and the community.

Local labor market reports through the Career Link offices indicate that there is a demand for employees in the occupations for which we offer program training. We also list our programs on the state wide list for workforce investment act funding and our programs are selected due to their "in high demand" status. Employer evaluations from the Career Link offices also show a need for highly skilled technical employees. Statistics from the Department of Labor and Industry prove that the programs we offer are viable in the workforce.

5.5 How are provisions made for individual educational differences among students?

Students are able to take advanced placement examinations in subject areas at DBC prior to starting classes. Upon passing the examination, the student is awarded credit for the class which allows for the individual differences among students. Students who come to DBC with individual learning or physical disabilities are dealt with on an individual basis. DBC does accommodate students with their specific needs. We have various



agencies that we work with to accommodate some of these special needs: Office of Vocational Rehabilitation, Office of Visual Services, Office of Head and Neck Injuries, etc.

5.6 How are the community resources utilized to enrich the programs?

We have an annual Speaker's Term, where every instructor participates in having a speaker come to class and speak to students about their business, expectations of employees, trends, etc. We also have field trips that allow students to visit hospitals, doctor offices, courthouses, magistrate's offices, IT businesses, IT Microsoft Training sessions, Link Up seminars, art walks and expos, local libraries, Career Link, etc. Our Advisory Board spends a day in the classroom with our students. Our faculty are required to do an annual job shadow experience where they visit a business and job shadow an employee for the day.

5.6.1 Describe how the utilization of these resources is documented.

Speaker's Term is recorded and kept on file. The name of the speaker, business, and date of event is listed. Advisory Board meetings have minutes, and are recorded and kept on file. Community Outreach Day is required to have a form completed and submitted to the administrative office. A certificate of completion is printed for all students. Faculty Job Shadow Experience has the faculty member's report from the experience kept on file.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

The Academic Dean oversees and has authority over all academic matters. The Curriculum Chairpersons have the responsibility in matters of academic governance. As part of the administration of academic programs, all faculty will participate in the development of the educational programs in areas such as: selection of class materials, instructional equipment, academic projects, outside work, library/learning resource materials, and other educational resources. The Curriculum Chairs work with the faculty members to address evaluation and revision of the curriculum, student learning objectives, outcomes, and the impact on institutional effectiveness.

5.7.1 How was the academic governance policy communicated to the faculty?

The Academic Governance Policy is listed in the Employee Handbook, which is given to all employees when they are hired. Updates are circulated to all employees.

5.8 Is there a detailed syllabus on file for each course?

Yes, the College has a detailed syllabus on file for each class. DBC's On-line Course Management System is where all syllabi are kept.

5.8.1 How are syllabi developed?

Syllabi are developed by all faculty members. Curriculum Chairpersons within each program discipline meet with faculty and discuss ideas, additions, and/or changes to the current syllabus.

5.8.2 How often are the syllabi revised?

This is done on an on-going basis. Generally, when a textbook changes or software or hardware are updated, a syllabus revision needs to take place immediately. Curriculum Chairpersons are responsible for the annual review of all syllabi within their program scope.

5.8.3 Describe the process for revising syllabi.

The faculty are always collaborating with other faculty members at other DBC school locations to make sure that all syllabi are being taught and used by all faculty. When a faculty member requests a change to be made to syllabi, the Curriculum Chairperson meets with the Academic Dean and revisions happen. The same applies when it is due to a textbook change, software, or hardware change.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?



Out-of-class assignments are given to all students in all programs. The out-of-class assignments are listed on the syllabi. Faculty review reading assignments, homework assignments, and other projects. Students are issued NextBook Computers, which is a laptop and a tablet. This has made it much easier for all students to be able to complete the out-of-class assignments.

- 5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

Not applicable.

- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Evaluation and revisions of curricula come from a variety of sources: Graduate surveys, meetings with graduates, Career Services surveys and information when meeting with employers, admissions team meetings with students and high school personnel, Advisory Board member recommendations through meetings and surveys, Book Publisher Representatives visit and discuss curriculum and employment trends. Current students also have the opportunity to make suggestions for curriculum revision through the class evaluation survey that is completed near the end of each term.

- 5.10.1 If advisory boards are utilized, list board members and their qualifications.

DUBOIS MAIN CAMPUS:

MARK ADAMS - SENATOR SCARNATTI'S OFFICE

JACKIE ANDERSON OWENS ILLINOIS H.R. MANAGER

THOMAS ANDERSON JR CPA

BOB BISH CAREER LINK , RETIRED

WENDI CALVERT FORMER DBC EPB INSTRUCTOR

WESLEY CARNAHAN DUBOIS BUSINESS COLLEGE, RETIRED

HUGH DALY COMMUNITY ACTION EXECUTIVE DIRECTOR-RETIRED

TIM DELUCCIA DUBOIS AREA SCHOOL DISTRICT SUPERINTENDENT (Retired)

MARLENE DUTTRY AT HOME REALTY (OWNER) AND ALSO BLAKLEY & JONES (O. MGR.)

JASON EBERSOLE FOX 8 ACCOUNT EXECUTIVE

BILL ENDRESS CAREER LINK , RETIRED

DAWN FORINGER CHIEF OPERATIONS OFFICER HELPMATES INC

MATT GABLER STATE REPRESENTATIVE

RAYMOND GRAECA CHIEF EXECUTIVE OFFICER PENN HIGHLANDS HEALTH CARE

ALLAN HANCOCK HANCOCK GROUP INC

PEGGY JOHNSON CAREER LINK SUPERVISOR

RANDI JOHNSON GAI CONSULTANTS, INC

MOLLY KELSEY CHIEF FINANCIAL OFFICER GLOBAL FABRICATION, INC

HOLLY KOMONCZI CCRTA CLFD CO RECREATION & TOURISM AUTHORITY



MARIANNE KONIOR DUBOIS AREA MIDDLE SCHOOL PRINCIPAL RETIRED  
ANITA LAHR ADMINISTRATIVE ASSISTANT CLARION UNIVERSITY  
J. PAUL LONDON OFFICE OF VOCATIONAL REHABILITATION - PLACEMENT SPEC.  
SUSAN LOSKOSKI DUBOIS CHAMBER OF COMMERCE ADMINISTRATIVE ASSISTANT  
CAROL LUNDGREN RETIRED, IAAP  
NANCY MARR MCGRAW HILL HIGHER EDUCATION SALES  
MARK MEHOLICK CALLIARI, MEHOLICK & COMPANY  
TAMMY MEHOLICK WDSN SUNNY 106, MARKETING CONSULTANT  
ELIZABETH MILFORD RETIRED - MILITARY REGISTERED NURSE  
CINNAMON MONTEVILLE BC PRODUCTIONS  
ERIN MORGAN NORTHWEST SAVINGS BANK MLO  
MARCIA (BELIN) MUIR CAREER LINK , RETIRED  
PAM NELSON GUARDIAN ELDER CARE  
JIM PAPP DRMC DIRECTOR ORGANIZATIONAL DEVELOPMENT  
GARY PETERS ADMINISTRATOR DUBOIS CONTINUUM OF CARE COMMUNITY - RETIRED  
DEBORAH PONTZER CONGRESSMAN GLENN THOMPSON'S OFFICE  
ANNE POSTERARO BARBER FINANCIAL  
MATT REED JOHNSON MOTORS SERVICE CONSULTANT  
VONDA REESE ASSISTANT VICE-PRESIDENT DUBOIS OFFICE MANAGER  
NORTHWEST SAVINGS BANK  
TOM ROWLES CENTRAL INTERMEDIATE UNIT #10  
JOE SCARNATI SENATOR  
JIM SEDGWICK A.B.C.S. BOOKKEEPER  
MELISSA SERAFINI CAREER LINK, SPECIALIST  
JOE SHIELDS NORTH CENTRAL WORKFORCE INVESTMENT BOARD - CAREER  
COUNSELOR  
DANA SMITH KMA REMARKETING PRESIDENT AND CEO  
DEL SPAFFORD RETIRED  
JANE SPIGELMYER RETIRED  
JEFF SPRAGUE SIMPSON COMMUNICATIONS INC VICE PRESIDENT  
JOHN STRAITIFF SHORTFUSE GASFIELD TRUCKING  
MARY SYKTICH GLEASON, CHERRY & CHERRY, LLP ADMINISTRATIVE ASSISTANT  
ANTHONY VALLONE PENN STATE DUBOIS CAMPUS  
NANNETTE VOTA JEFF TECH



JOHN WEIBLE OFFICE MANAGER/ASSISTANT VICE PRESEDENT - FIRST  
COMMONWEALTH BANK

BENJAMIN WHITING BC PRODUCTIONS

BECKY WICKS WIX PIX PRODUCTIONS, INC

DUBOIS HUNTINGDON CAMPUS:

Linda Brumbaugh Retired

Linda Carpenter J C Blair Hospital

Vicki Cooper Mount Union Area High School

Marjorie Biddle Mount Union Area High School

Melissa Freeberg Mutual Benefit Group

Susan Hendricks Mount Union Area High School

Michael Hubert JC Blair Memorial Hospital

Dawn Lynn Rule VIII Advisory Board

Helen Pyzowski CareerLink

Richard Scialabba RWS Associates, LLC

Hope Smith Juniata Valley High School

Danielle Simpson Southern Huntingdon County Area Schools

Gerry Wityk Government-Shuster Aide

Donna Isenberg Borough Council

Barbara Covert PA CareerLink

Barbara Gongloff PA CareerLink

Amanda Oswald-Garner Past DBC Grad

Chuck Merenda VA Representative

Patricia Rodgers Retired

Dara Kauffman J C Blair Hospital

TeAira Bradley J C Blair Hospital

Courtney Wessner Froggy 98

John Montgomery Marks Brothers

Ruth Snair County Commissioners Office

Amanda Easter Huntingdon Area High School

DUBOIS OIL CITY CAMPUS:

Linda Anderson Electralloy, Inc.

Larry Baughman Retired Coordinator of Student Service

Clay Campbell Clay Campbell and Company, Inc.



Robert Carone          Family Services & Children's Aid Society  
Jeff Clark          Superintendent Valley Grove School  
Minnie Fink          Manpower  
Ron Gustafson          Gustafson General Contracting  
Mark Heim          A. Crivelli Buick-GMC  
Scott Hutchinson          State Representative  
Cynthia Jarzab          Special Populations Coordinator  
Deb Lutz          Venango EDC  
Cindy McBride          Youth Alternative  
Joe Pastor          Barr's Insurance  
Bruce Rosen          Rosen, Rosen, Bloom & Varsek  
Martha Shreffler          Oil City Presbyterian Home  
Lance Titus          Farmer's National Bank

5.11 How was the length of each program determined?

The College has been around since 1885. Program length was determined by faculty and staff at the time of the inception of each program. The current faculty and staff review the length and content of each program to determine whether or not the length is appropriate. Criteria for program length is first determined by the program objectives and the skills part of the program. Industry standards are evaluated, as well as ACICS and Department of Education criteria, for program length. The PHEAA Mentor Website, PAPSA Choices, Pennsylvania Department of Education Directory of Degree Granting Institutions, ACICS Directory, etc. have allowed us to compare our College to schools offering similar programs.

5.12 Do any programs include training by a third party? If so, please explain.

No programs are administered by a third party.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes           No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Not applicable.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Not applicable.

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Not applicable.

5.14.1 Explain the current status in holding such accreditation.

NA



5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

NA

5.15 How are appropriate course sequencing and prerequisites determined?

The Curriculum Chairpersons work with the Corporate Academic Dean to ensure proper sequencing of classes for students, and determine prerequisites based on individual course content.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

The curriculum is pedagogically sound. There is a "building block" process to the scheduling. The Corporate Academic Dean works with the School Directors and Curriculum Chairpersons to ensure that all programs have a progression of coursework that increases in difficulty.

5.16 How is the need for curriculum changes determined?

Surveys and conversations with graduates, and employers helps the faculty determine when there is a need for curriculum changes. Failures, pass rates, and placement of graduates also play a factor in determining this.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Faculty meetings are held throughout the term to discuss class matters, student academics, student attendance, and curriculum. Minutes are kept of these meetings. In-service is held a minimum of four times a year and includes all faculty and staff for all locations. Meetings are held to review curriculum, to review individual syllabi, and to discuss textbooks, software, hardware, and projects within the curriculum. The Advisory Board meets with graduates at one meeting, another meeting is held with the faculty members from all school locations to discuss curriculum and employers' needs, and another meeting each year is when the Advisory Board members attend class with students and observe and evaluate the classroom instruction and content.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

The Advisory Board meets with staff and graduates once a year to determine the value of their education by asking questions related to their current job responsibilities. Graduate follow-up surveys and telephone conversations are held by the Career Services Department and are shared with administration and faculty members.

5.17 What curriculum changes have been made during the last three years?

Mainly textbook and software changes have been made to the curriculum. The Curriculum Chairpersons recently completed curriculum changes that were submitted to the Pennsylvania Department of Education and received approval. The next step is to receive ACICS approval. The approvals hopefully will be completed and implemented by the end of 2015.

5.17.1 What changes are contemplated for the next three years?

We have a new program, Industrial Design Technology, that has been approved by the Pennsylvania Department of Education. The Pennsylvania Department of Education Degree Granting Division came in and reviewed the program for approval. The next step is to submit the Industrial Design Technology program for review by ACICS. There are changes being reviewed by the Curriculum Chairpersons for the John Russo Movie Making program. Consideration is being made to change the EPB program to 18 months, and to make a second major of Entertainment Production Business, one that includes movie



making and animation. A review of the Executive and Legal program of study is being done to include some real estate and insurance classes within the current program.

- 5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Our schedule is very simple. We operate on 4 terms a year. We decided to operate like a business on the "business quarter" system. We start our terms in January, April, July, and October, which means our terms end the last week in March, June, September, and December. We have classes generally Monday through Thursday from 8 a.m. to 4:15 p.m. daily. Each class is 60 hours in length. We use 15 hours for theory and 30 hours for laboratory, ensuring each class meets a minimum of 60 hours. The College is in session 48 weeks each year. The time is divided into academic quarters with an average of 12 weeks each quarter. We have no intern/externship activities.

- 5.18.1 How does the campus monitor the number of contact hours completed for each course?

Our classes operate the same every day by class period. If for some reason we need to close the College due to emergencies, or extreme snow or ice days, then the day is made up on a Friday when classes are not normally held. This is very effective for DBC and has not posed any problems.

- 5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

The College has maintained the definition and meets the criteria as stated by the US Department of Education. We have reviewed our hours with staff members at USDE when reviewing our USDE PPA and ECAR.

- 5.19.1 Where are the procedures published?

Page 51 describes the Definition of Credit in our DBC Catalog 2012-2015, which is given to all students.

- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

We have a computerized scheduling system. We work with graduate's schedules first and then new students. We are a small school and the scheduling is done by the Corporate Academic Dean along with the cooperation of the School Directors and College President. At the end of each term faculty submit a failure report list for all students and this is reviewed so students are appropriately scheduled with correct classes and that their schedule follows the computerized curricula catalog. All courses are selected by the computer with term sequencing and prerequisites in mind.

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Advanced placement examinations are given to students who show experience in certain subject areas. Upon successfully completing and passing the advanced placement examination, credit is awarded and is listed on the DuBois Business College transcript. Students who wish to attend DBC and had prior post-secondary experience are required to submit their official college transcript. The Corporate Academic Dean reviews the transcript, course descriptions if necessary, and determines transfer of credit. The transfer credit is listed and shown on the student's DBC transcript.

## INSTRUCTION AND FACULTY

*In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.*

- 5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.



We promote the feeling of a business-like atmosphere, which we feel promotes the career value to all students who attend DBC. Our facilities have been renovated over the last several years to provide for a nice learning environment. Equipment is up-to-date, mobile multimedia carts, overhead projectors, screens, DVD players, mobile computer carts, and large screen televisions are available for faculty to utilize during class time so that the proper balance of educational styles can be addressed. Our classrooms are small in size. We promote and teach the DiSC behavioral preferences and every student is given this assessment. This helps the faculty work with the different learning styles within their classroom instruction.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

We have annual visits from book publisher representatives. We have two book representatives on our Advisory Board. The representatives visit with faculty and review the latest trends, the marketplace, new books, learning resources, course materials, and faculty resources from publishers. In addition, book publisher representatives bring guest speakers in to train our faculty on new software, training resources, on-line materials, and student learning support.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

Our administration does the class scheduling, which allows us to be in control of the equipment in each classroom based on class size. The College operates an in-house bookstore at each school location. This allows us to control the inventory and ensures that all books and resources are ordered for student use. Students are not required to purchase books from DBC; however, the books and resources are available for their convenience. Each instructor is asked to review their classroom for proper working order, cleanliness, and organization for the next term. The instructor alerts the administration of any needs for each classroom. The Chief Technology Officer and the IT team, along with administration, review each classroom before the next term to ensure all is well.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

The Chief Technology Officer along with the IT team determine the computer hardware and software at each school location. Licensing is managed by the Chief Technology Officer and he also reviews and is responsible for compliance with copyright laws.

- 5.26 Who is responsible for faculty orientation?

The President, School Directors, and Academic Dean share in the hiring process and orientation for all faculty and staff members. We have a three-step process for hiring all employees. The potential employee is scheduled for an interview with the Academic Dean, President, and/or Director; if the interview goes well and the applicant meets the criteria to become a potential DBC employee, we proceed with scheduling the applicant to "job shadow" with some of our faculty or staff members. This allows us to get feedback from our current employees, as well as allow the potential DBC employee member to understand the expectations at DBC. We have pre-employment materials that we give the employee to review and return to us. We expect all employees to read the DBC employee handbook and DBC Catalog. Bobbie Spigle visits all campuses and works with new employees, so that they are adjusting to DBC. Cathy Steiner who has over 35 years of teaching experience is the faculty mentor. Sue Ann Matia is the Corporate Student Services Director who handles all of the pre-employment materials and personnel files for DBC employees at all locations.

- 5.26.1 Describe the orientation of the faculty to the campus.

The new faculty member works with Main Campus faculty for training and materials for the classroom. Classroom procedures and administrative procedures are reviewed with the new faculty member by



Cathy Steiner, the faculty mentor. If possible, we hire the teacher a term in advance for training at Main campus, and then let them be responsible for their own classes the next term.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

The College President, Academic Dean, and/or College Director reviews the faculty members' qualifications before asking them to teach a particular class. The evaluation will include collegiate work, employment experience, and professional certifications. Each faculty member has a personnel file with a copy of any college transcripts indicating the area of their degree and coursework completed. In addition, the file contains copies of any certificates for completed workshop or seminar instruction. Their personnel file also includes a resume that documents their work experience.

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

The College President, Academic Dean and/or College Director reviews the faculty member's qualifications which can include work experience, letters from former employers, reference letters, professional certifications, academic training in specific coursework, and life experience.

5.27.2 How are the qualifications documented?

A personnel file is kept for all employees. Documentation of work experience, credentials from certifications, workshops, seminars, life experience, are included in the file.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

Sue Ann Matia, Corporate Student Services Director, manages all employee files. The employee completes a Confidential Transcript Release form for all post-secondary experience. The College sends for the transcripts. Upon receipt of the College transcript, the Academic Dean reviews it, and verifies the coursework completed. It is then filed in the employee's folder.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Not applicable.

5.29 In what ways does the campus evaluate instruction?

The College evaluates instruction by monitoring academic progress using the computerized school administration system to track failures, probations, honors, etc. We also utilize student evaluation forms for each instructor for each class. The School Directors and Corporate Academic Dean review these evaluations and take any action necessary to remedy problems. Classroom observations are done. A classroom observation evaluation sheet is completed and reviewed with the instructor.

Quality instruction is promoted through job shadowing of experienced faculty members, attendance at faculty development seminars, conferences, and training, and in-service meetings. We ask that faculty continually improve through the attendance at workshops, conferences, and seminars that deal with their areas of expertise as well as education in general that provides information about new teaching techniques or methods. The faculty in-service meetings allow faculty members to share insights on good teaching techniques for various courses.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?



DuBois Business College sends faculty to training workshops and conferences through PAPSA and other member sources. We also invite guest speakers whose expertise is curriculum, teaching effectiveness, student engagement, etc. to speak at In-Service meetings. The College has a budget for continuing education and uses it to assist faculty and staff who wish to pursue college credits. Teacher job shadowing is held once a year and all faculty are required to submit documentation of where they job shadowed and to submit a report describing what was learned.

- 5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

All faculty members have a faculty development plan on file. The annual faculty development plan will be conducted with each faculty member's class schedule in mind. Professional growth activities are considered for the following year. They may include: workshops, seminars, webinars, certification exams, Association memberships, Board membership, local community participation and activities. The in-service training for the year is reviewed to best train all faculty in specific areas.

- 5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The President and Corporate Academic Dean review the faculty member's strengths and accentuates the attributes of the faculty member, by selecting workshops, conferences, training events, and membership that would be a benefit to the faculty member and to the classes they teach at DBC. The in-service training for the year is reviewed to best train all faculty in specific areas. Taken into consideration are the faculty member's: training, education, certifications, and work experience.

- 5.30.2 How is the plan implemented?

The faculty development plan is completed and details what needs done, what is done, and the documentation. The documentation is on file in the administrative office for all employees.

- 5.30.3 How often is the plan reviewed?

The faculty development plans are reviewed annually by the Academic Dean and/or Directors.

- 5.31 Describe how the campus ensures that all faculty complete development plans.

The Academic Dean keeps the faculty development forms. Once a year, the Academic Dean reviews that everyone has a faculty development form.

- 5.31.1 How are the activities documented by the campus?

The College maintains a Professional Growth file that is kept in the administrative office. Minutes of meetings, attendance at functions, workshops, conferences, and employee reports are kept as proof of documentation.

- 5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

The In-Service training schedule is determined one year in advance. The dates are distributed to all employees, and attendance is mandatory. All school location faculty and staff are in attendance. Usually the in-service training is done at Main campus in DuBois, Pennsylvania. Topics such as: Motivating the student in the classroom, how to teach adult students, millennials and their expectations, career education and skills training, etc. Curriculum review, advisory board member meeting, book publisher textbook review and DBC on-line course management system training is reviewed. Campus safety training has been a high priority over the last few years. Sexual assault, violence against women, domestic violence, fire safety, active shooter training, how to use a fire extinguisher, and emergency evacuation have been discussed.

- 5.32.1 List the schedule for the next 12 months.



October 2015 In-Service Topic: Web Ex and DBC Course Management System training.

November 2015 In-Service Topic: Curriculum Review; State of the Business Meeting, Faculty Break-out sessions.

January 2016 In-Service Topic: Speaker: David Stanford--Keeping Students Engaged in the Classroom.

May 2016 In-Service Topic: TBA

2016 Schedule is not finalized yet; will be completed by end of November 2015.

- 5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

Professional growth activities will be discussed with the faculty member during the design of the faculty development plan. Items to be discussed and may be included are: membership and participation in educational associations, professional organizations, continuation of education, related business experience, educational research, and an awareness of employer and community needs.

- 5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings are held regularly. A minimum of 6 faculty meetings are held each term. We review and discuss current issues, policies and procedures, midterm review, and end of term procedures to discuss concerns and successes. Minutes are kept of meetings and filed in the administrative office.

- 5.35 Describe the plans for ongoing improvement in curriculum and faculty.

We plan to hire faculty for the Industrial Design Technology program of study that we hope to start in 2016. The faculty will need to have qualifications and a background in electrical, AutoCAD, computer programming, welding, OSHA, and machining, plastics, metal fabrication, and materials fabrication.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

A full-time instructor normally teaches five to six classes a day, four days a week. This involves four to five subject preparations. A part-time instructor may teach from one to four classes a day, four days a week. This would involve one to four subject preparations. Instructors generally do not teach more than 30 hours a week.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

The overall student-teacher ratio for Main Campus in DuBois is: 9:1; Huntingdon County Campus is 8:1; Oil City Campus is 6:1; and the Philipsburg campus addition is 6:1.

### ***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS***

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

The general education courses offered by DBC are designed to build the student's self-confidence and self-esteem by including appropriate material, assignments, and classroom procedures; therefore, students are involved in oral presentations, research projects, committee and/or panel work, critical thinking, analytical thinking, and problem solving activities.

- 5.38.1 Cite examples:

Legal Concepts is a general education class. Students in this class are exposed to legal issues that they may face personally, or within their future employment. Students get to visit magisterial court and or county court cases, which broadens their horizons.

***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.39 Describe how part-time faculty are utilized by the campus.

We have very few part-time faculty at our school locations. These faculty members are utilized to ensure appropriate class sizes. We prefer to hire full-time faculty, because it gives us more flexibility in our class scheduling and allows for stability in our long-range planning.

5.39.1 What percentage of the faculty is part-time?

Less than 15% of our faculty are part-time.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

The procedures are the same for part-time faculty as we do for full-time faculty.

***ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

***MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

5.43.1 How often does the committee meet?

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

***DOCTORAL DEGREE INSTITUTIONS***



- 5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?
  
- 5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.
  
- 5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).



## 6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

Each campus is comprised of business-like atmosphere classrooms, computer labs, medical classrooms, and library/learning resource centers. A student lounge and faculty center is located at each facility. Administrative offices are located in each building and easily accessible to all students and faculty.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

Each location has several scheduled fire drills/emergency evacuations each year. Fire safety companies review each building to meet applicable code and safety. Training is done with faculty and staff to review emergency procedures, safe campus and security procedures. Federal, state, and local codes for occupancy and safety are in compliance. Current posters, certificates, and current safety documentation is posted or on file in the administrative office.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes  No

- 6.2.1 If yes, describe these locations.

The DuBois Business College Main Campus in DuBois has a "Campus Addition." It is located in Philipsburg, Pennsylvania. Ms. Obi from ACICS observed and reviewed the campus addition in Philipsburg.

- 6.3 Describe any plans to improve the physical plant and equipment.

Continued renovations are expected to be done on a yearly basis. The President meets with the Directors to review the wish list and the necessary list for each school location. This is done once a year. Equipment is reviewed and is on a plan with the College to continue to upgrade equipment every few years. New desks and chairs are on a plan for continued review with the needs of the classroom and instruction.



## 7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog describes the courses that we provide, the objective of each course, and the requirements to complete each objective. The College's mission statement and philosophy and objectives are stated in the catalog. The catalog lists any changes within the year by posting an addendum to be attached to each catalog. The last College catalog was on-line and students were also given a CD of the catalog. We were going green and paperless, but students generally wanted the printed catalog, which we also provided to those who requested them. We decided to return to the paper copy of the catalog and print more so that all students and prospective students will receive a printed copy of the catalog. It will also remain in our DBC on-line course management system for students to access electronically.

7.1.1 How often is the catalog published?

The catalog is published within three years.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

The College has the yearly catalog, which is given to all prospective students. An application for admission and a pamphlet giving a brief overview of DBC are all examples of promotional literature that is used in recruitment of students. Our administration reviews the catalog and its contents with all students at orientation and makes sure every student has a catalog. Students also sign off on their Application for Admission that they have read and agree to comply with all the rules and regulations of the College.

7.2.1 What other publications are provided to enrolled students?

Students receive an Orientation packet that outlines day-to-day activities, such as Student Council happenings, where to eat, heating and air conditioning, smoking area, fire drills, etc.

7.3 Describe the advertising and promotional literature.

All materials are professionally printed. All employees are part of the process of changes/additions/deletions to the new catalog. This allows for every department to have input. The College uses billboards, television commercials, and print ads.

7.4 Describe any plans for changes in publications.

The new catalog will be printed in October 2015. As mentioned above, we will return to the print version of all catalogs and will eliminate the Catalog CDs.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Courses are given a Course Number; for example, "keyboarding" is TY2110A. The letters represent the course name or department. The numbers do not indicate term or year they are offered, but they were devised for the Computerized School Administration System.

7.5.1 How does the catalog explain the course numbering system?



The course numbering system is described on Page 50 of the DBC catalog.

- 7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The general education courses are listed on Page 50 of the DBC catalog.

- 7.7 Describe the published performance information concerning student achievement.

Placement and retention rates are disclosed to students. Total costs for each program are disclosed to students. Student demographics and student/teacher ratio is also disclosed to all students. This information is included in the Student Orientation Handbook materials. It is also listed on the DBC website.

- 7.7.1 Where is the campus performance achievement information published?

It is published on the DBC website and is included in the DBC Student Orientation Handbook materials.



## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

### **FOR ALL INSTITUTIONS**

8.1 Explain how the instructional resources serve the needs of the educational programs.

DuBois Business College feels that there is a lifelong learning process and values the importance of the library/learning resource center. We believe that a library/learning resource center should provide equipment for student access to assist in their learning style.

Books, magazines, and other periodicals are vital to an effective library/learning resource center. We have CDs, videotapes, televisions, DVD equipment, computers, printers, and multi-media carts available. The library/learning resource center has changed drastically. Students can now download articles on their phones and can be connected to the world via twitter, Facebook, and other sources so quickly now. Students think Google is the library/learning resource center, and our faculty and staff assign projects that get them to use other resources other than Google, Wikipedia, etc.

We maintain both hard copy and virtual information that would be suited to our programs of study. Students have access to databases that they can access while they are at school and when they are home. We also include materials in our library/learning resource center that cover non-curriculum related items such as: study skills, drug and alcohol laws and prevention, campus security and safety policies and guides, job search, career outlook, resume, health and wellness, biographies, spiritual and Christian materials, and fiction. These are all important to the overall education.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

We visit our local libraries and as Pennsylvania residents, our students have access to all public libraries. We have no formal contracts with outside libraries.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Legal, medical, and IT sites are available to all students and are listed on the course syllabi, or library/learning resource center project material. Access Pennsylvania is an on-line library service for all students.

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Each DuBois Business College campus has a library/learning resource center. The library/learning resource center has books, magazines, and other periodicals for all program specific areas. An inventory of materials is on file and can be electronically accessed. Our library committee has reviewed the materials in the library/learning resource centers and we have added an assignment for all classes on the syllabi. Students have been able to complete the assignments through our library as well as the local community libraries.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Materials are displayed on bookshelves, and newspaper stands, and magazine stands are utilized to display them. We have color-coded all of the materials in the library/learning resource center so that students can access the information easily. All of the information is also recorded in a database that can be easily accessed



by students electronically. The library/learning resource center has an annual review of materials so that items can be discarded and new items purchased.

- 8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The College Directors are responsible for developing and maintaining up-to-date inventory of instructional resources. They hold an annual meeting with the faculty to discuss this inventory of instructional resources.

- 8.6 What is the budget for instructional resources (excluding personnel allocations)?

Three percent of the budget is allocated for the library/learning resource centers.

- 8.6.1 How is the budget determined?

The College Controller and the College President determine the school budget every year. Feedback is given by the library/learning resource center committee and is considered when reviewing the budget.

- 8.7 Describe the assessment strategy for library resources and information services.

Library/learning resource center assessment is done through the L/LRC committee. A review of materials by date and instructional or program value is considered. The assessment strategy also takes into account the demand for items by faculty, staff, and students.

- 8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Students receive training for the library/learning resource center in their English class. The instructor reviews the importance and relevance of the library/learning resource center and how it can be helpful for lifelong learning. Students also take a field trip to the local library.

- 8.9 Describe the facility where library and instructional resources are held.

Each campus has a separate library/learning resource center. It is provided for students to use as a study area and is considered a quiet area for student use, as well as for the purpose of library research. The library/learning resource center provides equipment for student use. Computers are located in the library/learning resource center for student use and individual desks with privacy panels are utilized for student concentration. The library/learning resource center also neatly contains the physical library holdings, periodicals, and equipment.

- 8.10 Describe any plans for improving instructional resources.

We plan to include more virtual library databases for students and instructors. Faculty requests are continually considered.

***FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS***

- 8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The Student Services Director is responsible for assisting students and faculty in the use of the library/learning resource center. A photo of the Student Services Director can be found in the library/learning resource center along with the hours of operation.

- 8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

There are no library assistants at this time.

- 8.12 Explain how the instructional resources serve the needs of the educational programs.



Instructional resources are in physical and also in electronic/virtual format. The faculty assign students projects that require them to use the library/learning resource center. This is done through the individual programs through the course syllabus.

8.12.1 How does the campus determine which reference works are acquired?

The College has a Library/Learning Resource Center Committee who determines what reference works are needed. The Committee works with the faculty to meet the needs they feel need met by program.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

One percent of the budget is allocated for library/learning resource center acquisitions.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Over the past three years, the budget has remained relatively the same for the library/learning resource center.

8.14.1 Explain.

The budget is set by the Controller and the President and it has been maintained at the same level.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

Reference materials and periodicals are housed in magazine shelf units that allow the periodicals to lay against the shelf and be seen by all students. The materials are filed by most recent date first.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

Faculty assign library/learning resource center projects so that students need to use the library resources made available to them. We provide physical resources and list the online resources in the library/learning resource center. Each program has a project that relates to their program of study.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

DuBois Campus has over 2,000 physical volumes; Huntingdon Campus has over 400 physical volumes; Oil City Campus has over 1,000 physical volumes; and the Philipsburg campus addition has 200 physical volumes.

8.17.2 Total number of online collections available

There are over 20 online collections available. Here is a listing of some of those sites:

OWL at Purdue University (Online Writing Lab) - <https://owl.english.purdue.edu>

For APA/MLA report formatting)

Library of Congress - [www.loc.gov](http://www.loc.gov).

PA state portal/Unified Judicial System -[www.portal.state.pa.us](http://www.portal.state.pa.us)

(civil & criminal docket information)

Pennsylvania Legal Research -[www.pennsylvanialegalresearch.com](http://www.pennsylvanialegalresearch.com)

(numerous government, court, law-related links)

Georgetown Law Library -[www.law.georgetown.edu/library](http://www.law.georgetown.edu/library)

(Tutorials on statutory, regulation, and case law research)



SCOTUS - [www.supremecourt.gov](http://www.supremecourt.gov)

Findlaw - [www.findlaw.com](http://www.findlaw.com)

USA Government - <https://www.usa.gov>

PA Dept. of Treasury - [www.patreasury.gov](http://www.patreasury.gov)

English Usage Rules-<http://www.grammarbook.com/>

A Guide to Grammar, Punctuation and Style -

<http://www.grammaruntied.com/>

A Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

Grammar Bytes - <http://www.chompchomp.com/>

Online writing support - <http://www.towson.edu/ows/>

Grammar Girl – Online tips - <http://www.quickanddirtytips.com/grammar-girl>

DuBois Public Library - [www.duboispubliclibrary.org](http://www.duboispubliclibrary.org)

[www.accesspa.org](http://www.accesspa.org) –

The Access Pennsylvania Database, a project of the Pennsylvania Department of Education and the Office of Commonwealth Libraries, is a web-based bibliographic union catalog and resource sharing guide to Pennsylvania library collections.

Commonwealth of Pennsylvania – [www.pa.gov](http://www.pa.gov)

Advancing Clinical Research – [www.medivo.com](http://www.medivo.com)

Prevention – [www.prevention.com](http://www.prevention.com)

Medical Information – [www.webmd.com](http://www.webmd.com) or [www.medlineplus.gov](http://www.medlineplus.gov)

[www.google.com](http://www.google.com)

[www.yahoo.com](http://www.yahoo.com)

[www.ask.com](http://www.ask.com)

8.17.3 Number of titles and/or online collections related to each program offering

30

8.17.4 Number of titles and/or online collections related to general education courses taught

15

8.17.5 Number of program-related periodicals to which the institution currently subscribes

18

8.17.6 Number of other periodicals available

25

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students are asked to "check out" the materials in the administrative office. The student's name is listed, along with the item borrowed. The student is asked how long they will need the material, and that is noted. The



materials are returned to the administrative office, and then the Student Services Director makes sure that all materials are returned to their proper location.

- 8.19 Describe how online resources, if any, are made available to students.

Online resources are available to students through the DBC wifi and through the DBC on-line course management system.

- 8.20 Describe how the campus monitors student usage of the library and instructional resources?

There is a sign-in sheet for the library/learning resource center. Visually you can see the access to the library/learning resource center just by walking through the hallway. The library/learning resource center seems to be a "hub" for student studying.

- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

The Library/Learning Resource Center Committee meets and works with faculty to determine library holdings, acquisitions, etc.

b. appropriate national professional organizations and societies, and

Faculty members hold professional memberships in organizations and materials are sent to us when requested by our instructors. These materials are kept in the library/learning resource center.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

Book publishers and employers assist us in online collections, books, and periodicals that are relevant to our programs of study. Some of the book publishers that we work with are: Cengage, McGraw-Hill, etc.

- 8.22 Describe any plans for improving the library.

Plans include updating the cubicle resources and equipment for our library/learning resource centers. Video resources and on-line materials are part of our library/learning resource center plans. The College is also hard wiring a dedicated WebEx room for students to communicate with other locations.

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS**

- 8.23 How does the professionally trained individual maintain his/her professional awareness?

- 8.24 How many hours a week does the professionally trained individual personally supervise the library?

- 8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

- 8.26 What system is used to catalog library titles?

- 8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

- 8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.



- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

***FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.
- 8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.



**SELF-STUDY QUESTIONS SUPPLEMENT****9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION**

**For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

**INSTITUTIONAL READINESS**

- 9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.
  - 9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.
- 9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).
  - 9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.
  - 9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.
- 9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery
  - 9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?
- 9.4 Who oversees the distance education and/or self-paced course/program curriculum?
  - 9.4.1 What are this individual's qualifications?
  - 9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

**ADMISSIONS REQUIREMENTS AND ENROLLMENT**



9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

9.6.2 How the student's privacy will be protected in the identity verification process?

9.8 Describe the orientation program for distance education and/or self-paced students.

### **CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY**

9.9 Describe how interaction between faculty and students takes place.

9.10 Describe how interaction among students takes place.

9.11 What is the student-teacher ratio for distance education courses?

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

### **FACULTY AND INSTRUCTIONAL SUPPORT**

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

9.14 Identify the platform used to deliver instruction.

### **RESOURCES AND EQUIPMENT**

9.15 What is the budget allocated to distance education delivery?

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

### **STUDENTS AND STUDENT SERVICES**



9.17 Describe the student services available to students taking coursework on-line.

***STUDENT EVALUATION AND PROGRAM ASSESSMENT***

9.19 How are students taking self-paced and/or distance education courses evaluated?

9.20 How is retention monitored?

9.21 Describe the placement services that are available.

9.22 Describe how student, faculty, and employer satisfaction are identified.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

**PUBLICATIONS**

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.









ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00012819	Institution Name:	DuBois Business College Oil City Campus			
Program Name:	Clinical Medical Assistant		Program Length (wks)	84	Credential Level	ASB Degree

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock						
	<input checked="" type="checkbox"/>	Quarter	15	lecture hrs	30	laboratory hrs	45	externship hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

\*DE = Distance Education

TOTALS				1,100.00	960.00	-	2,060.00	73.33	32.00	-	105.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
AC1101	Accounting I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
AC1106	Payroll Taxes	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS101	English I	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS102	English II	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS103	English III	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS104	English IV	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS116	Speech	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
GE6500	Professional Career Planning	N	N	20.00	-		20.00	1.33	-	-	1.0	
MA4106	Basic Mathematics	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2301	Medical Terminology I/Anatomy and Physiology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2302	Medical Terminology II/Anatomy and Physiology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2304	Medical Transcription	N	N	-	60.00		60.00	-	2.00	-	2.0	
MD2305	Medical Billing and Coding I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2306	Medical Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2307	Medical Terminology III/Anatomy and Physiology	N	N	60.00	-		60.00	4.00	-	-	4.0	
MD2308	Pharmacology	N	N	60.00	-		60.00	4.00	-	-	4.0	
MD2309	Medical Billing and Coding II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2310	Medical Ethics	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2311	Patient Care Lab I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2312	Patient Care Lab II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2313	Clinical Lab I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2314	Clinical Lab II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2315	Clinical Pharmacology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
PS5111	Psychology	Y	N	60.00	-		60.00	4.00	-	-	4.0	
RE1000	Personal Finance	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2116	Computerized Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2119	Records Management	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2204	Secretarial Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2110A	Keyboarding	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2111A	Document Formatting	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2112A	Document Processing	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2114	Business Procedures/Computer Database Concepts	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2115	Advanced Information Processing I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2118	Advanced Information Processing II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY3333	Computer Integration Techniques	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	





ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID: 00012819 Institution Name: DuBois Business College Oil City Campus
Program Name: Computer Systems Support Technician Program Length (wks): 48 Credential Level: Diploma

Identify the institution's unit of credit [SELECT ONE]
Clock Quarter 15 lecture hrs 30 laboratory hrs 45 externship hrs
Semester 15 lecture hrs 30 laboratory hrs 45 externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.
\*DE = Distance Education

Table with columns: Course Number, Course Titles, Gen Ed (Y/N), \*DE (Y/N), CONTACT HOURS (Lecture, Lab, Practicum, Internship, Externship, Clock/contact hours), ACADEMIC CREDIT HOURS (Lecture, Lab, Intern Extern), Total Credits Awarded, Insert credit adjustment less than calculated. Includes rows for CM2610-2630, EL4200, EN5101-5103, EN5116, LA4111, MA4106, MG6001, PSS111, RE1000, TY2110A, TY2120, TY2121.











ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID: 00012819 Institution Name: DuBois Business College Oil City Campus
Program Name: Office Assistant Program Length (wks): 36 Credential Level: Diploma

Identify the institution's unit of credit [SELECT ONE]
Clock Quarter 15 lecture hrs 30 laboratory hrs 45 externship hrs
Semester 15 lecture hrs 30 laboratory hrs 45 externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

\*DE = Distance Education

Table with columns: Course Number, Course Titles, Gen Ed (Y/N), \*DE (Y/N), CONTACT HOURS (Lecture, Lab, Practicum/Internship/Externship, Clock/contact hours), ACADEMIC CREDIT HOURS (Lecture, Lab, Intern Extern), Total Credits Awarded, Insert credit adjustment less than calculated. Includes rows for Accounting I, English I-III, Speech, Basic Mathematics, Psychology, Personal Finance, Records Management, Keyboarding, Document Formatting, Document Processing, Advanced Information Processing I, Computer Integration Techniques, Internet, Security, and Web Building.



## ACICS Application for Accreditation— PART II

### Future Plans for the Institution

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Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

#### DuBois Business College future plans—Huntingdon County Campus.

##### Personnel: Faculty and Administration

Huntingdon has a team of administration and faculty that get along quite well. Susan Ramey is the School Director and she worked with the former Director Jeannine Coursen for many years. Susan recently told me that even though she is able to retire, she would like to continue working. We are training Brad Moore and Lindsay Snyder Levy to complement Susan's Director duties, so that if and when she decides to retire we will be able to have trained administration. We are considering a promotion for Brad Moore. We want to offer more training to our medical staff such as more certifications.

Lindsay Snyder Levy is pregnant and her baby will arrive the beginning of 2016. We plan to hire someone to assist while she is on maternity leave. This position would be for office administration and would be part-time.

We are currently doing some cross-training with Directors and our Acting Directors by asking current School Directors to visit and work at the different campus locations. (In the state of Pennsylvania, we are required to have an Acting Director on school location while classes are being held, if a Director is not present.) The Acting Directors at each school location have received training from Pennsylvania Department of Education and we plan to have them become more familiar with ACICS by attending a workshop or conference.

##### Physical Plant and Equipment:

Huntingdon Campus will continue renovating the outside appearance of the College. Huntingdon's building has been renovated and we had demolished part of the building that we no longer needed. We plan to do some landscaping and add a parking lot paved area. We plan to establish and renovate Room 210 as the WebEx room for Huntingdon. This will allow us to provide cross training and be able to work with all locations.

Huntingdon has a large gymnasium and the community gymnastics, sports teams, and local sportsman use it for their activities. We plan to upgrade the heating units in the gymnasium.

##### Library/Learning Resource Center:

The Library/Learning Resource Center is considering a new system to computerize all of our school locations with materials. Right now, our L/LRCs are stand-alone by school location. Our IT team is working on some changes with regard to equipment and furniture. We work with Juniata College on so many items and the Library/Learning Resource Center is an area where they have been very accommodating. We plan to strengthen our efforts with them in areas that benefit both schools.

##### Admissions/Marketing:

Brad Moore met with Eric from Kegerris Billboard Company. Brad plans to propose a different option for our billboard advertising for the next two years.



## ACICS Application for Accreditation – PART II

### Future Plans for the Institution

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We are working with Flying Cork Company in Pittsburgh to do more digital marketing and plan to continue to seek new services from them.

We plan to change the way we visit high schools for presentations and for awards. We want to change the presentations that we currently use.

We will be doing some video and photo sessions to capture students and graduates from all school locations.

Graduation Requirements and Standards:

No planned changes or future plans.

Curriculum:

The Curriculum Chairpersons have finalized some changes. The program changes have been submitted and approved through the state, and we plan to finalize these by end of 2015. Curriculum is always being updated. Consideration is being given to Entertainment Production Business having a two part curriculum, which could cause it to become two programs. One would be graphic design with computer animation, the other would be computer animation and video/film.

The Daily News (Huntingdon's newspaper) plans to start a new feature: Students and the News. They plan to work with us to develop a school solution to reading and providing creative ways to help schools with reading solutions. We are on their board.

Student Body/Enrollment:

Huntingdon has seen a slight decline in their current population. The admissions team has been meeting to work on solutions. We are continuing to work with high schools and agencies. We are sending admissions personnel for more training. We plan to increase our workshop offerings in Huntingdon for people who just want some social type training, such as paint classes, Facebook for Beginners, digital photography, etc.



# ACICS Application for Accreditation – PART II

## Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

### INSTITUTIONAL PROFILE

#### INSTITUTIONAL INFORMATION

Name: DuBois Business College Huntingdon County Campus

Address: 1001 Moore Street, Huntingdon, PA 16652

ACICS ID Code: 00012824

Campus Classification: Main  Additional Location

If an additional location, please provide the following information:

Main Campus Name: DuBois Business College

Main Campus Address: One Beaver Drive, DuBois, PA 15801

Main Campus ID Code: 00011225

History of accreditation with ACICS and with other agencies:

DuBois Business College has been around since 1885. The College sought and received accreditation status in 1970. DuBois Business College was approached by President Robert Neff of Juniata College to bring DBC training to the Huntingdon County area. Juniata College offered to house DuBois Business College on their location, so that the community could benefit from our training. Comments from the team at Juniata College was: Juniata College students are training for liberal arts studies, pre-law, and pre-med but the local area needs DuBois Business College graduates with their job-ready skills. October 1996 we moved onto the Juniata College location and stayed there for several years until their enrollment and ours had increased. We moved down the street a few blocks and now share our building when Juniata College has a need. We have a big gymnasium, and our building is three stories high.

Brief history of the institution:

The DuBois College of Business accepted its first students in 1885. Records indicate it was the largest building in America devoted exclusively to commercial education. The founder and original proprietor of the DuBois College of Business was Mr. J. N. Woolfington. The original building was situated just north of downtown DuBois, near the present day Best Western Motel. Through the years, DuBois Business College educated many of the area's business leaders and professionals. In so doing, the College contributed to the success of many enterprises and communities in the region. That spirit of concern for professional and personal development continues to be reflected in the school's philosophy today. DBC has seen many changes in its 130 years. One thing that hasn't changed is the hard work ethic and sincere concern for all the students who come seeking a quality education and a brighter future. Over the years the College has grown.

The College moved to a new building in 1970 on Beaver Drive, where it exists today. An administrative center was added in 1983 for counseling, financial aid, administration, and video conferencing. In 1984, 3 apartment complexes were built for student housing. In 1991, conference room space was added. In 1992, DBC added two branch campuses in the areas of Huntingdon and Oil City, Pennsylvania. In 2005 the College transformed existing libraries into modern learning resource centers equipped with a certification center. In 2010 DBC expanded again and added an annex and a student café. The College changed ownership in 2001, and was purchased by 7 current DuBois Business College employees, all with 15+ years service to DBC. The Board of Directors and owners are: President, Jackie Diehl Syktich, (1982 DBC graduate and 35 years in DBC administration); Vice President, Karen Alderton, (32 years in DBC financial aid administration); Academic Dean, Mary Jones, (16 years DBC instructor and DBC administration for 17 years); Treasurer, Frank Burt, (33 years at DBC--25 years as DBC instructor); Carolyn Rhoades (17 years as DBC



instructor), Brenda Heschke (DBC graduate and 33 years as DBC instructor), Cathy Steiner (DBC graduate and 37 years as DBC instructor).

List of recent (past three years) complaints or adverse actions and current status:

DuBois Business College's last accreditation visit was 2008 and all three locations received Honor Recognition Status with ACICS with grants of accreditation for 8 years. In 2012 DBC submitted the ACICS Self-Study Interim Report. In 2014, Ms. Obi from ACICS visited the Philipsburg (additional location/learning site application) for review. All went well.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

The College has no contracts with other institutions or entities. DBC leases property from MoValley Economic Development Partnership in Philipsburg, for the additional location/learning site. DBC has various Articulation Agreements with other Colleges to allow DBC graduates easier access to transfer credit. Dual Enrollment Agreements are done with local high schools, in case a high school student could attend a class while still in high school.

List of international activities:

DuBois Business College has no international activities.

Description and scope of distance education activities: Hybrid  Fully Online

Participation in Federal Financial Aid Programs: Yes  No

## INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Susan Ramey became the Director for the DuBois Business College Huntingdon County Campus upon Jeannine Coursen's retirement in 2010. Terry Khoury became the Director for DuBois Business College Oil City Campus. Kathryn Brown (former Oil City Campus Director) retired in December 2014.

Change of Ownership: The College did not have a change of ownership.

Program offerings: Associate in Specialized Business Degrees: Accounting/Business Administration, Administrative Medical Assistant, Clinical Medical Assistant, Computer Applications/Management, Executive Assistant, Entertainment Production Business, Information Systems Support Technician, John Russo Movie Making, and Legal Assistant. Diploma programs: Accounting Assistant, Computer Systems Support Technician, and Office Assistant.

Curriculum: Some curriculum changes will be submitted within 2015.

Institutional delivery: DBC is anticipating offering less than 25% of the Entertainment Production Business program of study in an on-line format as an option.

Other changes: None.

## 1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment



outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

## MISSION AND OBJECTIVES

### 1.1 How was the mission developed?

The College has had a mission statement since 1885. Consultation with current administration and faculty, as well as input from our advisory board members, has allowed us to keep our mission statement current.

### 1.2 State the institution's mission and supporting objectives.

Our mission is to provide quality education that is effective for a successful business career. We will accomplish this through qualified professional instruction and the latest technical equipment pertinent to the business environment. Our results will be graduates with the marketable skills needed for gainful employment, good character, proper work habits, and technical knowledge.

WE BELIEVE that a private business college should give men and women effective training for business life, help them select careers in line with their natural aptitudes and desires, and assist them in obtaining satisfactory employment upon graduation.

WE BELIEVE that a private business college should take a personal interest in the welfare of each student and stimulate the development of good character and proper work habits.

WE BELIEVE that a private business college should combine the conduct of an educational institution and the operation of a business enterprise. It should pioneer in the development of teaching techniques and maintain with vigor and dignity the unique place a private business college occupies in our system of education.

WE BELIEVE that those principles have been largely responsible for the leadership in business education that DuBois Business College has provided to youth, adults, and industry since 1885.

WE BELIEVE that in designing the various programs of instruction the aim is to provide training broad enough to develop habits of clear thinking and sound judgment in the varied experiences of modern business. To this end technical training is the major part of each curriculum so that the graduate may be assured of having marketable skills needed in today's global marketplace.

#### 1.2.1 Cite where it is found in the catalog.

Page 4 of the DBC Catalog 2012-2015.

#### 1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The supporting objectives are specific to career-related education in that DBC offers skill-based instruction that is relevant to today's workforce. Technical training is the major part of each curriculum, which assures graduates that they will obtain marketable skills for today's jobs. DBC relies on specific computer training and requires several majors to have computers for work outside the classroom. All students are issued Nextbooks so that they can be connected all the time.

#### 1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The College administration believe in hands-on and technical skills that are relevant in the modern business office. Our objectives are to give men and women effective training for business life. We operate like a business. The College's classes are held Monday through Thursday from 8 a.m. to 4:15 p.m. We also operate on a business calendar system. We start our terms at the beginning of January, April, July, and October. We end our terms at the end of a business quarter: March, June, September, and December. Students attend year-round and the term breaks are short so that students can "touch the future faster," which is our motto.



- 1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.
- Our employees are role models and set good examples for our students and also the College overall by their standards as professionals. Faculty are committed to providing the students with the knowledge and skills necessary to be successful in a business career. The College has financially met the needs of the students by continuing to improve the facility as well as the equipment/furnishings of all of the DBC campuses. Financial resources are applied to improving the structure, equipment, and overall facilities in order to create and maintain an environment conducive to learning. DBC's management team is committed to serving our students and our employers--who hire our students, which contribute to the implementation of the school's mission. The management team surveys local businesses and consults our advisory board to assure that our students are obtaining the skills required for success in today's business environment.
- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?
- The mission statement and objectives are reviewed every year by the College employees when information is reviewed for the catalog, the website, and the Campus Effectiveness Plan. In-service sessions and advisory board meetings are examples when our mission and objectives are revealed and the relevance of today's student and our education are reviewed. The corporate management team also review the Mission and Objectives annually.
- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?
- The Pennsylvania Department of Education has strict guidelines for being able to award the Associate in Specialized Business Degree. We follow those guidelines by offering occupational specific content with 75 to 80 percent of the courses being vocational in nature. General education is important to the outcome of each degree program and we allow for 20 to 25 percent. Therefore, the administration meets with graduates each year to determine the effectiveness of all classes in each program of study. Surveys, advisory board meetings, meetings with publishers, employers, and teacher job shadowing give us insight as to the coursework necessary with which to give balance to the overall education within our programs.
- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.
- The mission statement is a critical part of steering DBC. Any change that is made to the mission statement is not taken lightly and is reviewed over and over again. We need to be certain that the change is important enough to change our mission. Changes are continually being done through short-term goals and long-term goals. Currently we are satisfied with our mission statement and objectives and have no plans to change our stated mission or objectives.

## INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?
- The campus effectiveness plan is developed with input from all employees. The initial writing of the CEP was done by Jackie Syktich, President/CEO. She reviewed the CEP with the corporate management team and through this collaborative effort and teamwork the current plan was written. All of the DBC locations operate with the same campus effectiveness plan. The CEP is a guide/map for the College administration to maintain and document the overall effectiveness of the College.
- 1.7.1 Who is responsible for implementing and monitoring the plan?
- Jackie Syktich, President, is responsible for implementing and monitoring the plan.
- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)



Year:2014      Rate:91% P/76% R DuBois Campus; 72% P/85% R Huntingdon; 20% P/85% R Oil City  
Year:2013      Rate:89% P/87% R DuBois Campus; 80% P/93% R Huntingdon; 80% P/83% R Oil City  
Year:2012      Rate:92% P/86% R DuBois Campus; 83% P/79% R Huntingdon; 71% P/83% R Oil City

Explanation (if necessary)

We use the spreadsheet that is provided by ACICS for the Campus Accountability Report.

- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The majority of DBC graduates/completers want to work within one hour of their hometown. We are proud of our ability to continually improve our local labor market with quality, well-educated graduates. We want to always improve our retention rates and we are able to manage that through our admissions process, entrance assessment, and orientation process. We want students who choose to attend DBC to understand that they need to have a vision to be a DBC graduate! At every orientation we ask the students if they were referred by a DBC graduate or student and 70 to 80 percent say YES.

- 1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 78                      Placement: 85

- 1.10.1 What factors were taken into consideration when developing these goals?

The corporate management team considered the placement rates over the five year period and were pleased with student and graduate surveys. The Career Services Director feels confident with the job opportunities and the amount of job requests that she has been receiving that we will be able to maintain and meet the 85% placement rate. In meeting with the Academic Dean and her meetings with faculty, concern is a factor with retention. We have noticed that several prospective students and students currently attending DBC have attended two and three colleges before coming to DBC. We are being conservative with our retention rate, since there seems to be a trend with some of our younger traditional student population to just quit attending.

- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

We added support from two DBC employees for follow-up with placement assistance. Pam Hertlein and Tony DeStadio have contacted students and employers and spoken with graduates about their employer and job duties. We continue to monitor the attendance reports submitted daily by instructors. Fortunately we are a small school so faculty know their students and refer students at risk of succeeding to the Academic Dean or Director immediately. Before a student begins their training at DBC, there is an orientation process that covers retention and placement and its importance. We also do a behavioral assessment (DiSC) with each student to help understand their learning style. We feel that this helps contribute to successfully retaining students when you understand their style.

- 1.12 What data are utilized to evaluate the following elements:

- a. Level of graduate satisfaction

We survey all graduates and share this information with faculty and administration. We also annually invite our graduates to attend an advisory board meeting where the College administration and Advisory Board members get to ask questions to the graduates about the success and their overall satisfaction with the education they received and whether it applies to their employment.

- b. Level of employer satisfaction



Students are required to take the Professional Career Planning class. One of the components of that class is to do career job shadowing hours. Students must submit a written document from the employer for review by the instructor. This information is reviewed by the Career Services Department and College Directors.

c. Student learning outcomes

Prior to beginning training at DBC students are required to take entrance assessments. One assessment is for basic math and English comprehension. The other assessment is a Wonderlic Test which evaluates their ability to reason and learn. Students are also given advanced placement examinations to determine the classes in which they will begin their studies. Once in class the College administers midterm examinations, and midterm deficiencies are given to students who may need more assistance. Finals and/or class projects are given and reviewed each term over term break by the administration to review how students are progressing and maintaining academic progress. Our computerized school administration system (CSA, which stands for Creative School Applications) gives us sophisticated reports to review student learning outcomes. Curriculum Chairpersons review outcomes and academic issues with the Academic Dean.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Graduate surveys are reviewed with faculty for overall effectiveness of the graduate's training and to analyze career employment expectations and the graduate's preparedness.

b. Satisfaction of employers

Employer feedback and surveys are reviewed by administration. The Career Services Department uses the data to assess what employers want, and whether we are meeting those needs. Teacher job shadow reports are reviewed with administration to make decisions on curriculum relevance and its role in the education process.

c. Student learning outcomes

Curriculum Chairpersons review outcomes and academic issues with the Academic Dean. Administration reviews the school's computer generated reports and evaluates the overall student learning outcomes. This information and data is shared with faculty and administration at in-service break-out sessions.

1.13 How is the campus effectiveness plan evaluated?

At the end of every term, the College Directors meet to review student outcomes, placement goals, student satisfaction, and graduate surveys, as well as employer surveys. This input is used to evaluate the campus effectiveness plan.

1.13.1 What is the schedule for evaluation?

Evaluation is done each term; however, a formal review is done annually by the corporate management team.

## 2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.



- 2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

DuBois Business College campuses are private, co-educational colleges of business. DuBois Business College, Incorporated, is a profit-making corporation in the Commonwealth of Pennsylvania, overseen by corporate officers/board of directors. See page 6 of the DBC Catalog 2012-2015.

- 2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

Each employee is given an Employee Handbook Package, which describes job description, job duties, benefits, etc. Along with this information is the Organization Chart. The chart outlines the entire corporation and lists each employee and his/her title. The organization chart is also posted on the employee bulletin boards. Job descriptions are on file. We have a board of directors and a corporate management team:

Board of Directors:

Jackie Syktich, President

Karen Alderton, Vice President

Mary Jones, Secretary

Frank Burt, Treasurer

Brenda Heschke

Carolyn Rhoades

Cathy Steiner

Corporate Management Team:

Jackie Syktich, President

Mary Jones, Academic Dean

Sue Ann Matia, Student Services Director

Karen Alderton, Financial Aid Director

Gail Urban, Director of Finances

Susan Ramey, Huntingdon County Campus Director

Terry Khoury, Oil City Campus Director

Steve Wolfe, Chief Technology Officer

Barbara Martini, Corporate Career Services Director

Faculty and staff are reviewed annually by the President and Academic Dean. Formal and informal evaluations are done also throughout the year.

- 2.2.1 How is this documented?



Employees are asked to sign verifying that they have received the Employee Handbook Package. A copy of this information is kept in the employee's file.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The College Directors oversee the entire school operation. The Academic Dean oversees the instructional staff on academic issues. The College does an evaluation of the school and classroom instruction via a quarterly survey form given to each student. The administration reviews the forms. We also have classroom observations, announced and unannounced. The staff is monitored on a daily basis with regard to work performance. Formal and informal evaluations are given based on employee years of service and with regard to job position. The College also has employees complete a self-evaluation form that is reviewed by the College Director, and then the President.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The College faculty and staff are required to read and comply with the Staff and Faculty Handbook. Both faculty and staff members must exemplify a high level of professional integrity. The College administration ensures this level of professionalism through student feedback and by offering training through in-service sessions. The faculty and staff belong to various professional organizations and attend seminars relating to their specific duties. DBC believes in professional growth for employees. We have partnered with The Pacific Institute and have implemented their Strategies for Success plan. We have been working with them for over 11 years. In-service training sessions provide employees with an understanding of professional integrity issues and the break-out sessions allow the faculty to give input and decide instructional policy and to suggest changes to curriculum. Our Advisory Board meets with faculty and staff once a year by attending the summer term in-service day. Faculty and staff are asked to provide input to the employee handbook, DBC catalog, DBC website, curriculum, DBC policy, and course syllabi. The Academic Freedom Policy is in the DBC employee handbook.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

Faculty members are free to exercise academic freedom as described in the Faculty and Staff Handbook while operating within the structure developed by the College.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

Page 58 of the DBC Catalog describes the policy. This is given to all students and is reviewed at the admissions appointment and orientation.

2.7 Describe any plans for the improvement of the organization.

The College has moved some of the administrative offices to allow for a workflow that is more efficient. Continued administration tasks are reviewed with employees. The College administration has added Acting Directors and have sent them for training with the Pennsylvania Department of Education. Our goal is to make sure that we have employees who can cross-train so that we have qualified and trained administration while providing for future advancement of other administrative staff when an opening or opportunity arises within the organization.



### 3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The Chief Executive Officer is Jackie Diehl Syktich who is on-site and has been with the College since 1980. (She is a DuBois Business College graduate!) During her 35 years of service with DuBois Business College she has had the opportunity to work and be involved in every department of the College. She began her career at DBC as the Administrative Assistant to the President. Over the years she worked in the admissions department, placement department, financial aid department, faculty/academic liaison, and then was promoted to Acting Director. She then became Corporate Director in charge of all campus locations. For the last 15 years she has been the President/CEO of DuBois Business College. Jackie is a graduate of DuBois Business College; attended Liberty University; 1987 graduate AICS Leadership Training Institute for School Administrators in Virginia; RULE Leadership Graduate (2005-2007) Penn State University; Anstine Republican Women's Leadership Program graduate (2012-2013). Jackie was also appointed by the Governor to be a Board member of the State Board of Education, Pennsylvania Department of Education in Harrisburg, Pennsylvania. She serves on the PA Department of Education's Executive Committee and Review and Recommendation Committee. She also has been a Chairperson for the PA Department of Education's Degree Granting Division, Degree Evaluation Teams.

We have School Directors at each school location. The Pennsylvania Department of Education requires private licensed schools to have a Director and/or Acting Director on location when school is in session.

The School Directors are:

DuBois Main Campus: Jackie D. Syktich, President; Gail S. Urban, Acting Director; Sue Ann Matia, Acting Director, and Rachel J. Syktich, Acting Director.

Huntingdon County Campus: Susan Ramey, Director; Howard Divins, Acting Director; Lindsay Snyder, Acting Director; and Brad Moore, Acting Director.

Oil City Campus: Terry Khoury, Director; Andrew Motter, Acting Director; and Rebecca Rhoades, Acting Director.

Philipsburg Campus Addition: Janice Pepperday, Acting Director; and Jaye Navasky, Acting Director.

Each of these employees must meet the criteria for working in school administration and supervisory experience for a combination of at least 3 years.

Qualifications are listed for each:

Jackie D. Syktich, 35 years in school administration/supervisory experience.

Gail S. Urban, 28 years in school administration/supervisory experience.

Sue Ann Matia, 17 years in school administration/supervisory experience.

Rachel J. Syktich, 5 years in school administration/supervisory experience.



Susan Ramey, 18 years in school administration/supervisory experience.  
Howard Divins, 14 years in school administration/supervisory experience.  
Lindsay Snyder, 5 years in school administration/supervisory experience.  
Brad D. Moore, 4 years in school administration/supervisory experience.  
Terry Khoury, 11 years in school administration/supervisory experience.  
Andrew Motter, 8 years in school administration/supervisory experience.  
Rebecca Rhoades, 3 years in school administration/supervisory experience.  
Janice Pepperday, 6 years in school administration/supervisory experience.  
Jaye Navasky, 6 years in school administration/supervisory experience.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Programs are reviewed and discussed annually. When the catalog is being reviewed, all faculty members are included in the evaluation of programs of study. Curriculum Chairpersons receive information from faculty within their programs. We invite our book publishing companies to come in and meet with employees and spend time regarding industry trends, new programs, career and industry outlook, books, materials, etc. Speaker's Term is held every Spring Term. Industry guest speakers come in to talk to students, faculty, and staff about business and expectations in the work world. The Advisory Board meets with faculty and discusses program objectives and outcomes.

b. Student activity programs

The students at all campuses have a "common time" in the middle of the day to be used for lunch, extra-curricular student activities, and school clubs. There is an advisor assigned to each student activity/club. We have many students who commute to our school, so we do most of our activities at their convenience. We have a Student Council, which is a student government--or voice to our administration. Some of our other student organizations include: Sorority--Delta Beta Chi; Fraternity--Sigma Delta Phi; Christian Fellowship; Student Newspaper; etc. Students enjoy activities such as the Christmas Dinner/Dance; Fraternity Breakfasts; Game Nights; etc. The clubs participate in educational field trips as well as fun activity trips. Students raise money and volunteer their time for charitable non-profit agencies such as Make-a-Wish, American Heart Association, Agape Community Services, Pentz Run Youth Services, etc. The College administration has an Awards/Appreciation Party each term. Entertainment and food are provided to all students. Recognition and awards are given to students with leadership roles in the Clubs and to the graduates who will be leaving at the end of the term.

c. Guidance services

Admission guidance is done through the admissions department. All students are required to visit the College and observe classes. We like for the students to meet with faculty, students, and participate in the day's events.



Academic guidance is done through our computerized school system, which allows us to monitor students who need to improve their grades or may need to adjust their schedule load. The Academic Dean oversees the midterm deficiency process, satisfactory academic progress, and finals. Midterm evaluation is completed and deficiencies are provided to students in writing. Students are asked to meet with their instructor for guidance regarding midterm deficiencies. Tutoring/extra help is made available to students via the instructors' office hours. We also have a peer student/tutor system available. Students not making satisfactory academic progress meet with our administration to ensure their success; mandatory tutoring is also required of all students with a QPA of less than 2.0.

Orientation is required for all students prior to entering classes. The administration reviews the catalog and student handbook items so that students are aware of the rules of the school, as well as understand their program of study. Review of computer technology is also done.

Counseling services are available at all school locations for students who may have personal issues for which they need assistance. These services are outlined in their student handbook based on school location.

d. Financial aid services

Financial aid services are provided to all students at each campus. The Corporate Financial Aid Director is at the main campus. There are three financial aid advisors who can offer student financial aid support. The College also uses a servicer for financial aid, which is Student Aid Administrators.

e. Instructional procedures

Instructional procedures are reviewed with the faculty through the Academic Dean and via faculty meetings. Minutes are kept of all faculty meetings and are reviewed with instructors who were absent and also new instructors. Lesson plans are submitted by each instructor and kept on file. Faculty members work closely with each other in exchanging procedures. The Academic Dean oversees the faculty and coordinates the various departments. Cathy Steiner is the mentor instructor for all faculty members. There are Curriculum Chairpersons for program areas: Cindy Neville, Medical; Steve Wolfe, IT and EPB; Darren Kite, Industrial Design Technology; Bobbi Spigle, Executive/Legal/Office Administration/General Education; Howard Divins, Computer Applications/Management; and Dr. Helen White, Accounting/Business Administration.

f. Instructional resources

The Library/Learning Resource Center committee coordinates these services. Jackie Syktich and Sue Ann Matia are in charge of the Main Campus Library. Susan Ramey and Lindsay Snyder are in charge of the Huntingdon County Campus Library. Terry Khoury and Rebecca Rhoades are in charge of the Oil City Campus Library. New textbooks, computers, software, and other materials are given to the instructors for review and possible adoption/purchase. Publishers meet with our school personnel regularly.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

We do not list degrees for professional staff in our catalog, only our instructional staff, and we can verify their degrees through the copies of their official transcripts that are kept on file at each school location.



3.4. What records are kept relative to the following areas:

a. Financial aid activities

Complete financial aid records are kept on file for each student. Each student has a special financial aid folder. These written financial aid records relate to all institutional, federal, state, private aid applicants and recipients. We also have a computerized school administration system, CSA, which allows for our administration to have access to this data in an electronic format. We also work with SAA, Student Aid Administrators, who is our financial aid servicer.

b. Admissions

We use a computerized school administration system called CSA to track and record all admissions data.

c. Curriculum

The computerized school administration system, CSA, maintains and updates our curriculum as needed.

d. Guidance

Instructors, admissions, financial aid, and other professional staff members provide guidance to students on a continuing basis. We have an open door policy, as well as a suggestion box for all students. Each campus has access to a professional counselor that can be referred to in special counseling situations. This information is listed in the student handbook.

e. Library or instructional resources

Library and instructional resources are kept on file. Each individual book is coded for proper inventory. A computer system is in the library for students to access books. Each campus location has access to the local public library, and as Pennsylvania residents have access to these libraries. Our instructors assign library/learning resource projects as part of the syllabi.

f. Instructional supplies and equipment

Instructional supplies and equipment records are maintained with serial numbers or other data required in the administrative office. Inventories of equipment and classrooms are also kept for insurance purposes.

g. School plant

School plant information (blueprints, electrical plans, etc.) is kept on file in the administrative office. Most of this information is also duplicated and kept in fireproof files with corporate records at the main campus.

h. Faculty and staff

Individual faculty and staff records (official transcripts, applications for employment, personnel forms, etc.) are kept in the administration office. Every DBC employee has a file that is kept at the main campus location.

i. Student activities

Student clubs and organizations each have an advisor. Minutes are kept of the meetings. Treasurer reports are also done. Those records are submitted to the office by an officer of the



organizations and a copy is kept with the advisor. One checking account is used at each school location and is held by the advisor, along with another school official.

j. Student personnel

We do not have any students working for any of our College locations, nor do we have a College Work Study program.

k. Campus Accountability Reports

Campus Accountability Reports as well as the former Annual Institutional Reports are kept at each school location along with the backup data. Main Campus in DuBois has copies of all CAR reports, and AIR reports for all locations. Our computerized school administration system also has all of this data electronically stored.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Individual student folders are kept in the administrative offices in fireproof file cabinets. We also have student data stored electronically. Administrative personnel have access to the areas in which they are assigned. These files are networked for all school locations. Main campus personnel have corporate responsibility for placement, admissions, scheduling, and student grade information.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

We do not admit students under an "ability to benefit" determination.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

During the admissions process, it is explained that all students must show evidence of a high school transcript or the equivalency, GED. This information is collected and verified before a student can obtain admission to begin studies at DuBois Business College. Students with other postsecondary education are required to submit evidence of those credits so that transfer credit can be evaluated for scheduling, as well as financial aid purposes.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

The Admissions Director verifies that the school is recognized by the State Department of Education or that the school is accredited and/or recognized by the United States Department of Education.

3.7. What grading system does the campus employ to indicate student progress?

DuBois Business College Grading System

Grades and Quality Points

93-100%	A	Excellent	4 points
85-92%	B	Good	3 points
77-84%	C	Average	2 points



70-76%	D	Below Average, but not failing	1 point
69%-below	E	Failing	0 points
	W	Voluntary Withdraw	0 points

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Quarter credit is awarded for each class. We use the measure of 15 lecture hours equates to one credit and 30 lab hours equates to one credit.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

We have a computerized school administration system, CSA, that maintains all student records electronically. We also have paper copies of student records maintained in folders, which are kept for over 50 years, along with the electronic copy.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is identified on the student transcript and is identical to the one in the school catalog.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Our student records and reports are kept in fireproof files. The computerized school administration system, CSA, is backed up daily. The material is also replicated off-site to ensure it is safe.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

The computerized school administration system, CSA, is backed up daily. The material is also replicated off-site to ensure it is safe.

3.9. How long are student records maintained by the campus?

The College was established in 1885, and the college still has those records. Our current computerized school administration system has archived records since 1980, and we have them electronically available to administrative personnel.

3.10. Describe any plans for improvement in the administration.

Fortunately, we have a core group of administration who have worked at DuBois Business College 10 plus years. This has created an atmosphere of energy and security among the co-workers. We do not plan to make any major changes.

We have added an Academic Dean Liaison position for a teacher who taught for many years at DBC and had wanted to retire. We asked her to work with each campus in the area of academic administration to ensure consistency among the school locations. This position is part-time, and is working well.

We have also emphasized cross-training among our school locations, and have asked employees to work at other locations for consistent school administration.



We continually seek to improve the quality of leadership among our campus locations by selecting employees to attend leadership programs that are one to two years in length. We also have promoted from within our employees so that advancement can be obtained.



## 4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

### ADMISSIONS AND RECRUITMENT

#### 4.1 What is the admissions policy?

Academic qualifications are important; but equally important are motivation, character, attitude, initiative, willingness to work, and a desire to succeed.

Each candidate for admission is considered individually on merit and potential. High school graduation or its equivalent or GED is the basic requirement for admission. Other factors such as high school transcripts, rank in class, attendance, and personal evaluations are carefully considered. Through career counseling most applicants can be directed into programs where they will obtain employable skills.

Students are encouraged to visit and tour the College, as well as observe classes, so that they may better understand what is expected. Students may observe classes free of charge.

All students are required to take and to pass an entrance assessment. In addition students wishing to enter the Clinical Medical Assistant program must successfully complete a physical examination, have adequate immunizations, and pass a criminal record background check.

Students who come to DBC and have prior post-secondary training must submit their official transcripts to the College. DBC's policy is to review all course descriptions, and DBC reserves the right not to accept credits that are more than ten years old; however, determination is made on an individual basis.

##### 4.1.1 Does the policy differ based on the credential awarded or program of study?

Yes, as described above, the Clinical Medical Assistant program has different requirements.

##### 4.1.2 Explain how the admissions policy adheres to the institution's mission.

DuBois Business College expects students who are wanting to enroll at DBC to be able to express their desire to complete their education. The admissions team is diligent about meeting with the prospective student two to three times prior to the student applying to attend. This is in line with the mission statement in which we take a personal interest in the welfare of each student.

#### 4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not applicable. We do not enroll ability-to-benefit students.

#### 4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

Upon receiving the Application for Admission, an individual file is started for the prospective student. There is a SOP (Standard Operating Procedure) label that is started to ensure that each student's file has the necessary entrance counseling, admissions assessments, high school transcripts, GED scores and/or diploma, and college transcripts if applicable. Once the student has completed all of the necessary requirements, the admissions team determines the basis for which the student may or may not be accepted. Upon acceptance, attendance at



orientation, and all completed necessary paperwork, the student is ready to start in the term for which they chose to enroll.

4.4 Describe the student recruitment program.

The admissions department visits high schools, open houses, career fairs, college fairs, etc. They also visit with agencies who assist students in the education process, such as Office of Vocational Rehabilitation, CareerLink with WIOA, and Chambers of Commerce. Students expressing interest in learning more about DuBois Business College speak to an admissions representative. At that time an appointment is normally scheduled for the student to visit the College and speak with the admissions department, take a tour of the school, meet with students, faculty, and staff. The student is asked to review the information, speak with family members and friends, and is then scheduled to observe classes to better understand the education at DBC. The school catalog is reviewed with the student as well as their program of study. They are also scheduled to complete their entrance assessment, and to meet with the Financial Aid Department and Career Services.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

The Admissions Director trains the admissions team. Admissions meetings are held to discuss programs, catalog, and materials used in the admissions department. Admissions personnel are compensated like all DBC employees, which is a monthly salary.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

Students who come to DBC and have prior post-secondary training must submit their official transcripts to the College. DBC's policy is to review all course descriptions, and DBC reserves the right not to accept credits that are more than ten years old; however, determination is made on an individual basis.

4.6.1 Where are these policies and procedures published?

DBC Catalog page 55.

4.6.2 Describe any articulation agreements with other institutions.

We have Colleges and Universities that have articulation agreements with DuBois Business College such as: Indiana University of Pennsylvania, University of Pittsburgh, St. Francis University, and some have informal agreements where they will work with students on an individual basis. We have several schools send an admissions representative from their school to visit DBC students and explain the options that are available for transfer of credit to continue their postsecondary experience upon their graduation from DBC.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

We have bulletin boards at our school locations that describe the colleges and universities that work with students on continuing their education and transfer of credit.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Students either meet with the Admission Representative from the "future" school, or they meet with DBC School Director or Academic Dean. Students are asked to visit the prospective "future" school to discuss their class schedule and expected completion.

#### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

President Jackie Syktich, and Academic Dean Mary Jones are the individuals who review all student SAP progress. There is a computerized school administration system that refers students to SAP monitoring. This



list is reviewed every term for every school location and for every student. The President has been with the College administration for 35 years, and the Academic Dean has been with the College for 30 years, as a faculty member, department chairperson, and then in administration.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Standards of academic progress are found on pages 52 and 53 of the DBC catalog. At the end of each term, all students transcripts are reviewed for completed classes, grades, and credits attempted. DBC's computerized school administration system software alerts the DBC administration of any students that may be in jeopardy of not meeting SAP.

4.8.1 Who reviews the student's records and advises the student?

The President and Academic Dean review each student record, then meet and discuss the matter with the individual school location Director, at which time a determination and plan is discussed. The Academic Dean and/or School Director advises the student.

4.8.2 Who monitors probation?

DBC President and Academic Dean.

4.8.3 How is attendance verified?

DBC has a Computerized School Attendance system that is on-line and can be viewed by all students through their user name and password. Faculty members are responsible for taking attendance and entering the information electronically through the DBC attendance system.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

We rely on CSA, to calculate the GPA and course successful completion. We also manually review 10 to 20 percent of the student population randomly to ensure accuracy.

## FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

DBC scholarships are offered and are listed in the DBC catalog on page 44.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Pennsylvania Department of Education, State Board of Private Licensed Schools, must approve tuition and fees prior to publication of our catalog. Pennsylvania Department of Education School Program Profiles are on file at each school location. Tuition and fees are listed in the DBC catalog on pages 42 and 43.

4.11 What are the refund policies and procedures?

DBC's refund policy is stated in the DBC Catalog on page 43 and is in accordance with the Pennsylvania Department of Education, State Board of Private Licensed Schools; and the United States Department of Education Title IV regulations and also ACICS.

4.12 What are the qualifications of the financial aid officer?

Karen Alderton is our Financial Aid Director. She has been with the College for over 30 years in this capacity. She is very knowledgeable in areas of financial aid. We also use a financial aid servicer, which is Ruth Chrismore from Student Aid Administrators.



4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The financial aid team is expected to attend workshops, watch webinars, and to be active in financial aid organizations, in order to be successful at DBC.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

Entrance and exit counseling with students is done by the financial aid team. The financial aid team also meets with each student to review their cost breakdown by term for their program of study.

4.13.1 What is the cohort default rate for the last three years?

Year: 2011      Rate: 9.5

Year: 2010      Rate: 7.8

Year: 2009      Rate: 6.8

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

We do not have a cash discount policy.

## STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

The College has a formal orientation session for all incoming students each quarter. We review the catalog, student handbook, review policies and procedures, and want them to get to know one another prior to attending classes. Financial aid personnel discuss the costs of attendance, grants, and loans. Career Services personnel discuss graduation services and assistance with placement and the professional career planning class. Administrative and admissions personnel discuss programs of study, class schedules, class times, and the school calendar. Students have the opportunity to take advanced placement examinations on orientation day also.

Each faculty member has a brief orientation with each student at the start of each term in each class to cover the class syllabus. Each campus has counseling services available to all students and employees. Students are asked to meet with particular staff members if the counseling that is necessary deals with scheduling needs, financial aid information, placement, academic progress, etc.

4.16 Describe all academic and personal counseling services offered.

DuBois Business College offers academic counseling throughout the student's education that would include: Student Services, Career Services, Academic advisement, and the school Director. For students who have personal counseling needs, the College subcontracts with a Counseling Service and pays for the counseling that is needed by the student.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

The Counseling Service provides us with counselors with backgrounds in many areas of counseling as well as counselors with practicing degrees and/or licenses.

Academic counseling is done by the Academic Dean and administrative staff that have been trained and have an understanding of the College's academic schedules, policies and procedures.

4.17 Describe the retention program.

Retention is key to all schools. It is important to understand what assistance can be given to help students complete their goal. We are a small school so we have the ability to meet with all of our students and discuss their career goals. We track attendance for each student and contact them if we see that they are missing



classes. The admissions team is responsible for talking with students to make sure all is well. We have an open door policy and our administrative staff interact with students to make them feel at ease at DBC. We also monitor the student's academic progress. Faculty alerts the Academic Dean or School Director in cases where they feel that a student is not doing well academically or personally. Classroom surveys are completed throughout the school year to better assist us with student satisfaction.

4.18 Describe employment services offered to students.

We have a Professional Career Planning class that students are required to complete when nearing graduation. This class reviews their career goals, resumes, cover letters, and the interview process. Part of the class is a mock job interview, which is scheduled for each student. Students are required to complete the professional etiquette portion of the class and attend a luncheon where business manners and dining etiquette are discussed. We have a Career Services Director who assists students and employers with the employment process.

4.18.1 Describe how placement verification is documented.

The Career Services Department meets with all school directors and reviews the graduate's placement paperwork. Surveys and contact with each graduate is done so that we know what is happening with each of our graduates. We meet with employers, contact graduates and alert them to jobs for which they would be qualified. We then do follow-up to make sure the job search process is going well. We deliver resumes, connect with future employers in scheduling interviews, and promote our graduates to local businesses.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Graduates are given surveys to complete. The Professional Career Planning class is designed to assist students in the job search process. Surveys are submitted to employers for feedback. Our Career Services Director has been with DBC for many years and is very knowledgeable in meeting the needs of employers. Our Advisory Board meets with graduates one time a year to discuss their education and whether or not they are using their education in their jobs.

4.20 Describe the programs of extracurricular activities, if any.

We have Student Council organizations at each school location. The student council is the student voice for all students. Minutes are kept of meetings and treasurer's reports are filed. The club officers meet with the Director of each school to discuss ideas/suggestions. All students are able to hold membership and are encouraged to attend meetings. The meetings are held during the common lunch time at each school so that all students are available. Each club has a faculty or staff advisor. The clubs are active in raising funds for local charities. Club activities include: Christmas formal dinner/dance; baseball games, Hershey Park Amusement Park, Waldameer Water Park, Cook Forest State Park, etc. The student clubs and organizations organize trips to Washington, DC, and to New York City.

We have had student sports teams such as: Softball, basketball, volleyball, flag football, and bowling.

DBC has been the recipient of the Community Cup Award from our local Chamber of Commerce. We have also been the recipient of the prestigious Pennsylvania Association of Private School Administrators Award for Community Service.

4.21 Describe any areas needing improvement in the area of relations with students.

We are pleased with relations with students. We would like to see more activities such as team sports. With decreased enrollment it has been more difficult for students to get teams organized.



## 5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

### PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

We are pleased with the quality training that we offer to DuBois Business College students. Our faculty and staff take great pride in their work and are truly committed to seeing our students succeed. Each program is designed to enable the student to gain core program knowledge and skills, while developing knowledge in general education that is useful to the student. As our mission states: We offer programs with an occupational objective that will allow students to gain employment.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

Our current programs are listed in our Catalog, pages 18 to 30. Each class has a syllabus which lists the lecture/lab content, total hours and credits, and the expectations within the class. Our programs are taught as on-ground lecture and laboratory resident instruction.



The following are Associate in Specialized Business Degree programs:

#### Accounting/Business Administration

The Accounting/Business Administration program is designed to provide a specialized education to prepare students for various positions in the field of accounting. Students learn accounting for proprietorships, partnerships, corporations, etc. Emphasis is placed on Cost Accounting, Accounting Concepts and Principles, Excel Spreadsheets, and Computerized Accounting software. Students also take a variety of business administration courses such as Management and Marketing. In the Business Administration Simulation course emphasis is put on building students' entrepreneurial skills via teams that select a business, research and perform financial analyses, write a business plan, and conduct a market-feasibility study. Students are prepared for potential careers in government offices, accounting offices, and payroll offices, with positions as accountants, payroll supervisors, bookkeepers, accounting assistants, accounting clerks, etc.

#### Administrative Medical Assistant

The demand for well-trained administrative medical assistants has grown rapidly in recent years. This specialized curriculum is designed to provide complete professional training in all facets of managing an administrative medical position in a physician's office, hospital, clinic, medical or surgical supply company, nursing home, home health agency, or insurance company. Students in this major learn medical office administration, including skilled subjects such as ICD-10-CM diagnostic coding, CPT-4 procedural coding, and step-by-step insurance form completion. Special attention is given to the medico-legal aspects of the profession including communication procedures and patient/doctor office relationships. Information processing and storage and retrieval of medical records is covered. Students learn proper computer procedures as part of this program.

#### Clinical Medical Assistant

The Clinical Medical Assistant program combines clinical procedures with office skills. The specialized curriculum provides complete professional training for managing an administrative medical position in a physician's office, hospital, clinic, medical or surgical supply company, nursing home, or home health organization. Students learn all facets of medical office administration, including ICD-9-CM diagnostic coding, CPT-4 procedural coding, and step-by-step insurance form completion. Special attention is given to medico-legal aspects, communication procedures, and patient/doctor office relationships as well as information processing and storage and retrieval of medical records. Clinical lab classes develop skills that allow graduates to perform in clinical areas of health care as a clinical or administrative assistant. Clinical lab classes include training in OSHA and HIPAA compliance, patient care, specialty examinations and procedures, minor office surgery, diagnostic testing, phlebotomy, infection control and patient teaching. Demand for well-trained medical assistants has grown rapidly in recent years; expectations are that the profession will continue to expand.

#### Computer Applications/Management

The Computer Applications/Management program offers a dual focus in business management and computer software applications. Graduates of this program qualify for a wide variety of positions such as entry-level managers, fiscal assistants, supervisors, computer operators, and printshop technicians. Students with this major pursue careers in many different fields, including retail, hotel-restaurant, business, manufacturing, construction industries, insurance, and education. The Computer Applications portion of the program is designed to provide a working knowledge of popular computer software programs such as Microsoft Office to perform word processing, spreadsheet, database, graphics, accounting, and web page design tasks. In addition to extensive software skills, students receive instruction in management, accounting, and marketing. The combination of computer and management studies makes this a versatile major that offers students a well rounded, highly useful skill set.

#### Entertainment Production Business



DuBois Business College was one of the first colleges to develop a comprehensive program integrating graphic design and computer animation. This program provides a combination of skills that can lead to professions in industries as diverse as web design, computer gaming, advertising, and moviemaking. Graduates in this major may pursue careers in entertainment production facilities or businesses that create movies or design amusement parks, zoos, science centers, or computer games. In the Entertainment Production Business program, students learn how to create 2-D and 3-D computer graphics and computer-generated animations. They learn the complex tool sets of advanced graphic software; and using this software, they produce various visual effects, animation sequences, interactive videos, ads, package designs, exhibits, and advertising scenes.

#### Executive Assistant

The Executive Assistant program is an excellent career choice for students who aspire to executive level assistant positions in private business, industry, government, and educational fields. Students who complete this major obtain positions as office managers, personnel managers, administrative assistants, and clerks/secretaries. This curriculum provides an advanced level of training in administrative skills with specialization in executive office procedures, computerized office procedures, keyboarding and business communications, as well as legal terminology and executive word processing. This major also offers important administrative training in the latest Microsoft Office software applications.

#### Information Systems Support Technician

The Information Systems Support Technician program is designed to train computer software maintenance technicians. Emphasis is placed on network management and electronic repair. Graduates may obtain positions as network administrators, computer repair specialists, programmers, computer technicians and system administrators. The program is designed to give graduates a solid understanding of and skills in the following areas: hardware installation and configuration, software development and configuration, network topologies, network servers, system troubleshooting, peripheral equipment support, web application development, and end user support.

#### Legal Assistant

The Legal Assistant program is designed to provide a specialized curriculum leading to a career in a legal office. This program is recommended for a student interested in a profession as a legal assistant to an attorney or a judge; as an assistant in the law office of a corporation; university, insurance agency; or as an assistant with a municipal, state, or federal government agency. Many Legal Assistant graduates find positions in personnel offices of public and private companies, as well as in the medical industry, dealing mainly with insurance issues. Students are given an advanced level of training in administrative skills and procedures specializing in legal terminology, legal transcription, legal office procedures, and formatting legal correspondence and court and non-court documents. Students also receive important training in the latest Microsoft Office software.

John Russo Movie Making is also an ASB Degree program, but we are currently not enrolling students in this program.

Our Diploma programs of study are:

#### Accounting Assistant

The Accounting Assistant curriculum offers general business training in keyboarding and business document formatting on computers. English, math, and accounting concepts are taught to prepare the graduate for a beginning supervisory position. This program offers excellent training for an entry-level position. With experience and improved business skills, Accounting Assistant students may be able to advance to more responsible positions. Graduates from this 9-month program also have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree.

#### Computer Systems Support Technician



The Computer Systems Support Technician program is designed to train entry-level computer technicians with emphasis placed on computer system support and configuration. Students in this diploma program study computer concepts and have practical laboratory exercises in the following areas: hardware installation and configuration, software installation and configuration, networking cabling and topologies, system trouble-shooting, web page creation, and end user support. Graduates qualify for positions as computer technicians and help desk technicians.

#### Office Assistant

The Office Assistant diploma curriculum prepares a graduate for an entry-level position in data entry and business computer technology. Students receive training in business communications, document formatting and processing, math, and accounting. Graduates from this program also have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree. The students gain valuable computer training in the Office Assistant major.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Mary Jones is the Corporate Academic Dean. She oversees administration of all academic programs. Mary's background is a Master's Degree in Education; she also has a Business Education degree, as well as being teacher certified. Mary has an Academic Dean Liaison, who is Roberta (Bobbi) Spigle. Bobbi has taught for DBC for over 16 years, and works part-time with us in this capacity. She travels to the campuses to work with faculty and staff to ensure consistency among the schools.

5.2.2 Administration of each academic program offered.

We have Curriculum Chairpersons. They are: Dr. Helen White (Accounting/Math areas); Steve Wolfe (IT, EPB areas); Lucinda (Cindy) Neville (Medical areas); Howard Divins (Computer, Management areas), Darren Kite (Industrial Design areas), and Bobbi Spigle (Legal, Executive, and General Education areas).

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

The Curriculum Chairpersons meet with the faculty from all school locations to discuss textbooks, grading, the DBC on-line course management system, changes to programs, certification examinations, final tests, field trips, and speakers. The faculty meet during in-service training sessions, which are held a minimum of four times a year with all campus faculty and staff. The faculty and staff also meet with advisory board members each year to discuss curriculum updates and recommendations. Syllabi are written by faculty members. We expect our campuses to be a mirror image when it comes to the education being delivered. Classroom observations are held at each school location, which allows us to evaluate the effectiveness of each course syllabus, as well as the effectiveness of the instruction of the faculty member.

5.4 Describe how the educational programs reflect the needs of the students and the community.

Local labor market reports through the Career Link offices indicate that there is a demand for employees in the occupations for which we offer program training. We also list our programs on the state wide list for workforce investment act funding and our programs are selected due to their "in high demand" status. Employer evaluations from the Career Link offices also show a need for highly skilled technical employees. Statistics from the Department of Labor and Industry prove that the programs we offer are viable in the workforce.

5.5 How are provisions made for individual educational differences among students?

Students are able to take advanced placement examinations in subject areas at DBC prior to starting classes. Upon passing the examination, the student is awarded credit for the class which allows for the individual differences among students. Students who come to DBC with individual learning or physical disabilities are dealt with on an individual basis. DBC does accommodate students with their specific needs. We have various



agencies that we work with to accommodate some of these special needs: Office of Vocational Rehabilitation, Office of Visual Services, Office of Head and Neck Injuries, etc.

5.6 How are the community resources utilized to enrich the programs?

We have an annual Speaker's Term, where every instructor participates in having a speaker come to class and speak to students about their business, expectations of employees, trends, etc. We also have field trips that allow students to visit hospitals, doctor offices, courthouses, magistrate's offices, IT businesses, IT Microsoft Training sessions, Link Up seminars, art walks and expos, local libraries, Career Link, etc. Our Advisory Board spends a day in the classroom with our students. Our faculty are required to do an annual job shadow experience where they visit a business and job shadow an employee for the day.

5.6.1 Describe how the utilization of these resources is documented.

Speaker's Term is recorded and kept on file. The name of the speaker, business, and date of event is listed. Advisory Board meetings have minutes, and are recorded and kept on file. Community Outreach Day is required to have a form completed and submitted to the administrative office. A certificate of completion is printed for all students. Faculty Job Shadow Experience has the faculty member's report from the experience kept on file.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

The Academic Dean oversees and has authority over all academic matters. The Curriculum Chairpersons have the responsibility in matters of academic governance. As part of the administration of academic programs, all faculty will participate in the development of the educational programs in areas such as: selection of class materials, instructional equipment, academic projects, outside work, library/learning resource materials, and other educational resources. The Curriculum Chairs work with the faculty members to address evaluation and revision of the curriculum, student learning objectives, outcomes, and the impact on institutional effectiveness.

5.7.1 How was the academic governance policy communicated to the faculty?

The Academic Governance Policy is listed in the Employee Handbook, which is given to all employees when they are hired. Updates are circulated to all employees.

5.8 Is there a detailed syllabus on file for each course?

Yes, the College has a detailed syllabus on file for each class. DBC's On-line Course Management System is where all syllabi are kept.

5.8.1 How are syllabi developed?

Syllabi are developed by all faculty members. Curriculum Chairpersons within each program discipline meet with faculty and discuss ideas, additions, and/or changes to the current syllabus.

5.8.2 How often are the syllabi revised?

This is done on an on-going basis. Generally, when a textbook changes or software or hardware are updated, a syllabus revision needs to take place immediately. Curriculum Chairpersons are responsible for the annual review of all syllabi within their program scope.

5.8.3 Describe the process for revising syllabi.

The faculty are always collaborating with other faculty members at other DBC school locations to make sure that all syllabi are being taught and used by all faculty. When a faculty member requests a change to be made to syllabi, the Curriculum Chairperson meets with the Academic Dean and revisions happen. The same applies when it is due to a textbook change, software, or hardware change.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?



Out-of-class assignments are given to all students in all programs. The out-of-class assignments are listed on the syllabi. Faculty review reading assignments, homework assignments, and other projects. Students are issued NextBook Computers, which is a laptop and a tablet. This has made it much easier for all students to be able to complete the out-of-class assignments.

- 5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

Not applicable.

- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Evaluation and revisions of curricula come from a variety of sources: Graduate surveys, meetings with graduates, Career Services surveys and information when meeting with employers, admissions team meetings with students and high school personnel, Advisory Board member recommendations through meetings and surveys, Book Publisher Representatives visit and discuss curriculum and employment trends. Current students also have the opportunity to make suggestions for curriculum revision through the class evaluation survey that is completed near the end of each term.

- 5.10.1 If advisory boards are utilized, list board members and their qualifications.

DUBOIS MAIN CAMPUS:

MARK ADAMS - SENATOR SCARNATTI'S OFFICE

JACKIE ANDERSON OWENS ILLINOIS H.R. MANAGER

THOMAS ANDERSON JR CPA

BOB BISH CAREER LINK , RETIRED

WENDI CALVERT FORMER DBC EPB INSTRUCTOR

WESLEY CARNAHAN DUBOIS BUSINESS COLLEGE, RETIRED

HUGH DALY COMMUNITY ACTION EXECUTIVE DIRECTOR-RETIRED

TIM DELUCCIA DUBOIS AREA SCHOOL DISTRICT SUPERINTENDENT (Retired)

MARLENE DUTTRY AT HOME REALTY (OWNER) AND ALSO BLAKLEY & JONES (O. MGR.)

JASON EBERSOLE FOX 8 ACCOUNT EXECUTIVE

BILL ENDRESS CAREER LINK , RETIRED

DAWN FORINGER CHIEF OPERATIONS OFFICER HELPMATES INC

MATT GABLER STATE REPRESENTATIVE

RAYMOND GRAECA CHIEF EXECUTIVE OFFICER PENN HIGHLANDS HEALTH CARE

ALLAN HANCOCK HANCOCK GROUP INC

PEGGY JOHNSON CAREER LINK SUPERVISOR

RANDI JOHNSON GAI CONSULTANTS, INC

MOLLY KELSEY CHIEF FINANCIAL OFFICER GLOBAL FABRICATION, INC

HOLLY KOMONCZI CCRTA CLFD CO RECREATION & TOURISM AUTHORITY



MARIANNE KONIOR DUBOIS AREA MIDDLE SCHOOL PRINCIPAL RETIRED  
ANITA LAHR ADMINISTRATIVE ASSISTANT CLARION UNIVERSITY  
J. PAUL LONDON OFFICE OF VOCATIONAL REHABILITATION - PLACEMENT SPEC.  
SUSAN LOSKOSKI DUBOIS CHAMBER OF COMMERCE ADMINISTRATIVE ASSISTANT  
CAROL LUNDGREN RETIRED, IAAP  
NANCY MARR MCGRAW HILL HIGHER EDUCATION SALES  
MARK MEHOLICK CALLIARI, MEHOLICK & COMPANY  
TAMMY MEHOLICK WDSN SUNNY 106, MARKETING CONSULTANT  
ELIZABETH MILFORD RETIRED - MILITARY REGISTERED NURSE  
CINNAMON MONTEVILLE BC PRODUCTIONS  
ERIN MORGAN NORTHWEST SAVINGS BANK MLO  
MARCIA (BELIN) MUIR CAREER LINK , RETIRED  
PAM NELSON GUARDIAN ELDER CARE  
JIM PAPP DRMC DIRECTOR ORGANIZATIONAL DEVELOPMENT  
GARY PETERS ADMINISTRATOR DUBOIS CONTINUUM OF CARE COMMUNITY - RETIRED  
DEBORAH PONTZER CONGRESSMAN GLENN THOMPSON'S OFFICE  
ANNE POSTERARO BARBER FINANCIAL  
MATT REED JOHNSON MOTORS SERVICE CONSULTNT  
VONDA REESE ASSISTANT VICE-PRESIDENT DUBOIS OFFICE MANAGER  
NORTHWEST SAVINGS BANK  
TOM ROWLES CENTRAL INTERMEDIATE UNIT #10  
JOE SCARNATI SENATOR  
JIM SEDGWICK A.B.C.S. BOOKKEEPER  
MELISSA SERAFINI CAREER LINK, SPECIALIST  
JOE SHIELDS NORTH CENTRAL WORKFORCE INVESTMENT BOARD - CAREER  
COUNSELOR  
DANA SMITH KMA REMARKETING PRESIDENT AND CEO  
DEL SPAFFORD RETIRED  
JANE SPIGELMYER RETIRED  
JEFF SPRAGUE SIMPSON COMMUNICATIONS INC VICE PRESIDENT  
JOHN STRAITIFF SHORTFUSE GASFIELD TRUCKING  
MARY SYKTICH GLEASON, CHERRY & CHERRY, LLP ADMINISTRATIVE ASSISTANT  
ANTHONY VALLONE PENN STATE DUBOIS CAMPUS  
NANNETTE VOTA JEFF TECH



JOHN WEIBLE OFFICE MANAGER/ASSISTANT VICE PRESEDENT - FIRST  
COMMONWEALTH BANK

BENJAMIN WHITING BC PRODUCTIONS

BECKY WICKS WIX PIX PRODUCTIONS, INC

DUBOIS HUNTINGDON CAMPUS:

Linda Brumbaugh Retired

Linda Carpenter J C Blair Hospital

Vicki Cooper Mount Union Area High School

Marjorie Biddle Mount Union Area High School

Melissa Freeberg Mutual Benefit Group

Susan Hendricks Mount Union Area High School

Michael Hubert JC Blair Memorial Hospital

Dawn Lynn Rule VIII Advisory Board

Helen Pyzowski CareerLink

Richard Scialabba RWS Associates, LLC

Hope Smith Juniata Valley High School

Danielle Simpson Southern Huntingdon County Area Schools

Gerry Wityk Government-Shuster Aide

Donna Isenberg Borough Council

Barbara Covert PA CareerLink

Barbara Gongloff PA CareerLink

Amanda Oswald-Garner Past DBC Grad

Chuck Merenda VA Representative

Patricia Rodgers Retired

Dara Kauffman J C Blair Hospital

TeAira Bradley J C Blair Hospital

Courtney Wessner Froggy 98

John Montgomery Marks Brothers

Ruth Snair County Commissioners Office

Amanda Easter Huntingdon Area High School

DUBOIS OIL CITY CAMPUS:

Linda Anderson Electralloy, Inc.

Larry Baughman Retired Coordinator of Student Service

Clay Campbell Clay Campbell and Company, Inc.



Robert Carone          Family Services & Children's Aid Society  
Jeff Clark          Superintendent Valley Grove School  
Minnie Fink          Manpower  
Ron Gustafson          Gustafson General Contracting  
Mark Heim          A. Crivelli Buick-GMC  
Scott Hutchinson          State Representative  
Cynthia Jarzab          Special Populations Coordinator  
Deb Lutz          Venango EDC  
Cindy McBride          Youth Alternative  
Joe Pastor          Barr's Insurance  
Bruce Rosen          Rosen, Rosen, Bloom & Varsek  
Martha Shreffler          Oil City Presbyterian Home  
Lance Titus          Farmer's National Bank

5.11 How was the length of each program determined?

The College has been around since 1885. Program length was determined by faculty and staff at the time of the inception of each program. The current faculty and staff review the length and content of each program to determine whether or not the length is appropriate. Criteria for program length is first determined by the program objectives and the skills part of the program. Industry standards are evaluated, as well as ACICS and Department of Education criteria, for program length. The PHEAA Mentor Website, PAPSA Choices, Pennsylvania Department of Education Directory of Degree Granting Institutions, ACICS Directory, etc. have allowed us to compare our College to schools offering similar programs.

5.12 Do any programs include training by a third party? If so, please explain.

No programs are administered by a third party.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes           No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Not applicable.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Not applicable.

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Not applicable.

5.14.1 Explain the current status in holding such accreditation.

NA



5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

NA

5.15 How are appropriate course sequencing and prerequisites determined?

The Curriculum Chairpersons work with the Corporate Academic Dean to ensure proper sequencing of classes for students, and determine prerequisites based on individual course content.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

The curriculum is pedagogically sound. There is a "building block" process to the scheduling. The Corporate Academic Dean works with the School Directors and Curriculum Chairpersons to ensure that all programs have a progression of coursework that increases in difficulty.

5.16 How is the need for curriculum changes determined?

Surveys and conversations with graduates, and employers helps the faculty determine when there is a need for curriculum changes. Failures, pass rates, and placement of graduates also play a factor in determining this.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Faculty meetings are held throughout the term to discuss class matters, student academics, student attendance, and curriculum. Minutes are kept of these meetings. In-service is held a minimum of four times a year and includes all faculty and staff for all locations. Meetings are held to review curriculum, to review individual syllabi, and to discuss textbooks, software, hardware, and projects within the curriculum. The Advisory Board meets with graduates at one meeting, another meeting is held with the faculty members from all school locations to discuss curriculum and employers' needs, and another meeting each year is when the Advisory Board members attend class with students and observe and evaluate the classroom instruction and content.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

The Advisory Board meets with staff and graduates once a year to determine the value of their education by asking questions related to their current job responsibilities. Graduate follow-up surveys and telephone conversations are held by the Career Services Department and are shared with administration and faculty members.

5.17 What curriculum changes have been made during the last three years?

Mainly textbook and software changes have been made to the curriculum. The Curriculum Chairpersons recently completed curriculum changes that were submitted to the Pennsylvania Department of Education and received approval. The next step is to receive ACICS approval. The approvals hopefully will be completed and implemented by the end of 2015.

5.17.1 What changes are contemplated for the next three years?

We have a new program, Industrial Design Technology, that has been approved by the Pennsylvania Department of Education. The Pennsylvania Department of Education Degree Granting Division came in and reviewed the program for approval. The next step is to submit the Industrial Design Technology program for review by ACICS. There are changes being reviewed by the Curriculum Chairpersons for the John Russo Movie Making program. Consideration is being made to change the EPB program to 18 months, and to make a second major of Entertainment Production Business, one that includes movie



making and animation. A review of the Executive and Legal program of study is being done to include some real estate and insurance classes within the current program.

- 5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Our schedule is very simple. We operate on 4 terms a year. We decided to operate like a business on the "business quarter" system. We start our terms in January, April, July, and October, which means our terms end the last week in March, June, September, and December. We have classes generally Monday through Thursday from 8 a.m. to 4:15 p.m. daily. Each class is 60 hours in length. We use 15 hours for theory and 30 hours for laboratory, ensuring each class meets a minimum of 60 hours. The College is in session 48 weeks each year. The time is divided into academic quarters with an average of 12 weeks each quarter. We have no intern/externship activities.

- 5.18.1 How does the campus monitor the number of contact hours completed for each course?

Our classes operate the same every day by class period. If for some reason we need to close the College due to emergencies, or extreme snow or ice days, then the day is made up on a Friday when classes are not normally held. This is very effective for DBC and has not posed any problems.

- 5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

The College has maintained the definition and meets the criteria as stated by the US Department of Education. We have reviewed our hours with staff members at USDE when reviewing our USDE PPA and ECAR.

- 5.19.1 Where are the procedures published?

Page 51 describes the Definition of Credit in our DBC Catalog 2012-2015, which is given to all students.

- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

We have a computerized scheduling system. We work with graduate's schedules first and then new students. We are a small school and the scheduling is done by the Corporate Academic Dean along with the cooperation of the School Directors and College President. At the end of each term faculty submit a failure report list for all students and this is reviewed so students are appropriately scheduled with correct classes and that their schedule follows the computerized curricula catalog. All courses are selected by the computer with term sequencing and prerequisites in mind.

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Advanced placement examinations are given to students who show experience in certain subject areas. Upon successfully completing and passing the advanced placement examination, credit is awarded and is listed on the DuBois Business College transcript. Students who wish to attend DBC and had prior post-secondary experience are required to submit their official college transcript. The Corporate Academic Dean reviews the transcript, course descriptions if necessary, and determines transfer of credit. The transfer credit is listed and shown on the student's DBC transcript.

## INSTRUCTION AND FACULTY

*In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.*

- 5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.



We promote the feeling of a business-like atmosphere, which we feel promotes the career value to all students who attend DBC. Our facilities have been renovated over the last several years to provide for a nice learning environment. Equipment is up-to-date, mobile multimedia carts, overhead projectors, screens, DVD players, mobile computer carts, and large screen televisions are available for faculty to utilize during class time so that the proper balance of educational styles can be addressed. Our classrooms are small in size. We promote and teach the DiSC behavioral preferences and every student is given this assessment. This helps the faculty work with the different learning styles within their classroom instruction.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

We have annual visits from book publisher representatives. We have two book representatives on our Advisory Board. The representatives visit with faculty and review the latest trends, the marketplace, new books, learning resources, course materials, and faculty resources from publishers. In addition, book publisher representatives bring guest speakers in to train our faculty on new software, training resources, on-line materials, and student learning support.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

Our administration does the class scheduling, which allows us to be in control of the equipment in each classroom based on class size. The College operates an in-house bookstore at each school location. This allows us to control the inventory and ensures that all books and resources are ordered for student use. Students are not required to purchase books from DBC; however, the books and resources are available for their convenience. Each instructor is asked to review their classroom for proper working order, cleanliness, and organization for the next term. The instructor alerts the administration of any needs for each classroom. The Chief Technology Officer and the IT team, along with administration, review each classroom before the next term to ensure all is well.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

The Chief Technology Officer along with the IT team determine the computer hardware and software at each school location. Licensing is managed by the Chief Technology Officer and he also reviews and is responsible for compliance with copyright laws.

- 5.26 Who is responsible for faculty orientation?

The President, School Directors, and Academic Dean share in the hiring process and orientation for all faculty and staff members. We have a three-step process for hiring all employees. The potential employee is scheduled for an interview with the Academic Dean, President, and/or Director; if the interview goes well and the applicant meets the criteria to become a potential DBC employee, we proceed with scheduling the applicant to "job shadow" with some of our faculty or staff members. This allows us to get feedback from our current employees, as well as allow the potential DBC employee member to understand the expectations at DBC. We have pre-employment materials that we give the employee to review and return to us. We expect all employees to read the DBC employee handbook and DBC Catalog. Bobbie Spigle visits all campuses and works with new employees, so that they are adjusting to DBC. Cathy Steiner who has over 35 years of teaching experience is the faculty mentor. Sue Ann Matia is the Corporate Student Services Director who handles all of the pre-employment materials and personnel files for DBC employees at all locations.

- 5.26.1 Describe the orientation of the faculty to the campus.

The new faculty member works with Main Campus faculty for training and materials for the classroom. Classroom procedures and administrative procedures are reviewed with the new faculty member by



Cathy Steiner, the faculty mentor. If possible, we hire the teacher a term in advance for training at Main campus, and then let them be responsible for their own classes the next term.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

The College President, Academic Dean, and/or College Director reviews the faculty members' qualifications before asking them to teach a particular class. The evaluation will include collegiate work, employment experience, and professional certifications. Each faculty member has a personnel file with a copy of any college transcripts indicating the area of their degree and coursework completed. In addition, the file contains copies of any certificates for completed workshop or seminar instruction. Their personnel file also includes a resume that documents their work experience.

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

The College President, Academic Dean and/or College Director reviews the faculty member's qualifications which can include work experience, letters from former employers, reference letters, professional certifications, academic training in specific coursework, and life experience.

5.27.2 How are the qualifications documented?

A personnel file is kept for all employees. Documentation of work experience, credentials from certifications, workshops, seminars, life experience, are included in the file.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

Sue Ann Matia, Corporate Student Services Director, manages all employee files. The employee completes a Confidential Transcript Release form for all post-secondary experience. The College sends for the transcripts. Upon receipt of the College transcript, the Academic Dean reviews it, and verifies the coursework completed. It is then filed in the employee's folder.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Not applicable.

5.29 In what ways does the campus evaluate instruction?

The College evaluates instruction by monitoring academic progress using the computerized school administration system to track failures, probations, honors, etc. We also utilize student evaluation forms for each instructor for each class. The School Directors and Corporate Academic Dean review these evaluations and take any action necessary to remedy problems. Classroom observations are done. A classroom observation evaluation sheet is completed and reviewed with the instructor.

Quality instruction is promoted through job shadowing of experienced faculty members, attendance at faculty development seminars, conferences, and training, and in-service meetings. We ask that faculty continually improve through the attendance at workshops, conferences, and seminars that deal with their areas of expertise as well as education in general that provides information about new teaching techniques or methods. The faculty in-service meetings allow faculty members to share insights on good teaching techniques for various courses.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?



DuBois Business College sends faculty to training workshops and conferences through PAPSA and other member sources. We also invite guest speakers whose expertise is curriculum, teaching effectiveness, student engagement, etc. to speak at In-Service meetings. The College has a budget for continuing education and uses it to assist faculty and staff who wish to pursue college credits. Teacher job shadowing is held once a year and all faculty are required to submit documentation of where they job shadowed and to submit a report describing what was learned.

- 5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

All faculty members have a faculty development plan on file. The annual faculty development plan will be conducted with each faculty member's class schedule in mind. Professional growth activities are considered for the following year. They may include: workshops, seminars, webinars, certification exams, Association memberships, Board membership, local community participation and activities. The in-service training for the year is reviewed to best train all faculty in specific areas.

- 5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The President and Corporate Academic Dean review the faculty member's strengths and accentuates the attributes of the faculty member, by selecting workshops, conferences, training events, and membership that would be a benefit to the faculty member and to the classes they teach at DBC. The in-service training for the year is reviewed to best train all faculty in specific areas. Taken into consideration are the faculty member's: training, education, certifications, and work experience.

- 5.30.2 How is the plan implemented?

The faculty development plan is completed and details what needs done, what is done, and the documentation. The documentation is on file in the administrative office for all employees.

- 5.30.3 How often is the plan reviewed?

The faculty development plans are reviewed annually by the Academic Dean and/or Directors.

- 5.31 Describe how the campus ensures that all faculty complete development plans.

The Academic Dean keeps the faculty development forms. Once a year, the Academic Dean reviews that everyone has a faculty development form.

- 5.31.1 How are the activities documented by the campus?

The College maintains a Professional Growth file that is kept in the administrative office. Minutes of meetings, attendance at functions, workshops, conferences, and employee reports are kept as proof of documentation.

- 5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

The In-Service training schedule is determined one year in advance. The dates are distributed to all employees, and attendance is mandatory. All school location faculty and staff are in attendance. Usually the in-service training is done at Main campus in DuBois, Pennsylvania. Topics such as: Motivating the student in the classroom, how to teach adult students, millennials and their expectations, career education and skills training, etc. Curriculum review, advisory board member meeting, book publisher textbook review and DBC on-line course management system training is reviewed. Campus safety training has been a high priority over the last few years. Sexual assault, violence against women, domestic violence, fire safety, active shooter training, how to use a fire extinguisher, and emergency evacuation have been discussed.

- 5.32.1 List the schedule for the next 12 months.



October 2015 In-Service Topic: Web Ex and DBC Course Management System training.

November 2015 In-Service Topic: Curriculum Review; State of the Business Meeting, Faculty Break-out sessions.

January 2016 In-Service Topic: Speaker: David Stanford--Keeping Students Engaged in the Classroom.

May 2016 In-Service Topic: TBA

2016 Schedule is not finalized yet; will be completed by end of November 2015.

- 5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

Professional growth activities will be discussed with the faculty member during the design of the faculty development plan. Items to be discussed and may be included are: membership and participation in educational associations, professional organizations, continuation of education, related business experience, educational research, and an awareness of employer and community needs.

- 5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings are held regularly. A minimum of 6 faculty meetings are held each term. We review and discuss current issues, policies and procedures, midterm review, and end of term procedures to discuss concerns and successes. Minutes are kept of meetings and filed in the administrative office.

- 5.35 Describe the plans for ongoing improvement in curriculum and faculty.

We plan to hire faculty for the Industrial Design Technology program of study that we hope to start in 2016. The faculty will need to have qualifications and a background in electrical, AutoCAD, computer programming, welding, OSHA, and machining, plastics, metal fabrication, and materials fabrication.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

A full-time instructor normally teaches five to six classes a day, four days a week. This involves four to five subject preparations. A part-time instructor may teach from one to four classes a day, four days a week. This would involve one to four subject preparations. Instructors generally do not teach more than 30 hours a week.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

The overall student-teacher ratio for Main Campus in DuBois is: 9:1; Huntingdon County Campus is 8:1; Oil City Campus is 6:1; and the Philipsburg campus addition is 6:1.

### ***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS***

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

The general education courses offered by DBC are designed to build the student's self-confidence and self-esteem by including appropriate material, assignments, and classroom procedures; therefore, students are involved in oral presentations, research projects, committee and/or panel work, critical thinking, analytical thinking, and problem solving activities.

- 5.38.1 Cite examples:

Legal Concepts is a general education class. Students in this class are exposed to legal issues that they may face personally, or within their future employment. Students get to visit magisterial court and or county court cases, which broadens their horizons.

***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.39 Describe how part-time faculty are utilized by the campus.

We have very few part-time faculty at our school locations. These faculty members are utilized to ensure appropriate class sizes. We prefer to hire full-time faculty, because it gives us more flexibility in our class scheduling and allows for stability in our long-range planning.

5.39.1 What percentage of the faculty is part-time?

Less than 15% of our faculty are part-time.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

The procedures are the same for part-time faculty as we do for full-time faculty.

***ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

***MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

5.43.1 How often does the committee meet?

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

***DOCTORAL DEGREE INSTITUTIONS***



- 5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?
  
- 5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.
  
- 5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).



## 6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

Each campus is comprised of business-like atmosphere classrooms, computer labs, medical classrooms, and library/learning resource centers. A student lounge and faculty center is located at each facility. Administrative offices are located in each building and easily accessible to all students and faculty.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

Each location has several scheduled fire drills/emergency evacuations each year. Fire safety companies review each building to meet applicable code and safety. Training is done with faculty and staff to review emergency procedures, safe campus and security procedures. Federal, state, and local codes for occupancy and safety are in compliance. Current posters, certificates, and current safety documentation is posted or on file in the administrative office.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes  No

- 6.2.1 If yes, describe these locations.

The DuBois Business College Main Campus in DuBois has a "Campus Addition." It is located in Philipsburg, Pennsylvania. Ms. Obi from ACICS observed and reviewed the campus addition in Philipsburg.

- 6.3 Describe any plans to improve the physical plant and equipment.

Continued renovations are expected to be done on a yearly basis. The President meets with the Directors to review the wish list and the necessary list for each school location. This is done once a year. Equipment is reviewed and is on a plan with the College to continue to upgrade equipment every few years. New desks and chairs are on a plan for continued review with the needs of the classroom and instruction.



## 7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog describes the courses that we provide, the objective of each course, and the requirements to complete each objective. The College's mission statement and philosophy and objectives are stated in the catalog. The catalog lists any changes within the year by posting an addendum to be attached to each catalog. The last College catalog was on-line and students were also given a CD of the catalog. We were going green and paperless, but students generally wanted the printed catalog, which we also provided to those who requested them. We decided to return to the paper copy of the catalog and print more so that all students and prospective students will receive a printed copy of the catalog. It will also remain in our DBC on-line course management system for students to access electronically.

7.1.1 How often is the catalog published?

The catalog is published within three years.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

The College has the yearly catalog, which is given to all prospective students. An application for admission and a pamphlet giving a brief overview of DBC are all examples of promotional literature that is used in recruitment of students. Our administration reviews the catalog and its contents with all students at orientation and makes sure every student has a catalog. Students also sign off on their Application for Admission that they have read and agree to comply with all the rules and regulations of the College.

7.2.1 What other publications are provided to enrolled students?

Students receive an Orientation packet that outlines day-to-day activities, such as Student Council happenings, where to eat, heating and air conditioning, smoking area, fire drills, etc.

7.3 Describe the advertising and promotional literature.

All materials are professionally printed. All employees are part of the process of changes/additions/deletions to the new catalog. This allows for every department to have input. The College uses billboards, television commercials, and print ads.

7.4 Describe any plans for changes in publications.

The new catalog will be printed in October 2015. As mentioned above, we will return to the print version of all catalogs and will eliminate the Catalog CDs.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Courses are given a Course Number; for example, "keyboarding" is TY2110A. The letters represent the course name or department. The numbers do not indicate term or year they are offered, but they were devised for the Computerized School Administration System.

7.5.1 How does the catalog explain the course numbering system?



The course numbering system is described on Page 50 of the DBC catalog.

- 7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The general education courses are listed on Page 50 of the DBC catalog.

- 7.7 Describe the published performance information concerning student achievement.

Placement and retention rates are disclosed to students. Total costs for each program are disclosed to students. Student demographics and student/teacher ratio is also disclosed to all students. This information is included in the Student Orientation Handbook materials. It is also listed on the DBC website.

- 7.7.1 Where is the campus performance achievement information published?

It is published on the DBC website and is included in the DBC Student Orientation Handbook materials.



## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

### **FOR ALL INSTITUTIONS**

- 8.1 Explain how the instructional resources serve the needs of the educational programs.

DuBois Business College feels that there is a lifelong learning process and values the importance of the library/learning resource center. We believe that a library/learning resource center should provide equipment for student access to assist in their learning style.

Books, magazines, and other periodicals are vital to an effective library/learning resource center. We have CDs, videotapes, televisions, DVD equipment, computers, printers, and multi-media carts available. The library/learning resource center has changed drastically. Students can now download articles on their phones and can be connected to the world via twitter, Facebook, and other sources so quickly now. Students think Google is the library/learning resource center, and our faculty and staff assign projects that get them to use other resources other than Google, Wikipedia, etc.

We maintain both hard copy and virtual information that would be suited to our programs of study. Students have access to databases that they can access while they are at school and when they are home. We also include materials in our library/learning resource center that cover non-curriculum related items such as: study skills, drug and alcohol laws and prevention, campus security and safety policies and guides, job search, career outlook, resume, health and wellness, biographies, spiritual and Christian materials, and fiction. These are all important to the overall education.

- 8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

We visit our local libraries and as Pennsylvania residents, our students have access to all public libraries. We have no formal contracts with outside libraries.

- 8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Legal, medical, and IT sites are available to all students and are listed on the course syllabi, or library/learning resource center project material. Access Pennsylvania is an on-line library service for all students.

- 8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Each DuBois Business College campus has a library/learning resource center. The library/learning resource center has books, magazines, and other periodicals for all program specific areas. An inventory of materials is on file and can be electronically accessed. Our library committee has reviewed the materials in the library/learning resource centers and we have added an assignment for all classes on the syllabi. Students have been able to complete the assignments through our library as well as the local community libraries.

- 8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Materials are displayed on bookshelves, and newspaper stands, and magazine stands are utilized to display them. We have color-coded all of the materials in the library/learning resource center so that students can access the information easily. All of the information is also recorded in a database that can be easily accessed



by students electronically. The library/learning resource center has an annual review of materials so that items can be discarded and new items purchased.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The College Directors are responsible for developing and maintaining up-to-date inventory of instructional resources. They hold an annual meeting with the faculty to discuss this inventory of instructional resources.

8.6 What is the budget for instructional resources (excluding personnel allocations)?

Three percent of the budget is allocated for the library/learning resource centers.

8.6.1 How is the budget determined?

The College Controller and the College President determine the school budget every year. Feedback is given by the library/learning resource center committee and is considered when reviewing the budget.

8.7 Describe the assessment strategy for library resources and information services.

Library/learning resource center assessment is done through the L/LRC committee. A review of materials by date and instructional or program value is considered. The assessment strategy also takes into account the demand for items by faculty, staff, and students.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Students receive training for the library/learning resource center in their English class. The instructor reviews the importance and relevance of the library/learning resource center and how it can be helpful for lifelong learning. Students also take a field trip to the local library.

8.9 Describe the facility where library and instructional resources are held.

Each campus has a separate library/learning resource center. It is provided for students to use as a study area and is considered a quiet area for student use, as well as for the purpose of library research. The library/learning resource center provides equipment for student use. Computers are located in the library/learning resource center for student use and individual desks with privacy panels are utilized for student concentration. The library/learning resource center also neatly contains the physical library holdings, periodicals, and equipment.

8.10 Describe any plans for improving instructional resources.

We plan to include more virtual library databases for students and instructors. Faculty requests are continually considered.

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS**

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The Student Services Director is responsible for assisting students and faculty in the use of the library/learning resource center. A photo of the Student Services Director can be found in the library/learning resource center along with the hours of operation.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

There are no library assistants at this time.

8.12 Explain how the instructional resources serve the needs of the educational programs.



Instructional resources are in physical and also in electronic/virtual format. The faculty assign students projects that require them to use the library/learning resource center. This is done through the individual programs through the course syllabus.

8.12.1 How does the campus determine which reference works are acquired?

The College has a Library/Learning Resource Center Committee who determines what reference works are needed. The Committee works with the faculty to meet the needs they feel need met by program.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

One percent of the budget is allocated for library/learning resource center acquisitions.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Over the past three years, the budget has remained relatively the same for the library/learning resource center.

8.14.1 Explain.

The budget is set by the Controller and the President and it has been maintained at the same level.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

Reference materials and periodicals are housed in magazine shelf units that allow the periodicals to lay against the shelf and be seen by all students. The materials are filed by most recent date first.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

Faculty assign library/learning resource center projects so that students need to use the library resources made available to them. We provide physical resources and list the online resources in the library/learning resource center. Each program has a project that relates to their program of study.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

DuBois Campus has over 2,000 physical volumes; Huntingdon Campus has over 400 physical volumes; Oil City Campus has over 1,000 physical volumes; and the Philipsburg campus addition has 200 physical volumes.

8.17.2 Total number of online collections available

There are over 20 online collections available. Here is a listing of some of those sites:

OWL at Purdue University (Online Writing Lab) - <https://owl.english.purdue.edu>

For APA/MLA report formatting)

Library of Congress - [www.loc.gov](http://www.loc.gov).

PA state portal/Unified Judicial System -[www.portal.state.pa.us](http://www.portal.state.pa.us)

(civil & criminal docket information)

Pennsylvania Legal Research -[www.pennsylvanialegalresearch.com](http://www.pennsylvanialegalresearch.com)

(numerous government, court, law-related links)

Georgetown Law Library -[www.law.georgetown.edu/library](http://www.law.georgetown.edu/library)

(Tutorials on statutory, regulation, and case law research)



SCOTUS - [www.supremecourt.gov](http://www.supremecourt.gov)

Findlaw - [www.findlaw.com](http://www.findlaw.com)

USA Government - <https://www.usa.gov>

PA Dept. of Treasury - [www.patreasury.gov](http://www.patreasury.gov)

English Usage Rules-<http://www.grammarbook.com/>

A Guide to Grammar, Punctuation and Style -

<http://www.grammaruntied.com/>

A Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

Grammar Bytes - <http://www.chompchomp.com/>

Online writing support - <http://www.towson.edu/ows/>

Grammar Girl – Online tips - <http://www.quickanddirtytips.com/grammar-girl>

DuBois Public Library - [www.duboispubliclibrary.org](http://www.duboispubliclibrary.org)

[www.accesspa.org](http://www.accesspa.org) –

The Access Pennsylvania Database, a project of the Pennsylvania Department of Education and the Office of Commonwealth Libraries, is a web-based bibliographic union catalog and resource sharing guide to Pennsylvania library collections.

Commonwealth of Pennsylvania – [www.pa.gov](http://www.pa.gov)

Advancing Clinical Research – [www.medivo.com](http://www.medivo.com)

Prevention – [www.prevention.com](http://www.prevention.com)

Medical Information – [www.webmd.com](http://www.webmd.com) or [www.medlineplus.gov](http://www.medlineplus.gov)

[www.google.com](http://www.google.com)

[www.yahoo.com](http://www.yahoo.com)

[www.ask.com](http://www.ask.com)

8.17.3 Number of titles and/or online collections related to each program offering

30

8.17.4 Number of titles and/or online collections related to general education courses taught

15

8.17.5 Number of program-related periodicals to which the institution currently subscribes

18

8.17.6 Number of other periodicals available

25

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students are asked to "check out" the materials in the administrative office. The student's name is listed, along with the item borrowed. The student is asked how long they will need the material, and that is noted. The



materials are returned to the administrative office, and then the Student Services Director makes sure that all materials are returned to their proper location.

- 8.19 Describe how online resources, if any, are made available to students.

Online resources are available to students through the DBC wifi and through the DBC on-line course management system.

- 8.20 Describe how the campus monitors student usage of the library and instructional resources?

There is a sign-in sheet for the library/learning resource center. Visually you can see the access to the library/learning resource center just by walking through the hallway. The library/learning resource center seems to be a "hub" for student studying.

- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

The Library/Learning Resource Center Committee meets and works with faculty to determine library holdings, acquisitions, etc.

b. appropriate national professional organizations and societies, and

Faculty members hold professional memberships in organizations and materials are sent to us when requested by our instructors. These materials are kept in the library/learning resource center.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

Book publishers and employers assist us in online collections, books, and periodicals that are relevant to our programs of study. Some of the book publishers that we work with are: Cengage, McGraw-Hill, etc.

- 8.22 Describe any plans for improving the library.

Plans include updating the cubicle resources and equipment for our library/learning resource centers. Video resources and on-line materials are part of our library/learning resource center plans. The College is also hard wiring a dedicated WebEx room for students to communicate with other locations.

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS**

- 8.23 How does the professionally trained individual maintain his/her professional awareness?

- 8.24 How many hours a week does the professionally trained individual personally supervise the library?

- 8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

- 8.26 What system is used to catalog library titles?

- 8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

- 8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.



- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

***FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.
- 8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.



**SELF-STUDY QUESTIONS SUPPLEMENT****9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION**

**For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

**INSTITUTIONAL READINESS**

- 9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.
  - 9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.
- 9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).
  - 9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.
  - 9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.
- 9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery
  - 9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?
- 9.4 Who oversees the distance education and/or self-paced course/program curriculum?
  - 9.4.1 What are this individual's qualifications?
  - 9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

**ADMISSIONS REQUIREMENTS AND ENROLLMENT**



9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

9.6.2 How the student's privacy will be protected in the identity verification process?

9.8 Describe the orientation program for distance education and/or self-paced students.

### **CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY**

9.9 Describe how interaction between faculty and students takes place.

9.10 Describe how interaction among students takes place.

9.11 What is the student-teacher ratio for distance education courses?

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

### **FACULTY AND INSTRUCTIONAL SUPPORT**

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

9.14 Identify the platform used to deliver instruction.

### **RESOURCES AND EQUIPMENT**

9.15 What is the budget allocated to distance education delivery?

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

### **STUDENTS AND STUDENT SERVICES**



9.17 Describe the student services available to students taking coursework on-line.

***STUDENT EVALUATION AND PROGRAM ASSESSMENT***

9.19 How are students taking self-paced and/or distance education courses evaluated?

9.20 How is retention monitored?

9.21 Describe the placement services that are available.

9.22 Describe how student, faculty, and employer satisfaction are identified.

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

**PUBLICATIONS**

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.









ACADEMIC CREDIT ANALYSIS

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID:	00012824	Institution Name:	DuBois Business College Huntingdon County Campus			
Program Name:	Clinical Medical Assistant		Program Length (wks)	84	Credential Level	ASB Degree

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/>	Clock						
	<input checked="" type="checkbox"/>	Quarter	15	lecture hrs	30	laboratory hrs	45	externship hrs
	<input type="checkbox"/>	Semester	15	lecture hrs	30	laboratory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

\*DE = Distance Education

TOTALS				1,100.00	960.00	-	2,060.00	73.33	32.00	-	105.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
AC1101	Accounting I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
AC1106	Payroll Taxes	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS101	English I	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS102	English II	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS103	English III	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS104	English IV	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
ENS116	Speech	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
GE6500	Professional Career Planning	N	N	20.00	-		20.00	1.33	-	-	1.0	
MA4106	Basic Mathematics	Y	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2301	Medical Terminology I/Anatomy and Physiology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2302	Medical Terminology II/Anatomy and Physiology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2304	Medical Transcription	N	N	-	60.00		60.00	-	2.00	-	2.0	
MD2305	Medical Billing and Coding I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2306	Medical Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2307	Medical Terminology III/Anatomy and Physiology	N	N	60.00	-		60.00	4.00	-	-	4.0	
MD2308	Pharmacology	N	N	60.00	-		60.00	4.00	-	-	4.0	
MD2309	Medical Billing and Coding II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2310	Medical Ethics	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2311	Patient Care Lab I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2312	Patient Care Lab II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2313	Clinical Lab I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2314	Clinical Lab II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
MD2315	Clinical Pharmacology	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
PS5111	Psychology	Y	N	60.00	-		60.00	4.00	-	-	4.0	
RE1000	Personal Finance	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2116	Computerized Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2119	Records Management	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
SE2204	Secretarial Office Procedures	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2110A	Keyboarding	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2111A	Document Formatting	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2112A	Document Processing	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2114	Business Procedures/Computer Database Concepts	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2115	Advanced Information Processing I	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY2118	Advanced Information Processing II	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	
TY3333	Computer Integration Techniques	N	N	30.00	30.00		60.00	2.00	1.00	-	3.0	





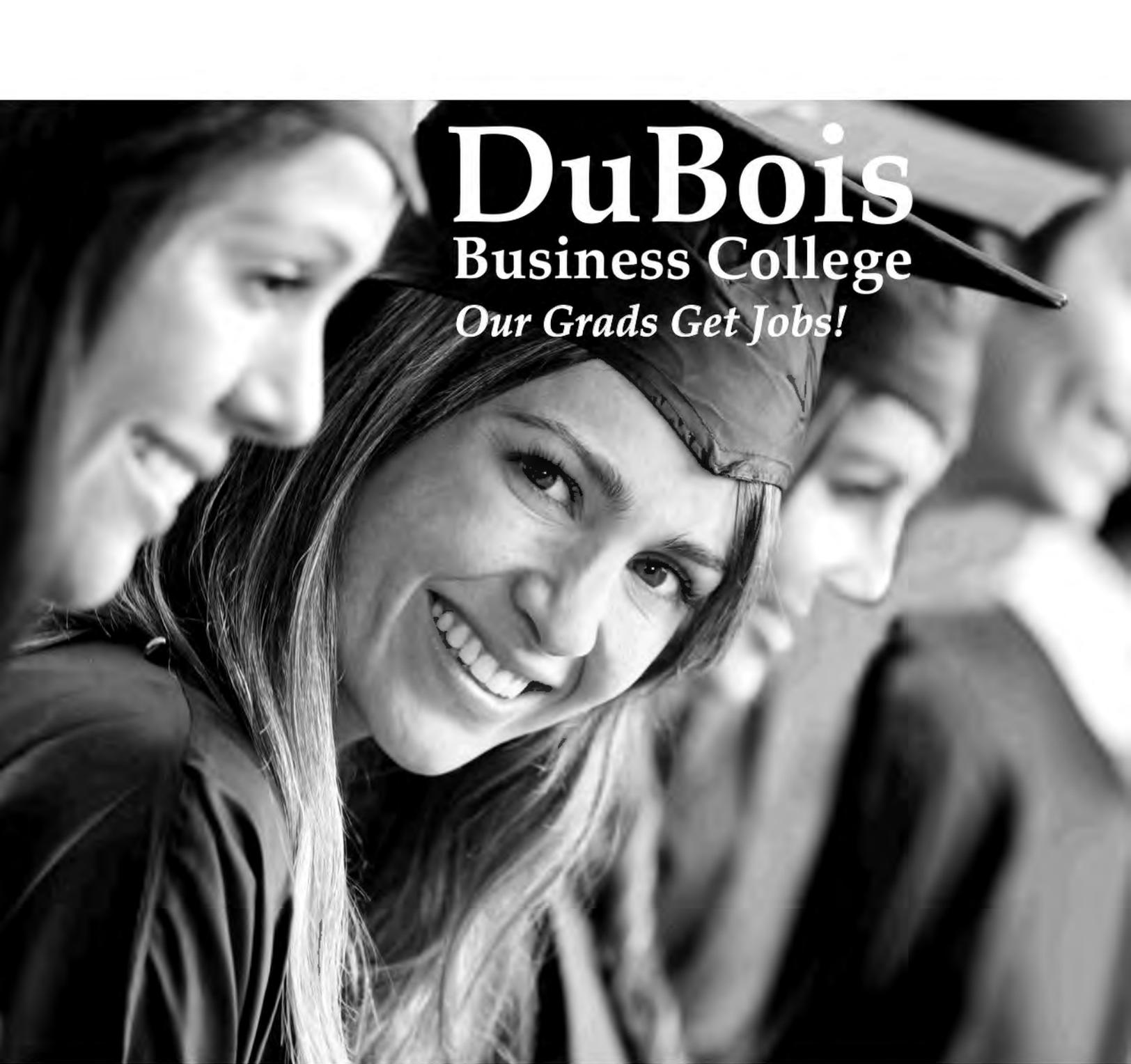












**DuBois**  
**Business College**  
*Our Grads Get Jobs!*

**Catalog 2016-2019**

Volume 39

**Toll Free: 1.800.692.6213**

**[www.dbcollege.edu](http://www.dbcollege.edu)**





## A Message from the President...

*We appreciate your interest in DuBois Business College, and we look forward to meeting you. DuBois Business College has a fine heritage and long tradition of quality education. We have helped thousands of students achieve successful careers, and we hope to help you reach your professional goals.*

*DuBois Business College offers small classes and advanced technology in a caring, professional atmosphere. Our dedicated, professional faculty and staff are deeply committed to our students, and all of us work together to help each student succeed.*

*We provide our students with more individual attention than many traditional 4-year universities, and we are proud of our graduates' many successes.*

*We offer our students on-going career services; that is, professional referrals and help with job placement. We also honor an employer guarantee on behalf of our graduates.*

*DuBois Business College is proud of the professionalism we impart to our students. Our daily class schedule resembles a work or a career schedule. Our policies are written with our students' future employers in mind because we want our students to be prepared to enter the workforce not only with a great education, but also with a great work ethic.*

*DuBois Business College specializes in technical training; we are degree-granting, accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).*

*We hope to help you "touch your future faster."*

(b)(6)

Jackie Diehl Syktich  
President/CEO  
DuBois Business College

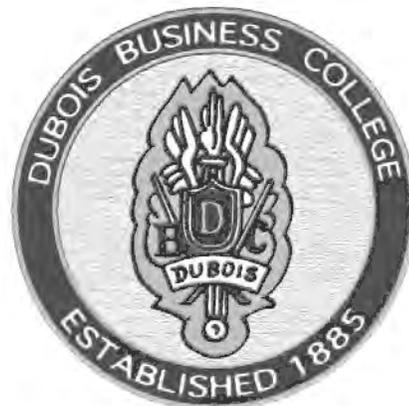
DuBois Business College, Inc. is a Private, Co-Educational College of Business, established in 1885 in the Commonwealth of Pennsylvania.

### AN EQUAL OPPORTUNITY EMPLOYER/TRAINER

DuBois Business College does not discriminate against race, religion, age, sex, color, handicap, sexual orientation, veteran status, or national origin.

Please note: The acronym "DBC" used in this catalog refers to DuBois Business College. Campus photos were taken at DuBois Business College locations with the exception of our cover and back photos. Student portraits include actual DBC students, graduates and staff.

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"But my God shall supply all your needs according to His riches in glory by Christ Jesus." -Phil. 4:19



*Oil City Campus*



*Oil City Campus*

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## Board of Directors and Corporate Officers

**Jackie Diehl Syktich**  
President/CEO

**Brenda K. Heschke**  
Member

**Karen S. Alderton**  
Vice President

**Carolyn M. Rhoades**  
Member

**Mary O. Jones**  
Secretary

**Cathy L. Steiner**  
Member

**Frank D. Burt**  
Treasurer

## Administrative Staff at Four Locations

**Karen S. Alderton**  
Director of Financial Aid - D

**Alfred R. Diehl**  
Maintenance/Security - P

**Doris J. Diehl**  
Maintenance/Security - P

**Howard Divins**  
Acting Director - H

**Mary O. Jones**  
Corporate Academic Dean - D

**Terry L. Khoury**  
Director, Oil City Campus - O

**Darren Kite**  
Technology Assistant - D, P

**Pamela F. Kite**  
Maintenance/Security - D

*D = DuBois Main Campus  
H = Huntingdon County Campus  
P = Philipsburg Location  
O = Oil City Campus*

**Linda Knisely**  
Student Support - D

**Lindsay M. (Snyder) Levy**  
Student Services Director  
and Acting Director - H

**Barbara Martini**  
Corporate Career Services  
Director - D

**Sue Ann Matia**  
Student Services Director  
and Acting Director - D

**Donald Mitchell**  
Maintenance/Security and  
PR Coordinator - D

**Brad D. Moore**  
Corporate Director of Admissions  
and Acting Director - H

**Andrew Motter**  
Acting Director - O

**Jaye E. Navasky**  
Administrative Assistant  
and Acting Director - P

**Ada Marie Nicholson**  
Maintenance/Security - O

**Janice R. Pepperday**  
Student Services Director  
and Acting Director - P

**Penny L. Pifer**  
Financial Aid Advisor - D

**Susan Ramey**  
Director, Huntingdon County  
Campus - H

**Debra (Rhed) Shannon**  
Workshop Coordinator and  
Instructor - D

**Nicole L. (Thorpe) Selner**  
Admissions Representative - D

**Terry W. Shope**  
Maintenance/Security - H

**Erika L. Syktich**  
Food Service Director  
and Administrative Assistant - D

**Jackie Diehl Syktich**  
President/CEO  
and Corporate Director - D

**Rachel J. Syktich**  
Director of Social Media  
and Acting Director - D

**Gail S. Urban**  
Director of Finances  
and Acting Director - D

**Stephen Wolfe**  
Chief Technology Officer - D



## Faculty at Four Locations

**J. Barry Abbott**

Clarion University, BS  
Penn State University, M. Ed  
Gen. Ed. - D, P

**Thomas Anderson, CPA, CVA**

Clarion University, MBA  
Penn State University, BS  
Accounting, Computer - D

**Alan Assad**

Director of New Programs  
Cornerstone Graduate School, M. Div.  
University of Pittsburgh, M. Ed.  
Carnegie-Mellon University, B. FA  
EPB, Cam - D

**Constance Burkhardt**

Median School of Allied Health  
Medical, Secretarial - O

**Kristin Carnahan**

University of Phoenix, BS  
Computer, Gen. Ed. - D

**Michael Curtorillo**

Lycoming College, BA  
Computer - P

**Gary Davis**

Edinboro University, BA  
IT - O

**Dennis A. DeStadio**

York College, BS  
Harrisburg Area Comm. College, AS  
IT, Management, Marketing,  
Legal, Computer - H

**Penny Diehl**

Shippensburg University, BS  
Gen. Ed. - P

**Howard Divins**

Penn State University, BS  
Accounting, Computer, Gen Ed. - H

**Lori Godissart**

Central Penn Business School, ASB  
Medical - H

**Bonnie Hansell**

Lock Haven University, BS  
Keyboarding, Secretarial, Computer - O

**Brenda Heschke**

DuBois Business College, ASB  
Liberty University, BS  
Medical, Secretarial, Computer - D

**Keiko (Kay) Hopwood**

Clarion University, AD  
Accounting, Mathematics, Legal,  
Computer, Gen. Ed. - O

**Heath Himes**

Lock Haven University, BS  
Legal, Keyboarding, Secretarial - H

**Mary O. Jones**

Indiana Univ. of Pennsylvania, MED  
SUNY at Albany, BS  
Secretarial, Accounting,  
Gen. Ed., Computer, Legal - D

**Daniel Kennedy**

Clarion University, BA  
Gen. Ed. - O

**Darren Kite**

DuBois Business College, ASB  
IT, Computers - D, P

**Brad D. Moore**

Juniata College, BS  
Penn College, AS  
Gen Ed. - H

**Bradley Mosier**

Bloomsburg University, BA  
EPB, Computer, Gen. Ed. - D

**Andrew Motter**

Clarion University, MS  
Central Pennsylvania College, BS  
DuBois Business College, ASB  
IT, Gen. Ed., Computer - O

**Marian Murphy**

University of Pittsburgh, BS  
Accounting, Gen. Ed. - O

**Lucinda Neville, RN, CPC-A**

Penn State University, BS  
Lock Haven University, AS  
Medical - D

**Lisa Ogden**

Penn State University, BS  
DuBois Business College, ASB  
Legal, Computers, Gen. Ed. - P

**Carol G. Porr**

Oklahoma State University, BS  
Medical - D

**Pamela Reiter**

Central Penn. School of Nursing, RN  
Medical - D, P

**Carolyn M. Rhoades**

University of Pittsburgh, BA  
Penn State University, ABA  
English, Gen. Ed., Marketing - D

**Roberta A. Spigle**

Faculty Liaison  
Indiana Univ. of Pennsylvania, BS  
Accounting, Keyboarding,  
Secretarial, Gen Ed. - D

**Cathy L. Steiner**

DuBois Business College, ASB  
Liberty University, BS  
Secretarial, Computer, Legal - D

**Deborah Tkach**

Webster University, MA  
Kings College, BA  
Accounting, Gen. Ed. - H

**Dr. Helen L. White, PhD**

Morehead State University, MBA  
Excelsior College, BS  
Accounting, Gen Ed., Management - D

**Stephen Wolfe**

San Diego Community College  
IT, EPB - D

*Categories below faculty names refer to content areas they may instruct:  
EPB=Entertainment Production Business,  
IT= Information Technology,  
Gen. Ed.=General Education*

*D = DuBois Main Campus  
H = Huntingdon County Campus  
P = Philipsburg Location  
O = Oil City Campus*

## Mission Statement

Our mission is to provide quality education that is effective for a successful business career. We will accomplish this through qualified professional instruction and the latest technical equipment pertinent to the business environment. Our results will be graduates with the marketable skills needed for gainful employment, good character, proper work habits, and technical knowledge.



*DuBois Campus*

## Philosophy and Objectives

WE BELIEVE that a private business college should give men and women effective training for business life, help them select careers in line with their natural aptitudes and desires, and assist them in obtaining satisfactory employment upon graduation.

WE BELIEVE that a private business college should take a personal interest in the welfare of each student and stimulate the development of good character and proper work habits.

WE BELIEVE that a private business college should combine the conduct of an educational institution and the operation of a business enterprise. It should pioneer in the development of teaching techniques and maintain with vigor and dignity the unique place a private business college occupies in our system of education.

WE BELIEVE that those principles have been largely responsible for the leadership in business education that DuBois Business College has provided to youth, adults, and industry since 1885.

WE BELIEVE that in designing the various programs of instruction, the aim is to provide training broad enough to develop habits of clear thinking and sound judgment in the varied experiences of modern business.

To this end, technical training is the major part of each curriculum, so that the graduate may be assured of having marketable skills needed in today's global marketplace.

## Accreditation

DuBois Business College is accredited to award the Associate in Specialized Business Degree and diploma by the Accrediting Council for Independent Colleges and Schools, 750 First Street NE, Suite 980, Washington, DC 20002-4241. Phone: 202-336-6780



The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education. Its accreditation of degree-granting institutions is also recognized by the Council for Higher Education Accreditation (CHEA).

## Credentials, Approvals, Licenses, and Agency Affiliations

DuBois Business College is approved by the Secretary of Education, Commonwealth of Pennsylvania, to award the Associate in Specialized Business Degree.

DuBois Business College is licensed by the State Board of Private Licensed Schools, Pennsylvania Department of Education.

DuBois Business College is approved for

- Veterans' Training
- Office of Vocational Rehabilitation
- Blindness and Visual Services
- Pennsylvania Higher Education Assistance Agency Grant Division
- Pennsylvania Higher Education Assistance Agency Loan Division
- Ohio Higher Education Grant Agency
- New York State Higher Education Services Corporation
- Pennsylvania CareerLink®
- WIA - Workforce Investment Act
- Pennsylvania Department of Public Welfare Employment Training
- TAA - Trade Adjustment Assistance
- NAFTA - North American Free Trade Agreement

Testing Site for:

- MOS - Microsoft® Office Specialist
- NCCT - National Center for Competency Testing
- A+ Certification
- Security + Certification

New Choices

- Service Members Opportunity Colleges
- US Army Concurrent Admission Program Member
- UMWA-BCOA (United Mine Workers' Association)
- PAPSA - Pennsylvania Association of Private School Administrators
- Alpha Beta Kappa Honor Society

DuBois Business College has been endorsed by, and is a member of:

- DuBois Area Chamber of Commerce
- Franklin Chamber of Commerce
- Huntingdon Chamber of Commerce
- Philipsburg Chamber of Commerce
- Venango Area Chamber of Commerce



## Office of Career Services



*A Job Experience Program is available for all of our students to help them better understand the requirements of local businesses.*



The DuBois Business College Office of Career Services assists our graduates in finding career positions for which they are best qualified. We help our students secure recommendations, prepare professional resumes and cover letters, practice interview techniques, successfully navigate Job Fairs, and much more in order to help them launch a professional and rewarding career.

We offer career assistance to all of our current and past graduates regardless of their graduation date.

DuBois Business College graduates are required to pass the college's Professional Career Planning course which provides opportunities to explore a wide variety of career options. The course includes business etiquette training and mock job interviews conducted by a group of business leaders drawn from our local communities.

In addition, a Job Experience Program is available for all students. This is typically offered during hours that do not conflict with class schedules.

Human Resource and Personnel Department staff from many area businesses and industries regularly contact our Career Services Office in order to interview and test our graduates for hire. Often these HR representatives are themselves DuBois Business College alumni whose firms have openings to fill.

We are very proud of the Career Services we offer our graduates. We encourage you to check our record for yourself.

DuBois Business College has a proven placement record, but as a matter of ethics, no educational institution will absolutely guarantee placement to graduates. DuBois Business College placement records are made available for review at the college.



*Barbara Martini is our Career Services Director. Her community contacts and experience have helped many of our grads launch rewarding careers.*

## DuBois Business College: A Proud History



*The DuBois College of Business as it looked in 1885. Records indicate it was the largest building in America devoted exclusively to commercial education.*



DuBois College of Business accepted its first students in 1885, the same year construction started on the Statue of Liberty. The school's founder was Mr. J. N. Woolfington. The original building was situated just north of the city, near the present day Best Western Motel.

Twenty-five years later in 1905, the College proudly added a "Home Department" to give students "means for a healthful and good environment." DBC was the first and only strictly business school in America offering such a program.

Through the decades, DuBois Business College educated many of the region's business leaders. In so doing, the College contributed to the long-term success of numerous local industries. DBC's progressive spirit and concern for professional and personal development continues to this day.



*The College moved to South Brady Street, then to a site on West Long Avenue, both in DuBois. West Long Avenue site is pictured above.*

## Expansions and Updates



In 1970 DuBois Business College built a modern, one-story building at One Beaver Drive using five acres of land granted to the college by the city of DuBois. James A. Watson was president of the college at the time.

Six years later Watson gave control to new owners, Robert and Renate Flanagan. The Flanagans guided DBC through a technological transformation from electric type-writers and adding machines to computers with state-of-the-art software.

There were a series of expansions during this period, with a new administrative center in 1983 and three new student housing buildings plus a new classroom wing in 1984. Additional student service offices were added in 1991.

Then in 1992 the Kenawell family acquired the college. Four years later DBC opened a branch campus in Oil City, then another in Huntingdon, PA. At first DBC leased classrooms on the campus of Juniata College in Huntingdon. Then a year later, a former high school building at 1001 Moore Street was purchased and renovated.

In January 2001, ownership changed again as a core group of eight veteran instructors and administrators purchased the college. The new employee-owners were deeply committed to DBC's tradition of personal and professional excellence. That attitude continues to this day.

In 2010, the main campus was again updated with addition of the DBC Annex and Student Cafe.

In 2014 Philipsburg became DBC's fourth location, as the College accepted the invitation of the Moshannon Valley Economic Development Partnership and to open a campus location in the MVEDP Complex on Shady Lane in Philipsburg. This gave our students the option of taking many classes in Philipsburg and commuting to DuBois only for certain required sessions or classes.

In 2015, an alliance was established with Inventionland\* in Pittsburgh to offer specialized entrepreneurial classes taught at DBC's main campus.



*Pictured above is the group of instructors and administrators who purchased DuBois Business College in 2001. They included: Jackie D. Syktich, President/ CEO; Karen S. Alderton, Vice President; Mary O. Jones, Secretary; Frank D. Burt, Treasurer; and Board Members Brenda K. Heschke, Donna J. Lerch, Carolyn M. Rhoades, and Cathy L. Steiner.*



Technology continued to evolve as DBC students began receiving powerful notebook computers to use for classwork and to keep after graduation. On-line instruction modules and tele-class connections were implemented, and proved convenient and very useful. Re-vamped instruction including additional on-line options and an industrial design program with 3D printing, are planned. The future is exciting at DBC!

## Main Campus in DuBois



*A cheerful atmosphere and pleasant surroundings help motivate all of us. We're proud of each of our friendly and professional campus sites.*

DuBois Business College headquarters at One Beaver Drive in DuBois is bright, clean and welcoming, designed to provide a professional office atmosphere.

The main one-story building is handicapped accessible. It offers computer labs, IT center, graphic design suite, medical room, multimedia lab, certification center, lecture rooms, two library learning resource centers, conference rooms and administrative offices.

There is also a café, a friendly spot where students, faculty and staff may purchase lunch, snacks, and beverages. During summer months, students enjoy the campus lawn with patio and picnic areas and courts for volleyball and basketball.

The DBC Annex is conveniently located within steps of the main building. The Annex features a state-of-the-art Clinical Lab where students learn diagnostic testing, special examinations, procedures for minor office surgery, phlebotomy, infection control and patient teaching. There are also lecture areas and a learning support /tutoring center.

Parking is free and very close to the buildings. Visitors are always welcome. For admissions help and information, please call ahead, so we can schedule your personal tour.

### Library / Learning Resource Center

The College Library/Learning Resource Center offers nearly 2,000 volumes plus periodicals, encyclopedias, newspapers, business journals, DVDs, Blu-Rays and multi-media resources.

The collection is continually updated to support the curriculum. All students have free access to the library and may borrow books or other materials for coursework or personal projects.

The College has WiFi internet access at all locations. Computers are available in the Learning Resource Centers for all students. The DuBois Public Library is also available for DBC student use. The College Library/Learning Resource Center is also a testing site for certification exams.

### The Sandpiper Complex: Student Housing

The Sandpiper Apartments are available for rental by DBC students. Each furnished apartment accommodates four resident students with an attractive living room, complete kitchen, four private bedrooms, full bath, and laundry facilities.

The Sandpiper Apartments, just behind our main building, are close to shopping malls, downtown DuBois, restaurants, YMCA, city parks, and other recreation areas. Rent is reasonable and includes electricity, water, garbage, sewage, and heat. Students must make housing arrangements early as there is often a waiting list for Sandpiper residences.

DuBois Business College maintains a listing of other private, off-campus housing suitable for students. Most of these housing options are within walking distance of the college and close to recreation and shopping areas. Complete information can be obtained at the college administration office.

### Community of DuBois

DuBois is a safe and friendly community surrounded by rich farms and forested mountains. Interstate 80, and US Routes 119, 219, and 322 converge at DuBois. The town is about two hours from Pittsburgh and just over four hours from New York City. Each year DBC sponsors several student trips to these cities.

DuFast Transit provides special routes timed for DBC class hours. Local taxi service is also available. The YMCA is not far from campus, and offers many programs, including child care. Special pricing is offered to students.

City tennis courts, community swimming pool with discounted student rates, a bowling center, and roller skating rink are also nearby. DBC students have fun competing on several community volleyball, basketball, and softball teams. Seasonal schedules and sign-up info is posted.

## Philipsburg Location



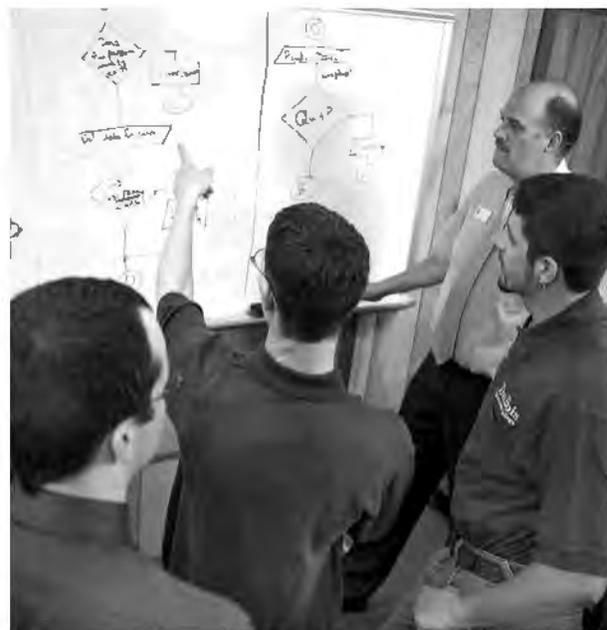
*Our Philipsburg Location is part of the Moshannon Valley Economic Development Partnership Complex. The space was totally remodeled, and has proven to be a very convenient option, saving students in that area many hours of commuting time.*

DBC's Philipsburg Location is housed in a modern complex with many diverse businesses, part of an initiative by the Moshannon Valley Economic Development Partnership. The complex is close to downtown Philipsburg, and is handicapped accessible, with ample secure and free parking for our students.

Our Philipsburg Location gives students who live in that region the opportunity to take many of their DBC classes close to home. They are still required to commute to our main campus in DuBois for certain required classes and sessions such as student orientation, drug/alcohol and safety training, national certification exams, finals and so on. Students find the local Philipsburg site to be a great convenience.

Our Philipsburg facility was totally renovated to provide a very comfortable and professional atmosphere for our students. It offers bright, welcoming classrooms, computer lab, administrative center, student café/lounge, library/learning resource center, two conference rooms, faculty center, and more.

Students who wish to enroll at the Philipsburg Location must follow College enrollment procedures. A schedule of classes and dates when students are required to be at DuBois Main campus will be given to students in advance. Before enrolling, potential students are asked to schedule a meeting with the admissions department to discuss options at the Philipsburg Location.



## Huntingdon County Campus in Huntingdon

*The Huntingdon County Campus of DuBois Business College is centrally located at 1001 Moore Street in historic, downtown Huntingdon.*



Our Huntingdon County Campus offers a very spacious and congenial environment for students to do all of the classwork leading to nearly every Associate in Specialized Business degree and diploma program offered by DuBois Business College.

Classrooms are designed to reflect a professional office setting. There is a student lounge, a Library/Learning Resource Center, administrative offices, and an on-site gym with community sponsored activities such as gymnastics, volleyball, basketball, and indoor soccer. There is secure, free parking beside the building. Several eateries, convenience stores, and child day care centers are nearby.

DBC students enrolled at our Huntingdon County Campus are automatically members of the extensive Juniata College Library, which is just blocks away. Our students also enjoy many of the public cultural activities and sporting events held at Juniata College.

Huntingdon is about 30 minutes from the shops and restaurants of both Altoona and State College. Lake Raystown is nearby with opportunities for boating, camping, fishing, swimming, hiking, horseback riding, waterslides, and much, much more. The Huntingdon County Chamber of Commerce offers additional information about the area.



## Oil City Campus in Oil City



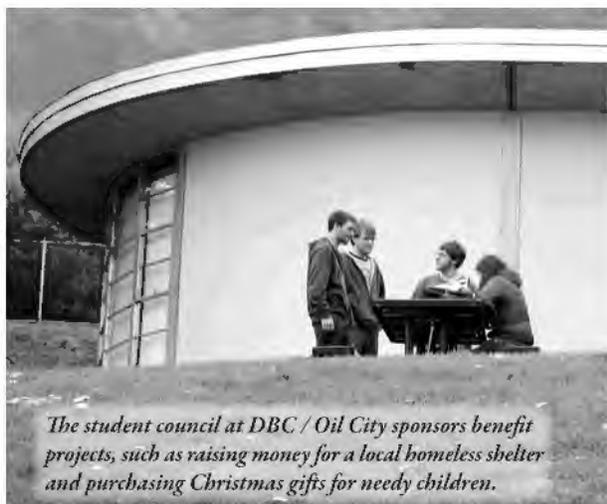
*The Oil City Campus of DuBois Business College is at 701 East Third Street on the historic south side of the city. The building, once an elementary school, has been extensively remodeled. College students enjoy bright, spacious classrooms with modern office furniture, computer labs, a large student lounge, Library/Learning Resource Center, and faculty/administrative offices.*

Our Oil City Campus offers a professional and welcoming atmosphere where local students can easily complete curriculum requirements for nearly every Associate in Specialized Business degree and diploma program offered by DuBois Business College. Complete program details should be discussed with Admissions at the time of enrollment.

For regional commuters, DBC/Oil City is just 20 minutes from several Interstate 80 exits, as well as north-south Routes 8 and 62, eastwest Route 322 and Routes 157 and 257. Fullington Trailways Bus Lines operates a terminal in Oil City, and the local Venango Bus has several stops near the Oil City Campus.

The local YMCA, near the college, offers many programs at student rates. Other nearby recreation opportunities include sand volleyball, men's and women's softball leagues, municipal swimming pool, great bike trails, tennis courts, both miniature and regulation golf courses, and a bowling center.

Oil Creek State Park and Two Mile Run County Park are nearby. Two Mile Park offers fishing in Justus Lake, camping and boat launch. In winter, cross-country skiing, ice skating, and snowmobiling are available. The Drake Well Park, known as the birthplace of the oil industry is in nearby Titusville. More information is available from the Venango and Franklin Area Chambers of Commerce.



*The student council at DBC / Oil City sponsors benefit projects, such as raising money for a local homeless shelter and purchasing Christmas gifts for needy children.*





## Our Qualified Graduates



Graduates of DuBois Business College receive the finest education possible using current professional techniques and the most up-to-date software and equipment. We believe our graduates are so exceptionally qualified that we offer a written guarantee to any employer who hires a DuBois Business College graduate.

## Guarantee to Employers of Our Graduates

DuBois Business College guarantees that any individual or organization that hires a graduate of our college will be completely satisfied with that graduate's performance of any skills he or she was taught at DuBois Business College.

If an employer is not completely satisfied with our graduate's performance, the employer may exercise the option of re-enrolling the graduate into the necessary courses at no charge.

The DuBois Business College course or courses retaken must be listed on the graduate's original transcript and must be offered as part of the college's regular schedule at the time of re-enrollment.

This guarantee will be honored at any time regardless of the date the student graduated. The extent of the retraining will depend on the relative structure of the current course.

*Jackie Diehl Syktrich*

Jackie Diehl Syktrich  
President/CEO  
DuBois Business College



## Professional Programs of Study

### ASSOCIATE IN SPECIALIZED BUSINESS DEGREE PROGRAMS

#### *18-Month Programs:*

Accounting/Business Administration  
Administrative Medical Assistant  
Computer Applications/Management  
Executive Assistant  
Information Systems Support Technician  
Legal Assistant

#### *21-Month Programs:*

Clinical Medical Assistant  
Entertainment Production Business

### DIPLOMA PROGRAMS

#### *9-Month Programs:*

Accounting Assistant  
Office Assistant

#### *12-Month Program:*

Computer Systems Support Technician

*Student Consumer Information can be found on the DuBois Business College web site under the "About the College" tab. All of our courses are taught in English. All of our course materials are written and taught in English.*



# Accounting/Business Administration

## 18-Month Associate in Specialized Business Degree

The Accounting/Business Administration program is designed to prepare students for various professional positions in the field of accounting.

Students learn accounting for proprietorships, partnerships, corporations, etc. Emphasis is placed on Cost Accounting, Tax Accounting, Managerial Accounting, Excel Spreadsheets, and use of professional accounting software. Students also take a variety of business administration courses such as Management and Marketing.

In the Business Administration Simulation course, emphasis is put on building students' entrepreneurial skills via teams that select a business, research and perform financial analyses, write a business plan, and conduct a market-feasibility study.

Students are prepared for potential careers in government and private sector accounting offices, in payroll and purchasing offices, with positions as accountants, payroll supervisors, bookkeepers, accounting assistants, accounting clerks, etc.

COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
AC1102	Accounting II	3
AC1103	Accounting III	3
AC1106	Payroll Taxes	3
AC1109	Managerial Accounting	3
AC1112	Cost Accounting	3
AC1215	Intermediate Accounting I	3
AC1216	Intermediate Accounting II	3
AC1225	Personal Taxation	3
AC1227	Corporate Taxation	3
AC1228	Computerized Accounting Procedures	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5104	English IV	3
EN5116	Speech	3
GE6500	Professional Career Planning	1
LA4111	Legal Concepts	4
MA4106	Basic Mathematics	3
MG6001	Principles of Management	3
MG6112	Business Administration Simulation	3
MG6220	Marketing	3
PS5111	Psychology	4
RE1000	Personal Finance	3
SE2113	Database and Presentation	3
TY2110A	Keyboarding	3
TY2111A	Document Formatting	3
TY2117	Spreadsheet Applications	3
TY2119	Advanced Spreadsheet Applications	3
TY3333	Computer Integration Techniques	3

All classes are 60 clock hours, with the exception of Professional Career Planning, which is 20 hours. This 18-month Degree Program of Study offers 90 credits, 1760 clock hours of instruction, and is 72 weeks in length.

Total tuition cost is \$22,560.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.



# Administrative Medical Assistant

## *18-Month Associate in Specialized Business Degree*

Demand for well-trained administrative medical assistants has grown rapidly in recent years.

This specialized curriculum is designed to provide complete professional training in all facets of managing an administrative medical position in a physician's office, hospital, clinic, pharmacy, medical or surgical supply company, long-term care facility, home health agency, insurance company, or any other business in the medical field.

Students in this major learn medical office administration, with emphasis on specific skill sets and knowledge necessary in today's medico-legal environment.

These include the electronic health record, HIPAA mandated code sets (ICD-10, CPT-4, HCPCS,) electronic billing and reimbursement, information processing with Microsoft® Office, accounting and finance, as well as oral and written communication.

All students study anatomy and physiology, insurance terminology and products, OSHA and HIPAA compliance, and other ethical and legal aspects of working in the allied healthcare field.



COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5104	English IV	3
EN5116	Speech	3
GE6500	Professional Career Planning	1
MA4106	Basic Mathematics	3
MD2301	Medical Terminology I/Anatomy and Physiology	3
MD2302	Medical Terminology II/Anatomy and Physiology	3
MD2304	Medical Transcription	2
MD2305	Medical Billing and Coding I	3
MD2306	Medical Office Procedures	3
MD2307	Medical Terminology III/Anatomy and Physiology	4
MD2308	Pharmacology	4
MD2309	Medical Billing and Coding II	3
MD2310	Medical Ethics	3
MD2316	Medical Insurance and Billing	3
PS5111	Psychology	4
RE1000	Personal Finance	3
SE2113	Database and Presentation	3
SE2119	Records Management	3
SE2204	Secretarial Office Procedures	3
TY2110A	Keyboarding	3
TY2111A	Document Formatting	3
TY2112A	Document Processing	3
TY2116	Computer Office Applications	3
TY2117	Spreadsheet Applications	3
TY2119	Advanced Spreadsheet Applications	3
TY3333	Computer Integration Techniques	3

All classes are 60 clock hours, with the exception of Professional Career Planning, which is 20 hours. This 18-month Degree Program of Study offers 90 credits, 1760 clock hours of instruction, and is 72 weeks in length.

Total tuition cost is \$22,560.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

# Clinical Medical Assistant

## 21-Month Associate in Specialized Business Degree

The Clinical Medical Assistant program combines clinical procedures with office skills.

This specialized curriculum is designed to provide complete professional training in all facets of managing an administrative medical position in a physician's office, hospital, clinic, pharmacy, medical or surgical supply company, long-term care facility, insurance company or any other business in the healthcare field.

Students in this major learn medical office administration, with emphasis on specific skill sets and knowledge necessary in today's medico-legal environment.

These include the electronic health record, HIPAA mandated code sets (ICD-10, CPT-4, HCPCS,) electronic billing and reimbursement, information processing with Microsoft® Office, accounting and finance, as well as oral and written communication.

All students study anatomy and physiology, insurance terminology and products, OSHA and HIPAA compliance, and other ethical and legal aspects of working in the allied healthcare field.

In addition, clinical lab classes develop skills that allow graduates to perform in clinical areas of health care as either a clinical or an administrative assistant.

The Clinical Medical Assistant student studies patient care, specialty examinations and procedures, minor office surgery, diagnostic testing, phlebotomy, infection control, pharmacology and patient teaching.

Demand for well-trained medical assistants has grown rapidly in recent years, and this trend is expected to continue.

COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5104	English IV	3
EN5116	Speech	3
GE6500	Professional Career Planning	1
MA4106	Basic Mathematics	3
MD2301	Medical Terminology I/Anatomy and Physiology	3
MD2302	Medical Terminology II/Anatomy and Physiology	3
MD2304	Medical Transcription	2
MD2305	Medical Billing and Coding I	3
MD2306	Medical Office Procedures	3
MD2307	Medical Terminology III/Anatomy and Physiology	4
MD2308	Pharmacology	4
MD2309	Medical Billing and Coding II	3
MD2310	Medical Ethics	3
MD2311	Patient Care Lab I	3
MD2312	Patient Care Lab II	3
MD2313	Clinical Lab I	3
MD2314	Clinical Lab II	3
MD2315	Clinical Pharmacology	3
MD2316	Medical Insurance and Billing	3
PS5111	Psychology	4
RE1000	Personal Finance	3
SE2113	Database and Presentation	3
SE2119	Records Management	3
SE2204	Secretarial Office Procedures	3
TY2110A	Keyboarding	3
TY2111A	Document Formatting	3
TY2112A	Document Processing	3
TY2116	Computer Office Applications	3
TY2117	Spreadsheet Applications	3
TY2119	Advanced Spreadsheet Applications	3
TY3333	Computer Integration Techniques	3

All classes are 60 clock hours, with the exception of Professional Career Planning, which is 20 hours. This 21-month Degree Program of Study offers 105 credits, 2060 clock hours of instruction, and is 84 weeks in length.

Total tuition cost is \$26,320.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

# Computer Applications/Management

## *18-Month Associate in Specialized Business Degree*

The Computer Applications/Management program offers a dual focus in business management and computer software applications.

Graduates of this program qualify for a wide variety of positions such as entry-level managers, word processors, fiscal assistants, supervisors, desktop publishing specialists, and printshop technicians.

Students with this major pursue careers in many different fields, including retail, hotel-restaurant, business, manufacturing, construction industries, insurance, and education.

The Computer Applications portion of the program is designed to provide a working knowledge of popular computer software programs such as Microsoft® Office to perform word processing, spreadsheet, database, graphics, accounting, and web page design tasks.

In addition to extensive software skills, students receive instruction in management, accounting, taxes, and marketing. The combination of computer and management studies makes this a versatile major that offers students a well rounded, highly useful skill set.



COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
AC1102	Accounting II	3
AC1103	Accounting III	3
AC1106	Payroll Taxes	3
AC1228	Computerized Accounting Procedures	3
CM2630	Internet, Security and Web Building	3
CM2670	Maintaining Printers and Other Peripherals	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5104	English IV	3
EN5116	Speech	3
GE6500	Professional Career Planning	1
GR7002	Digital Photography	3
IL9150	Inventionland® Institute: Marketing**	3
LA4111	Legal Concepts	4
MA4106	Basic Mathematics	3
MG6001	Principles of Management	3
MG6112	Business Administration Simulation	3
MG6220	Marketing	3
PS5111	Psychology	4
RE1000	Personal Finance	3
SE2113	Database and Presentation	3
TY2110A	Keyboarding	3
TY2111A	Document Formatting	3
TY2112A	Document Processing	3
TY2116	Computerized Office Applications	3
TY2117	Spreadsheet Applications	3
TY2119	Advanced Spreadsheet Applications	3
TY3333	Computer Integration Techniques	3

All classes are 60 clock hours, with the exception of Professional Career Planning, which is 20 hours. This 18-month Degree Program of Study offers 90 credits, 1760 clock hours of instruction, and is 72 weeks in length.

Total tuition cost is \$22,560.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

\*\* Classes with an asterisk indicate that there is an on-line option for this class. Students will need to talk with their School Director or Acting Director to inform them of their decision to want to be considered for the on-line training option, and must receive approval before the class can be scheduled as on-line.

# Entertainment Production Business

## 21-Month Associate in Specialized Business Degree

DuBois Business College was one of the first colleges to develop a comprehensive program that integrates various specialties within the entertainment production industry.

This program offers multiple skills and can lead to careers in industries as diverse as web design, computer gaming, animation, advertising, exhibit design, theme park and museum design, and moviemaking.

Graduates in this major may pursue careers in entertainment production facilities or in businesses that create movies and promotional videos, or design amusement parks, zoos, science centers, toys, or computer games.

In the Entertainment Production Business program, students learn to work with their hands by sketching concept drawings and hand building models, mock-ups, and prototypes of their design ideas.

In addition, using advanced computer software, they learn how to create 2D computer graphics, 3D computer models, computer-generated animations, special effects for movies, interactive videos, ads, package designs, exhibits, and advertising scenes.

Also, from computer files that they create, students “print” parts for models, mock-ups, and prototypes on high tech 3D printers.

COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
CM2630	Internet, Security and Web Building	3
EC1005	Introduction to Modeling**	3
EC2001	Computer 3D Animation I	3
EC2002	Computer 3D Animation II	3
EC2003	Computer Game Animation I	3
EC2005	Computer Game Animation II	3
EC2006	Computer Assisted Movie Making I	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5116	Speech	3
EP1100	3D Production Methods**	3
EP1201	Survey of Entertainment Production**	3
EP1400	2D Visual Literacy	3
EP1500	Special Effects Production I	3
EP1600	Video Making	3
EP1800	3D Visual Literacy	3
EP2401	Video Production	3
EP2600	Multi-Media Production	3
GR7001	Type and Layout**	3
GR7002	Digital Photography**	3
GR7003	Graphic Design Principles	3
GR7004	Digital Graphics I	3
GR7005	Digital Graphics II	3
GR7008	Movie Special Effects	3
GR7009	Computer Assisted Movie Making II	3
IL9140	Inventionland® Institute: Development**	3
IL9150	Inventionland® Institute: Marketing**	3
MA4106	Basic Mathematics	3
MG6001	Principles of Management	3
MG6220	Marketing	3
PS5111	Psychology	4
TY2110A	Keyboarding	3
TY2121	Software Applications - Windows	3

All classes are 60 clock hours. This 21-month Degree Program of Study offers 106 credits, 2100 clock hours of instruction, and is 84 weeks in length.

Total tuition cost is \$26,320.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

\*\*Students in this major are required to audit Professional Career Planning Class as part of their Career Services and graduation requirement.

\*\* Classes with an asterisk indicate that there is an on-line option for this class.

Students will need to talk with their School Director or Acting Director to inform them of their decision to want to be considered for the on-line training option, and must receive approval before the class can be scheduled as on-line.



# Executive Assistant

## *18-Month Associate in Specialized Business Degree*

The Executive Assistant program is an excellent career choice for students who aspire to executive level assistant positions in private business, industry, government, or educational fields.

Students who graduate with this degree obtain positions as office managers, personnel managers, and administrative assistants.

This curriculum provides advanced training to develop specialization in executive office procedures and computer applications, as well as business communications, legal terminology, business management, accounting, payroll, and web-page design.

Students are taught the importance of critical thinking, of working independently as well as in teams, and of managing a multitude of tasks while meeting key deadlines.

This major offers concentrated training and certification potential in the latest Microsoft® Office software applications.



COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
AC1106	Payroll Taxes	3
CM2630	Internet, Security and Web Building	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5104	English IV	3
EN5116	Speech	3
GE6500	Professional Career Planning	1
LA4111	Legal Concepts	4
LE2406	Legal Terminology	3
LE2408	Applied Legal Terminology	3
MA4106	Basic Mathematics	3
MG6001	Principles of Management	3
PS5111	Psychology	4
RE1000	Personal Finance	3
SE2101	Shorthand I	3
SE2102	Shorthand II	3
SE2113	Database and Presentation	3
SE2119	Records Management	3
SE2204	Secretarial Office Procedures	3
SE2503	Executive Office Procedures	3
SE2506	Executive Word Processing	3
TY2110A	Keyboarding	3
TY2111A	Document Formatting	3
TY2112A	Document Processing	3
TY2116	Computerized Office Applications	3
TY2117	Spreadsheet Applications	3
TY2119	Advanced Spreadsheet Applications	3
TY3333	Computer Integration Techniques	3

All classes are 60 clock hours, with the exception of Professional Career Planning, which is 20 hours. This 18-month Degree Program of Study offers 90 credits, 1760 clock hours of instruction, and is 72 weeks in length.

Total tuition cost is \$22,560.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

# Information Systems Support Technician

## *18-Month Associate in Specialized Business Degree*

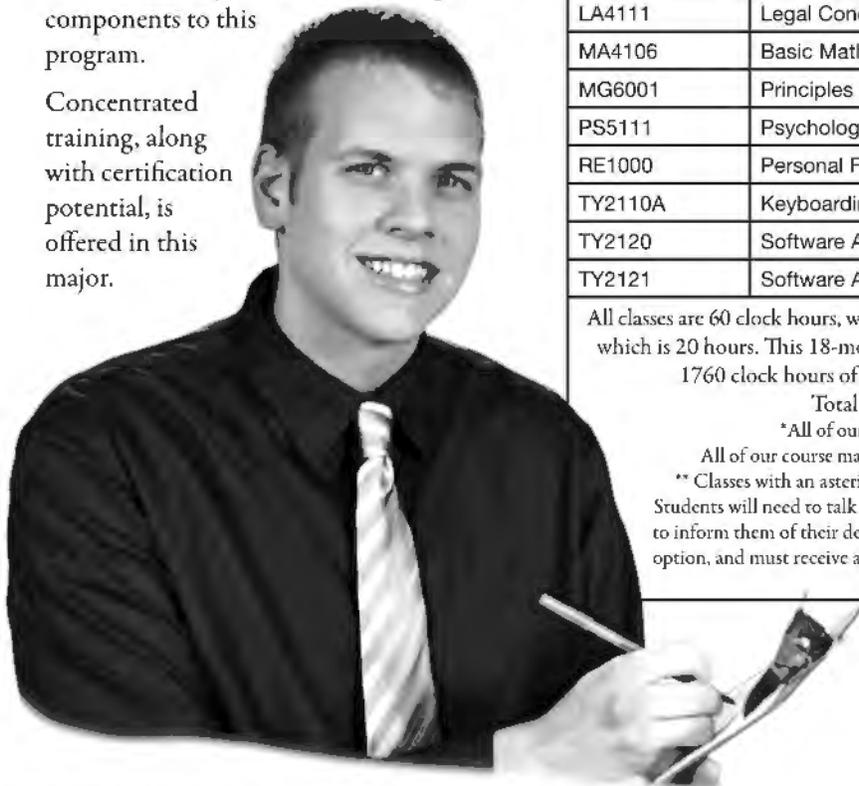
The Information Systems Support Technician program is designed to train entry-level computer systems administrators. Emphasis is placed on network management and systems development.

Graduates may obtain positions as network administrators, computer repair specialists, programmers, and computer technicians.

The program is designed to give graduates solid understanding and skills in the following areas: hardware installation and configuration, software development and configuration, computer programming, electricity and electronics, network topologies, network servers, system troubleshooting, peripheral equipment support, web application development, and end user support.

Students also study management, development and marketing, with emphasis on real-world computer applications. Mobile devices, tablets, and computers are vital to efficiency in business, so training is key. Internet security and website are important components to this program.

Concentrated training, along with certification potential, is offered in this major.



COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
CM2610	Personal Computer Repair	3
CM2611	Networking	3
CM2613	Protocols	3
CM2615	Information Technology and Operating Systems	3
CM2616	Networking/Clients	3
CM2617	Networking/Servers	3
CM2620	Troubleshooting and Diagnostics	3
CM2630	Internet, Security and Web Building	3
CM2650	Introduction to Programming	4
CM2651	Advanced Programming	3
CM2655	Operating Systems	3
CM2670	Maintaining Printers and Other Peripherals	3
EL4200	Basic Electricity and Electronics	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5104	English IV	3
EN5116	Speech	3
GE6500	Professional Career Planning	1
IL9140	Inventionland® Institute: Development**	3
IL9150	Inventionland® Institute: Marketing**	3
LA4111	Legal Concepts	4
MA4106	Basic Mathematics	3
MG6001	Principles of Management	3
PS5111	Psychology	4
RE1000	Personal Finance	3
TY2110A	Keyboarding	3
TY2120	Software Applications - DOS	2
TY2121	Software Applications - Windows	3

All classes are 60 clock hours, with the exception of Professional Career Planning, which is 20 hours. This 18-month Degree Program of Study offers 90 credits, 1760 clock hours of instruction, and is 72 weeks in length.

Total tuition cost is \$22,560.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

\*\* Classes with an asterisk indicate that there is an on-line option for this class. Students will need to talk with their School Director or Acting Director to inform them of their decision to want to be considered for the on-line training option, and must receive approval before the class can be scheduled as on-line.

# Legal Assistant

## *18-Month Associate in Specialized Business Degree*

The Legal Assistant program is an excellent career choice for students who aspire to work in a legal environment.

These might include law offices, district or common pleas court offices, in the legal department of a corporation, university, insurance agency, hospital, or bank, or for a municipal, state, or federal government agency.

Many Legal Assistant graduates find positions in local prothonotary, probation, domestic relations, or other court-related offices; in personnel offices of public or private industry; in law firms; in real estate, insurance, or banking offices; and in the medical industry and other fields dealing with regulatory issues.

Students are given an advanced level of training to develop administrative skills and proficiency in legal terminology, legal transcription, preparing legal correspondence and various court and non-court documents. They learn legal office procedures and legal research.

Additionally, students take courses in business communications, accounting, payroll, and web-page design.

This major offers concentrated training and certification potential in the latest Microsoft® Office software applications.



COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
AC1106	Payroll Taxes	3
CM2630	Internet, Security and Web Building	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5104	English IV	3
EN5116	Speech	3
GE6500	Professional Career Planning	1
LA4111	Legal Concepts	4
LE2403	Legal Office Procedures	3
LE2405	Legal Transcription	3
LE2406	Legal Terminology	3
LE2408	Applied Legal Terminology	3
LE2409	Legal Research	3
MA4106	Basic Mathematics	3
PS5111	Psychology	4
RE1000	Personal Finance	3
SE2101	Shorthand I	3
SE2102	Shorthand II	3
SE2113	Database and Presentation	3
SE2119	Records Management	3
SE2204	Secretarial Office Procedures	3
TY2110A	Keyboarding	3
TY2111A	Document Formatting	3
TY2112A	Document Processing	3
TY2116	Computerized Office Applications	3
TY2117	Spreadsheet Applications	3
TY2119	Advanced Spreadsheet Applications	3
TY3333	Computer Integration Techniques	3

All classes are 60 clock hours, with the exception of Professional Career Planning, which is 20 hours. This 18-month Degree Program of Study offers 90 credits, 1760 clock hours of instruction, and is 72 weeks in length.

Total tuition cost is \$22,560.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

# Accounting Assistant

## 9-Month Diploma Program

The Accounting Assistant curriculum offers general business training in keyboarding and business document formatting on computers. English, math, and accounting concepts are taught to prepare the graduate for an administrative office position.

This program offers excellent training for an entry-level position. With work experience, Accounting Assistant students may be able to advance to more responsible positions.

Graduates from this 9-month program also have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree.

COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
AC1102	Accounting II	3
AC1106	Payroll Taxes	3
AC1228	Computerized Accounting Procedures	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5116	Speech	3
MA4106	Basic Mathematics	3
PS5111	Psychology	4
RE1000	Personal Finance	3
TY2110A	Keyboarding	3
TY2111A	Document Formatting	3
TY2117	Spreadsheet Applications	3
TY3333	Computer Integration Techniques	3

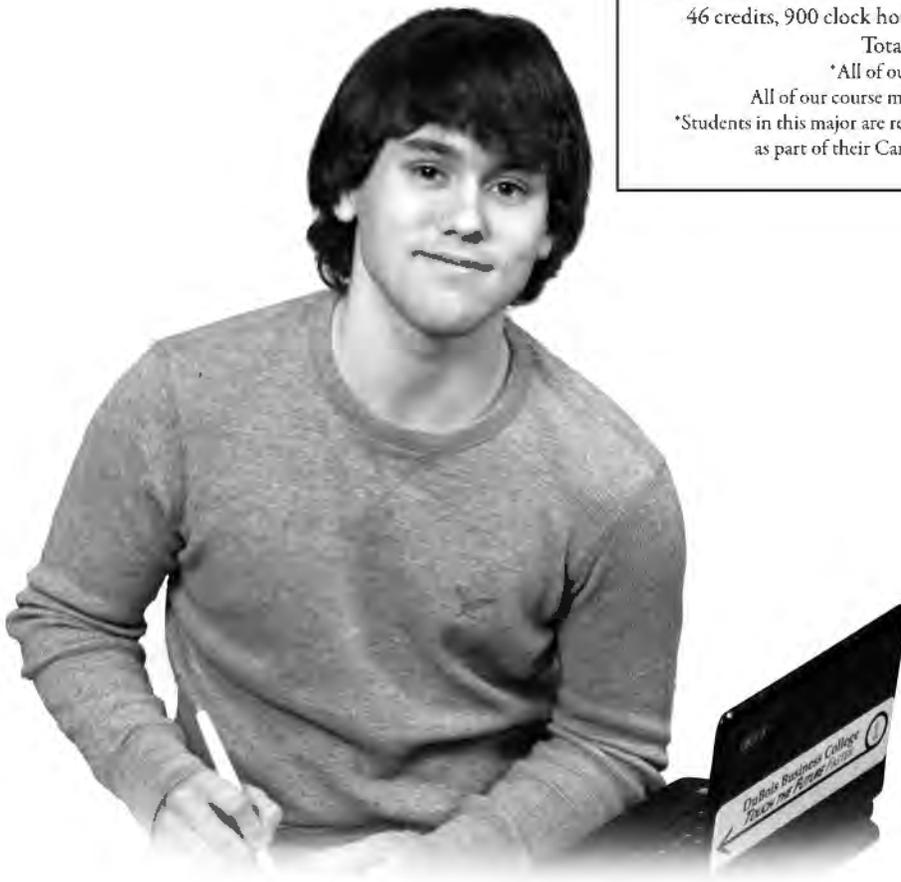
All classes are 60 clock hours. This 9-month Diploma Program of Study offers 46 credits, 900 clock hours of instruction, and is 36 weeks in length.

Total tuition cost is \$11,280.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

\*Students in this major are required to audit Professional Career Planning Class as part of their Career Services and graduation requirement.



# Office Assistant

## 9-Month Diploma Program

The Office Assistant diploma curriculum prepares a graduate for an entry-level position in administrative office technology. Students receive training in business communications, document formatting and processing, math, and accounting.

Graduates from this program have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree.

Students gain valuable computer training in the Office Assistant major.



COURSE #	COURSE TITLE*	CREDITS
AC1101	Accounting I	3
EN5101	English I	3
EN5102	English II	3
EN5103	English III	3
EN5116	Speech	3
MA4106	Basic Mathematics	3
PS5111	Psychology	4
RE1000	Personal Finance	3
SE2119	Records Management	3
TY2110A	Keyboarding	3
TY2111A	Document Formatting	3
TY2112A	Document Processing	3
TY2116	Computerized Office Applications	3
TY2117	Spreadsheet Applications	3
TY3333	Computer Integration Techniques	3

All classes are 60 clock hours. This 9-month Diploma Program of Study offers 46 credits, 900 clock hours of instruction, and is 36 weeks in length.

Total tuition cost is \$11,280.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

\*Students in this major are required to audit Professional Career Planning Class as part of their Career Services and graduation requirement.

# Computer Systems Support Technician

## 12-Month Diploma Program

The Computer Systems Support Technician program is designed to train entry-level computer technicians with emphasis placed on computer system support and configuration.

Students in this diploma program study computer concepts and have practical laboratory exercises in the following areas: hardware installation and configuration, software installation and configuration, networking cabling and topologies, system trouble-shooting, web page creation, and end user support.

Graduates qualify for positions as computer technicians and help desk technicians. Graduates from this program also have the option of transferring credits into 18-month and 21-month degree programs leading to the Associate in Specialized Business degree.



COURSE #	COURSE TITLE*	CREDITS
CM2610	Personal Computer Repair	3
CM2611	Networking	3
CM2613	Protocols	3
CM2615	Information Technology and Operating Systems	3
CM2620	Troubleshooting and Diagnostics	3
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All classes are 60 clock hours. This 12-month Diploma Program of Study offers 61 credits, 1200 clock hours of instruction, and is 48 weeks in length.

Total tuition cost is \$15,040.

\*All of our courses are taught in English.

All of our course materials are written and taught in English.

\*Students in this major are required to audit Professional Career Planning Class as part of their Career Services and graduation requirement.

# Course Descriptions

## **AC1101: Accounting I**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course provides a basic understanding of accounting concepts. Students are taught the structure of accounts, how to create appropriate journal entries, how to make adjusting, correcting and closing entries, and how to complete worksheets. They also prepare financial documents for a sole proprietorship including a Balance Sheet, Income Statement, and Statement of Owner's Equity.

## **AC1102: Accounting II**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Accounting I*

This course expands the student's knowledge of accounting procedures and practices. Students will receive training in how to handle accounting transactions for a merchandising business. They should learn the correct way to account for purchases and sales, as well as for maintaining inventory records.

## **AC1103: Accounting III**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Accounting II*

This course introduces students to partnership and corporate accounting methods. Students are taught the characteristics of partnerships and corporate organizations in addition to learning how to read and analyze financial statements.

## **AC1106: Payroll Taxes**

*Hours: Three (3) credits/60 hours*

*Pre/Corequisites: Basic Mathematics, Accounting I*

This course is designed to give students knowledge of the laws covering payroll deductions and employer taxes as well as practice calculating these taxes. The student is exposed to maintenance of employee payroll records and should become familiar with a computerized accounting program.

## **AC1109: Managerial Accounting**

*Hours: Three (3) credits/60 hours*

*Pre/Corequisites: Accounting III*

This course provides students with an understanding of basic managerial accounting theory and procedures. Students are directed on how to handle cost accounting principles for both merchandising and manufacturing enterprises.

## **AC1112: Cost Accounting**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Accounting III and Managerial Accounting*

This course provides a continuation of the theory and application of cost accounting principles, including budgeting, standard costing, and cost analysis. Students also study manufacturing accounting in depth from a materials, labor, and overhead viewpoint.

## **AC1215: Intermediate Accounting I**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Accounting III*

This course provides students with a review of the double-entry process. Students review the accounting cycle in depth. Emphasis is placed on the revenue/receivables/cash cycle.

## **AC1216: Intermediate Accounting II**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Intermediate Accounting I*

This course provides an in-depth study of inventory procedures, including costing and control; debt and equity financing; acquisition, utilization and retirement of fixed assets; and fund accounting for nonprofit organizations and governmental entities.

## **AC1225: Personal Taxation**

*Hours: Three (3) credits/60 hours*

*Pre/Corequisites: Accounting III*

This course introduces the fundamental concepts of federal taxation with special emphasis on individuals. The course also creates an awareness and recognition of the tax consequences involved in personal financial decision making. Special emphasis is placed on using Federal Form 1040 and related schedules along with Internet resources.

## **AC1227: Corporate Taxation**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Accounting III, Personal Taxation*

This course introduces the fundamental concepts of federal taxation of corporations and partnerships. It creates an awareness and recognition of the tax consequences involved in business decision making. Special emphasis is placed on using federal business tax forms and related schedules along with Internet resources.

## **AC1228: Computerized Accounting Procedures**

*Hours: Three (3) credits/60 hours*

*Pre/Corequisites: Accounting II*

This course introduces students to using software to perform computerized accounting transactions. This is a hands-on course with students entering information to make appropriate accounting entries. Students should be able to access financial statements and various other reports.

## **CM2610: Personal Computer Repair**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course uses a hands-on approach to introducing personal computer repair, maintenance and upgrading. The course concentrates on the hardware and software that exist within various areas of personal computers, laptops, notebooks, and so on, as well as how each operates. It is designed to give students basic diagnostic and troubleshooting skills to enable them to set up, maintain, and upgrade personal computers. The course is part of a student's preparation for becoming A+ certified.

# Course Descriptions

## **CM2611: Networking**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course is designed to provide students with a basic understanding of computer networking. Elements of networking that are introduced include: cabling, connections, interface adapters, hubs, connecting software, and management tools. Students should use these elements to create networks with various configurations and evaluate the overall performance.

## **CM2613: Protocols**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Information Technology and Operating Systems*

This course familiarizes students with the diverse security issues that surface in the technology sector and the resources available for deploying and maintaining networks while ensuring system safety and security.

## **CM2615: Information Technology and Operating Systems**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course provides students with a practical overview of computers and electronic communications. It develops an understanding of the history of computers and associated technologies and how these items have evolved over time to become essential elements for our businesses and modern lifestyles.

## **CM2616: Networking/Clients**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Networking*

This course focuses on developing an understanding of the client computer system used in a networked environment. Students will receive training in the features and capabilities of various client-based operating systems. They should reinforce their understanding by installing a client-based operating system on a computer. They are taught to install hardware drivers to make devices function properly, to load additional software to add features and capabilities, to properly configure settings on the system to use it on a network, and to access resources provided by server computers.

## **CM2617: Networking/Servers**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Networking/Clients*

This course introduces students to the server side of networking. Students should learn how to install, configure services, and access them from a client system. Emphasis is placed on using sound practices to minimize security vulnerabilities. Students should complete hands-on activities to reinforce the concepts and information presented.

## **CM2620: Troubleshooting and Diagnostics**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Personal Computer Repair*

This course uses a hands-on approach to diagnosing, troubleshooting, and repairing personal computers. A lab-based environment helps students develop efficient and cost-effective troubleshooting skills. Students are taught how to test a system to identify, isolate, and correct various problems. This process leads to a more complete understanding of how hardware and software interact. In this course students take the A+ certification exams.

## **CM2630: Internet, Security, and Web Building**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course is designed to familiarize and educate students on various aspects of the Internet. Students will receive training in how to correctly use Internet search engines. Each student should also learn to use HTML code to create web pages on the Internet.

## **CM2650: Introduction to Programming**

*Hours: Four (4) credits/60 hours*

*Prerequisites: None*

This course provides an overview of the processes of application development. Students are directed on how to plan, design, and build applications using Visual Basic.NET.

## **CM2651: Advanced Programming**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Introduction to Programming*

This course is designed to provide students with an understanding of how to develop and maintain E-Commerce applications. E-Commerce is rapidly becoming the preferred way to provide employees and customers with access to information required to conduct business.

## **CM2655: Operating Systems**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Information Technology and Operating Systems*

This course takes a hands-on approach to teaching students the Unix-based operating system. Upon completion of the course students are able to use Red Hat's Linux operating system. During the course the students complete hands-on projects and exercises that reinforce the material that is presented in the classroom and provided in the textbook.

## **CM2670: Maintaining Printers and Other Peripherals**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course introduces students to various computer peripherals that are commonly found in a business office environment. Students are taught how to set up and configure peripherals such as fax machines, telephones, printers, etc. and utilize them from different applications. Students should also learn how to troubleshoot and repair these devices so that they can be maintained in an office environment.

# Course Descriptions

## **EC1005: Introduction to Modeling**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course introduces students to 3D Studio Max software. The proper use of Max and its functions is taught along with modeling techniques to help students become familiar with the program. The course prepares students for actual three-dimensional animation.

## **EC2001: Computer 3D Animation I**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Introduction to Modeling

This course teaches students how to animate models in the computer environment. The primary emphasis is placed on using basic transforms to move, scale and rotate objects at the appropriate time. The course helps students to manage the animation controllers and time controls.

## **EC2002: Computer 3D Animation II**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Computer 3D Animation I

This course allows students to apply advanced animation techniques to computer models that they create. Students should also learn to add complex secondary effects to scenes and create a complete animated sequence.

## **EC2003: Computer Game Animation I**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Introduction to Modeling

This course covers the area of developing graphic images for computer games and home video games. Students are taught computer game interface design, user interactions, and game level production.

## **EC2005: Computer Game Animation II**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Computer Game Animation I and Computer 3D Animation II

In this course students are introduced to computer level environments developed using custom textures and characters. Students should be able to develop a game plot, concept drawings, and build the actual game levels using a 3D game editor environment.

## **EC2006: Computer Assisted Movie Making I**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Computer 3D Animation II

This course teaches students the principles of special effects in film and video. Students should be able to develop commercial and thematic scripts, storyboards and props. Students will receive training on how to composite 2D and 3D media into short videos.

## **EL4200: Basic Electricity and Electronics**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course provides students with instruction in basic electrical concepts as they relate to computers. Students study topics associated with electrical components within different circuits. The course provides hands-on labs to reinforce the concepts of electronics and to develop an understanding of how components work in circuits. The labs also help students develop an understanding of how logic gates work in different circuitry used in the computer industry.

## **EN5101: English I**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course helps students to achieve the firm foundation in language structure that is necessary for communication competence. Concentration is on developing the skills that will have a direct, immediate bearing on the students' proficiency in writing, speaking, listening, and reading. Students are taught proper research techniques and resources that are available at local libraries and in the College's Library/Learning Resource Center. Such techniques can be used in research and report writing throughout the students' lives.

## **EN5102: English II**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* English I

This course is designed to continue to build students' knowledge and use of proper business English. Stressed are principles of punctuation, mechanics, and report writing in preparation for clear, concise communication skills. Practical application of the principles learned will add to the foundation required for efficient business communication. Students write a research paper in this course to apply the English skills they have acquired.

## **EN5103: English III**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* English I

This course is designed to give the student the knowledge and skill needed to create and proofread various types of business communications including memos, email, reports, meeting minutes, and press releases. Students are taught how to improve their spelling ability by learning and applying various spelling rules and techniques. Students are directed on how to write a résumé, cover letter, and reference page that will be suitable for a job search.

## **EN5104: English IV**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Keyboarding and English I

This course acquaints students with the basic techniques of written correspondence. Students are taught how to proofread prepared material by correctly using proofreading symbols, to recognize letter styles, to plan and organize messages, and to write motivationally. The mechanics emphasized in English I, II, and III are put into practice here in basic business letter writing.

## Course Descriptions

### **EN5116: Speech**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course is a practical public speaking course that builds students' confidence in speaking before a group. Students are trained to meet various types of speaking situations. Topics covered include selecting a subject, organizing a speech, holding audience interest, and developing an effective delivery style. Students are also taught proper telephone techniques and etiquette.

### **EP1100: 3D Production Methods**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

In this course students will receive training on how 3D objects are manufactured from metal and plastic, cardboard and paper. The 3D production methods covered include both liquid casting and sheet material forming and joining. To develop a hands-on understanding, students complete molds and castings, and construct mock-ups of typical patterns used in the packaging industry, in paper and paperboard.

### **EP1201: Survey of Entertainment Production**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course surveys the methods used by the entertainment industry to produce motion pictures, television programs, and TV commercials, as well as electronic games and amusement park attractions.

### **EP1400: 2D Visual Literacy**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course covers the basics of perspective drawing, pencil shading, and color composition. Students are taught how to do perspective drawings of basic shapes, buildings, and room interiors. Color renderings and layouts are done for products and advertisements.

### **EP1500: Special Effects Production I**

*Hours: Three (3) credits/60 hours*

*Prerequisites: 3D Production Methods*

This course covers both point of purchase display and trade show exhibit design. Students complete research and analytical design studies, develop preliminary design notebooks, and produce presentation models of design solutions.

### **EP1600: Videomaking**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course teaches pre-production, production, and post-production principles. Students should be able to script and storyboard a two-minute video and digitally record all scenes, either in studio or on location.

### **EP1800: 3D Visual Literacy**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course teaches paper sculpting techniques for both fine and applied arts. Students receive training on how to make bas-relief paper sculptures and construct "pop-up" designs for cards and books.

### **EP2401: Video Production**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Videomaking*

In this course students work with lighting, sound, and camera operation. In addition, fundamentals of treatments, storyboards, and basic editing as applied to video production are studied.

### **EP2600: Multi-Media Production**

*Hours: Three (3) credits/60 hours*

*Prerequisites: 3D Animation II*

This course teaches the design, development, and production of multi-media presentations for educational, sales, and advertising purposes.

### **GE6500: Professional Career Planning**

*Hours: One (1) credit/20 hours*

*Prerequisites: None*

This course gives students the tools necessary to develop a successful career. Students are taught how to do a self-assessment, prepare a resume, cover letter and portfolio, develop an action plan for a job search, practice interview techniques, and consider methods of career development.

### **GR7001: Type and Layout**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course covers the elements of page composition and the use and specification of type for print production. Students will produce thumbnails and layouts in pencil, pen, and felt tip marker, as well as solve a variety of design problems.

### **GR7002: Digital Photography**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course involves computer manipulation of photographic images for graphic design. Students are taught how to take digital photographs and import photo files into the computer. Using professional graphic software, students digitally transform their photos into a desired end result.

### **GR7003: Graphic Design Principles**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Type and Layout*

This course is an overview of the graphic design process and practices. Students work with fundamentals of design concepts and print preparation. Typical design problems are also explored.

# Course Descriptions

## **GR7004: Digital Graphics I**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Graphic Design Principles

This course is an introduction to vector graphics. Graphic design problems are solved with final art produced with professional graphics software.

## **GR7005: Digital Graphics II**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Digital Graphics I and Digital Photography

This course develops advanced graphic design projects employing editorial, packaging, advertising, and 3D design techniques. Students complete marker layouts and client presentations as well as 3D mockups.

## **GR7008: Movie Special Effects**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Computer 3D Animation I

This course is a study of 3D animation as it applies to special effects. It explores special effects makeup, creatures, environments, machinery, equipment, and vehicles. Students design special effects elements, whether it be makeup or creatures, and animate these elements in different situations.

## **GR7009: Computer Assisted Movie Making II**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Computer Assisted Movie Making I

The production of a short movie using special effects props, miniature models, and special effects makeup forms the basis of this course. Production and postproduction procedures for computer-generated special effects movies are covered.

## **IL9140: Inventionland® Institute: Development**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course covers the steps used by Inventionland® Institute in the inventing, developing, and prototyping of new products. Also, patent research and patenting procedures are covered. The goal of the course is to make students familiar with each step of the invention process through both understanding and describing each step, and also through implementing the steps from idea to patent application.

## **IL9150: Inventionland® Institute: Marketing**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course covers the development and marketing steps used by Inventionland® Inc. in the development, marketing, and licensing of new products. In this course there is an emphasis on communication and methods that can be used to promote an invention idea. Both graphic design and video production are utilized. Also, students are expected to develop verbal presentation skills in order to communicate professionally at business presentations to clients.

## **LA4111: Legal Concepts**

*Hours:* Four (4) credits/60 hours

*Prerequisites:* None

This course deals with sources of law, agencies and procedures for law enforcement, and contract law. Students are taught to apply principles of law to everyday life and to establish proper interests, ideals, and attitudes toward law. Students are taught to recognize the requirements for a contract and determine whether an agreement constitutes a valid, void, or voidable contract.

## **LE2403: Legal Office Procedures**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Legal Terminology

This course is a comprehensive simulation containing jobs that recreate activities that would take place in a small legal office. Students simulate working in the areas of litigation, general business, real estate, criminal defense, estate planning, and dissolution of marriage actions. This course addresses issues such as professionalism, confidentiality, timekeeping, file management, docket control, client billing, and law office politics.

## **LE2405: Legal Transcription**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Legal Terminology

This course covers preparation of legal correspondence, printed forms, court documents, and non-court documents as used in a law office or in various courts. Emphasis is placed on keying quickly and accurately and proofreading extensively.

## **LE2406: Legal Terminology**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Document Formatting

*(Can be taken concurrently.)*

This course gives the non-lawyer a general understanding of legal terminology (definitions, pronunciation, and spelling). Students are taught how to prepare various legal documents and to follow proper legal procedures. Areas covered in this course include, but are not limited to: general legal terminology, courts and legal systems, litigation — pretrial and trial, civil and criminal law, and probate law.

## **LE2408: Applied Legal Terminology**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Document Formatting

*(Can be taken concurrently.)*

This course gives the non-lawyer employee an understanding of legal terminology (definitions, pronunciation, and spelling). Students should learn to prepare various legal documents and to follow proper legal procedures. Areas covered in this course include, but are not limited to: real estate, contracts and leases, domestic relations, commercial paper, agency, partnerships, corporations, etc.

# Course Descriptions

## **LE2409: Legal Research**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Legal Terminology

This course is designed to introduce students to performing legal research using both online and library materials. Students completing this course should be able to assist attorneys in locating case materials and supporting materials. Students should also understand the importance of updating research materials in order to reflect changes in law and to incorporate new case law.

## **MA4106: Basic Mathematics**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course provides a review of mathematical concepts designed to build confidence, increase motivation and encourage mastery of basic math skills. Students are encouraged to see and interpret the mathematics that appears every day in the world around them. Problem solving skills and relevant applications are emphasized.

## **MD2301: Medical Terminology I / Anatomy and Physiology**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course teaches students to easily and correctly use medical terms through an understanding of word parts and common medical abbreviations. In this course the following body systems are covered: integumentary, skeletal, muscular, and digestive.

## **MD2302: Medical Terminology II / Anatomy and Physiology**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Medical Terminology I /  
Anatomy and Physiology

This course teaches students to easily and correctly use medical terms through an understanding of word parts and common medical abbreviations. In this course the following body systems are covered: cardiovascular, blood and lymphatic, respiratory, urinary, endocrine, and the eye.

## **MD2304: Medical Transcription**

*Hours:* Two (2) credits/60 hours

*Prerequisites:* Document Formatting and Medical Terminology I / Anatomy and Physiology

This course is designed to train students to quickly and accurately edit or transcribe dictated material. It also trains students in the final preparation of medical correspondence, medical records, and reports to enable them to qualify for employment as a transcriptionist in a hospital or medical office or as a medical secretary/clerk for a physician or other hospital department.

## **MD2305: Medical Billing and Coding I**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Medical Terminology II /

**Anatomy and Physiology**

This course prepares students to use the ICD-10-CM coding manuals correctly for effective coding and billing in any medical facility. Students are introduced to third-party reimbursement issues such as diagnosis-related groups, peer review organizations, and managed health-care concepts. The course uses up-to-date texts and coding books for instruction and exercises in coding and abstracting pertinent information from medical documents.

## **MD2306: Medical Office Procedures**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Medical Terminology II /

**Anatomy and Physiology**

This course helps students expand their medical office skills. This includes their ability to establish and maintain medical records for patients, maintain doctors' appointment schedules, and handle various business and financial records. Students use Medisoft software to enter, track, and retrieve patient information.

## **MD2307: Medical Terminology III / Anatomy and Physiology**

*Hours:* Four (4) credits/60 hours

*Prerequisites:* Medical Terminology I /

**Anatomy and Physiology**

This course teaches students to easily and correctly use medical terms through an understanding of word parts and common medical abbreviations. In this course the following material is covered: nervous system, reproductive systems, the ear, oncology, and radiology.

## **MD2308: Pharmacology**

*Hours:* Four (4) credits/60 hours

*Prerequisites:* Medical Terminology I /

**Anatomy and Physiology**

This course is designed for the medical assistant's study of drugs. Students are taught the correct spelling, usage, pronunciation, abbreviation, contraindications, etc. of modern drugs. This includes instruction on using the Physicians' Desk Reference (PDR).

## **MD2309: Medical Billing and Coding II**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Medical Terminology II /

**Anatomy and Physiology**

This course is designed to teach CPT-4 and HCPCS procedural coding techniques. Students are taught when and how to correctly code using both levels.

# Course Descriptions

## **MD2310: Medical Ethics**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course provides students with an overview of medical laws and ethics they should know to help give competent, compassionate care to patients that is within acceptable legal and ethical boundaries. Students study HIPAA requirements and should be able to become certified through HIPAA Health software.

## **MD2311: Patient Care Lab I**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course trains students to be able to successfully perform basic clinical procedures as might be required in a hospital setting, medical clinic, laboratory, or physician's office. Students receive training on how to properly prepare a medical record, including health history; to understand infection control and OSHA compliance; to take vital signs; and to assist with a variety of medical examinations.

## **MD2312: Patient Care Lab II**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Patient Care Lab I*

This course prepares students to perform both basic and advanced clinical procedures as required in any health care facility. They should be able to handle assigned tasks from preparing the initial medical record through taking a patient's vital signs, assisting with specialty examinations and procedures, minor office surgery, administration of medication, and diagnostic testing.

## **MD2313: Clinical Lab I**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Patient Care Lab I*

This course provides students with a complete introduction to the practice of phlebotomy in all its aspects. Students completing the course should have a highly skilled technique and be well prepared to become a certified phlebotomy technician.

## **MD2314: Clinical Lab II**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Clinical Lab I and Patient Care Lab I*

This course provides students with an introduction to the clinical laboratory, specimen collection, a variety of tests, and safety and emergency medical procedures. Students perform hands-on activities to help them make the transition from concept to real-world activity.

## **MD2315: Clinical Pharmacology**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Pharmacology*

This course is designed to help students achieve mastery of the pharmaceutical knowledge and skills expected of a clinical medical assistant in a professional setting. The course provides a more advanced level of information and includes preparing oral and parenteral medications, dosing conversions, maintaining medication and immunization records, medication disposal, and the principles of IV therapy. Different classes of medications are covered along with their generic and trade names, side effects, and the pathophysiology of the diseases they are used to treat.

## **MD2316: Medical Insurance and Billing**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Medical Terminology III /*

*Anatomy and Physiology*

This course prepares the student to seek employment as a medical biller in the outpatient setting. Students receive training that should expand their knowledge of medical insurance and billing terminology, insurance products, and the medical billing process. Student are then expected to complete a billing tutorial utilizing their conceptual knowledge in an electronic billing program. Finally, students should be able to complete a capstone program which will demonstrate their knowledge of the course content and their preparation to work as a biller in the healthcare field.

## **MG6001: Principles of Management**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course helps students to develop an understanding of the management process of working with and through others to achieve organizational objectives. Central to this process is the understanding of the effective and efficient use of limited resources. Students study the management functions of planning, organizing, leading, and controlling.

## **MG6112: Business Administration Simulation**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Accounting III*

This is a capstone course in which students apply their computer, accounting, research, and team skills to complete realistic business activities through a business simulation. Students also develop a realistic business plan for a small business that could be started in this area.

## **MG6220: Marketing**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course is designed to provide students with an understanding of the importance of marketing in today's society. Students evaluate consumer behavior and target marketing to make appropriate marketing decisions. In addition students are taught the variables in the marketing mix: Price, Product, Place, and Promotion.

## Course Descriptions

### **PS5111: Psychology**

*Hours:* Four (4) credits/60 hours

*Prerequisites:* None

This course prepares students to successfully meet the many challenges they will face in their personal and working lives. The course emphasizes the need for developing positive self-esteem through self-talk, goal setting and affirmations. The course is based in part on social learning theory and social cognitive theory.

### **RE1000: Personal Finance**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Basic Mathematics

This course provides a hands-on approach to personal finance. Students acquire the tools and knowledge they need to effectively manage their own personal finances. Students participate in problem-solving activities involving banking, payroll, sales, and borrowing.

### **SE2101: Shorthand I**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course offers instruction in Speedwriting shorthand which is based on the use of longhand letters and symbols. Upon completion of this course they should be able to quickly and accurately write notes and/or take messages, minutes, etc.

### **SE2102: Shorthand II**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Shorthand I

This course provides additional instruction in the theory and practice of Speedwriting shorthand. Students continue to develop their ability to construct new outlines from dictation; to take new matter dictation at speeds of 50 words a minute and above; to read back their shorthand notes rapidly; and to correctly spell and punctuate transcribed material.

### **SE2113: Database and Presentation**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Keyboarding

This course covers Microsoft® Access and Microsoft® PowerPoint. Students should learn how to create and manipulate the four basic components of a database: tables, queries, reports, and forms. In addition, students learn how to create slide presentations involving transitions, animation, grouping and ungrouping objects. Students have the opportunity to become certified by Microsoft® in these areas.

### **SE2119: Records Management**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course is designed to acquaint students with current methods and procedures for properly maintaining business records of various types. A practice set provides simulated activities for the student to file materials according to alphabetic, geographic, numeric, and subject rules and practices.

### **SE2204: Secretarial Office Procedures**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Computer Integration Techniques

This course is designed to prepare prospective office professionals to enter today's rapidly changing workplace— a workplace demanding proficiency in technology, communications, human relations, time and organizational management, decision-making, creative thinking, and lifelong learning.

### **SE2503: Executive Office Procedures**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Computerized Office Applications and Secretarial Office Procedures

This is a capstone course in which students apply their keyboarding, computer, transcription, records management, and other office skills. Students apply and strengthen these skills in a realistic office simulation.

### **SE2506: Executive Word Processing**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Computerized Office Applications

This course provides students with an opportunity to use Microsoft® Word to prepare advanced level documents including international documents and those in specialized fields such as medical, legal, insurance, hospitality, retail, government, and manufacturing. In addition, students should learn to use templates, design standard office forms, and mail merge. Students should continue to do skill building exercises to achieve increased levels of speed and accuracy.

### **TY2110A: Keyboarding**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* None

This course provides students with instruction in typing letters, symbols, and figures quickly and accurately using the touch system. It introduces students to word processing software, basic document setup, and the correct format for a business letter in the block style.

### **TY2111A: Document Formatting**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Keyboarding

This course provides students with an opportunity to expand their knowledge and ability to format a wide variety of business documents using Microsoft® Word software. Skill building activities are also provided to allow students to continue to improve keyboarding speed and accuracy.

### **TY2112A: Document Processing**

*Hours:* Three (3) credits/60 hours

*Prerequisites:* Document Formatting

This course provides students with an opportunity to learn to use Microsoft® Word to set up and produce a wide variety of documents. Students also continue to do skill building exercises to achieve employable levels of speed and accuracy.

## Course Descriptions

### **TY2116: Computerized Office Applications**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Computer Integration Techniques*

The course teaches advanced procedures in Microsoft® Word as well as core procedures in Microsoft® Outlook. It is designed to prepare students to pass a Microsoft® Word certification exam.

### **TY2117: Spreadsheet Applications**

*Hours: Three (3) credits/60 hours*

*Prerequisites: None*

This course gives students an introduction to computerized spreadsheets using Microsoft® Excel. Functions covered include: keying information into a worksheet, applying various formulas and commands to accomplish specific objectives, using different subcommands to augment the work, and graphing the final product. In addition students should learn to use a 10-key number pad to quickly and accurately enter numeric information.

### **TY2119: Advanced Spreadsheet Applications**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Spreadsheet Applications*

This course provides instruction in the more advanced functions of Microsoft® Excel. Students are taught how to use multiple worksheets, ranges, templates, macros, etc., to accomplish a wide variety of tasks. The course also prepares students to pass a Microsoft® certification exam.

### **TY2120: Software Applications - DOS**

*Hours: Two (2) credits/60 hours*

*Prerequisites: Keyboarding*

*(Can be taken concurrently.)*

This course is designed for both novice and experienced computer users. The Windows command line interface is used to develop skills with various internal and external commands. Students are trained to develop computer competency using the command line interface in different DOS-based applications. They should acquire an understanding of how to effectively manage and operate a computer system from the DOS prompt.

### **TY2121: Software Applications - Windows**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Keyboarding*

*(Can be taken concurrently.)*

This course is designed to give students a basic working knowledge of Microsoft® Windows, Word, Excel, Access, PowerPoint, and Outlook, as well as several Internet skills that are necessary in the workplace.

### **TY3333: Computer Integration Techniques**

*Hours: Three (3) credits/60 hours*

*Prerequisites: Document Formatting*

*(Can be taken concurrently.)*

This course familiarizes students with the basics of Microsoft® Word and word processing activities. Students should also learn to successfully manage files and folders in a Microsoft® Windows environment.



## Entrance and Admission

*DuBois Business College admits, trains, and refers students without regard to race, religion, age, sex, handicap, color, sexual orientation, veteran status, or national origin.*



### Admission

Academic qualifications are important; but equally important are motivation, character, attitude, initiative, willingness to work, and a desire to succeed.

Each candidate for admission is considered individually on merit and potential. High school graduation or its equivalent or GED is the basic requirement for admission. Other factors, such as high school transcripts, rank in class, attendance, and personal evaluations, are carefully considered. Through career counseling, most applicants can be directed into programs where they will achieve employable skills.

Students are encouraged to visit and tour the college, as well as observe classes, so that they may better understand what the classwork is like, and what will be expected of them. Students may observe classes free of charge.

All students are required to pass an entrance assessment. In addition, students wishing to enter the Clinical Medical Assistant program must successfully complete a physical examination, have adequate immunizations, and pass a criminal record background check.

Students who come to DBC and have prior post-secondary training must submit their official transcripts to the college. DBC's policy is to review all course descriptions, and DBC reserves the right not to accept credits that are more than ten years old; however, determination is made on an individual basis.

### Admission Application Procedure

Prospective students are encouraged to call the DBC Admissions Office to schedule a personal meeting and tour. At that time the DBC Admissions Representative will fully discuss particular career goals, programs of study, Associate in Specialized Business degree and diploma options, financial aid available, and so on.

To schedule an appointment, please call toll free: 1-800-692-6213 or contact the Admissions Office via the college web site: [www.dbcollege.edu](http://www.dbcollege.edu). You will find a variety of information about the college posted on-line.

DBC offers several Open House events throughout the year. Students are encouraged to attend and bring family members with them, as personal visits are the best way to get to know the college.

Applicants must complete an application for admission. An application fee of \$25 must accompany each application. This fee is refundable within ten calendar days if the student requests cancellation. A current personal photograph (a head shot) should be submitted following acceptance.

Applications for admission are accepted well in advance of beginning dates and are considered in the order of their filing. It is advisable to apply early in order to secure admission into the program of choice.

## Certification Exams and Advanced Placement



### Microsoft® Test Center

DuBois Business College is an authorized testing center for the Microsoft® Office tests that allow individuals to become certified as a "MOS" - Microsoft® Office Specialist. All students who take DBC classes specializing in Microsoft® Office programs are required to take these tests.

Tests are administered each term at each branch campus. DBC's Library/Learning Resource Centers are designed to accommodate Certification Exams.

### National Center for Competency Testing

DuBois Business College is an authorized testing center for the NCCT- National Center for Competency Testing certification tests. Students in the medical program may earn several certifications through NCCT.



### Advanced Class Placement

DuBois Business College recognizes that time, talent, and resources may be wasted if students are not placed in classes appropriate to their understanding and comprehension.

Advanced placement will be considered in certain programs for students who have completed specialized high school or college courses or who have relevant prior work experience. Advanced placement exams are offered to evaluate student's level of expertise and eligibility for advanced placement.

Advanced placement tests are offered on a designated date each quarter. Students may schedule advanced placement tests on alternate dates, but a late exam fee will be charged.

DBC has several articulation agreements with local high schools and vocational technical schools. For more information, students may speak with their guidance counselor or contact the college.

## Tuition and Fees

*Oil City Campus*



### Application Fee

A fee of \$25 must accompany all applications for admission. This fee defrays only a fraction of the cost in processing an application. The fee is refundable within ten calendar days of enrolling if the student requests cancellation. Students who interrupt training and re-enter at a later date will be charged a \$25 re-admission fee.

### Tuition Deposit

A \$75 tuition deposit must be made within 30 days of the official date of acceptance by the college. This deposit is applied to the first quarter tuition. Should the student decide not to attend, this deposit will be refunded.

### Tuition

Cost to the student is kept at the lowest possible level consistent with financially responsible operation. All tuition is payable on designated registration dates each academic quarter.

Tuition for full-time students is \$3,760 per academic quarter. Tuition for part-time students is \$260 per credit. Charges for room and board are separate from tuition.

A full-time student is defined as one who has 12+ credits per quarter. A part-time student is defined as one who has fewer than 12 credits per quarter and/or is not enrolled in an Associate in Specialized Business degree or diploma program of study.

### Parking

Ample parking is available on the college grounds at no charge to enrolled students. The college assumes no liability for property damage, loss of articles, or bodily injury resulting from the use of college parking facilities.

### Textbooks, Uniforms, Special Supplies or Equipment, Certification Exams

Student textbook costs will be approximately \$650 per academic quarter. Cost of books varies with courses taken each quarter. Students will be charged for these items.

Some programs require uniforms, special equipment, certification exams, and/or supplies. Students will be charged for these items. Itemized lists and prices can be reviewed in the administrative office.

### Laboratory Fee

A laboratory fee of \$200 is charged to all full-time students each academic quarter. The fee covers cost of materials and equipment; use of specialized program tapes, cassette and videotapes, CDs and DVDs, TVs, recorders, players and projectors; use of all computers including software, internet access, DBC e-mail, DBC on-line course management system, on-line testing, etc.

The laboratory fee for part-time students is \$100 per academic quarter. Students may use equipment before and after regularly scheduled classes provided permission has been granted by the instructor.

### Late Advanced Placement Exam Fee

Any student who fails to take advanced placement exams on the designated date will be charged a fee of \$150 for each late exam. Please contact the college prior to the advanced placement test date and make other arrangements for tests to avoid this late fee. The fee is due in advance of sitting for tests and is non-refundable.

## Tuition and Fees



### Graduation Fee

An \$80 fee covers all charges relating to graduation including the Associate in Specialized Business degree, diploma or certificate, final audit of student's account, and close-out of all academic records. The fee is charged to the student's account in the last academic quarter.

### Transcripts

Upon graduation, the student is entitled to one certified transcript of academic record. A fee of \$5 applies for each additional certified transcript. The fee must accompany the request.

### Notice to Students

The college reserves the right to change tuition and any fees whenever conditions may warrant. A 60-day notice will be given before such change.

The college also reserves the right to change a policy or procedure whenever conditions may require such a change. Notice will be given.

The college is also relieved of all claims by a student that may arise as a result of the college being affected by an Act of God or any matter beyond its control. DBC complies with all local, state, and federal regulations.

DuBois Business College offers a monthly payment plan to students to help pay for educational costs. This is through the MPP/HES Plan. Please see our financial aid department for more information.



### Refund Policy

The DuBois Business College refund policy is in accordance with the Pennsylvania Department of Education, State Board of Private Licensed Schools, and the Accrediting Council for Independent Colleges and Schools, Washington, DC.

Tuition charges are refunded as follows:

- The application fee is refundable within ten calendar days of enrolling if the student requests cancellation.
- If the student fails to enter the course, the college will refund 100 percent of the institutional charges.
- If the student withdraws before 60 percent of the term is completed, an institutional refund will be calculated according to the number of days in attendance divided by the amount of days in the term.
- If the student withdraws after the 60 percent period (the seventh week), no refund will be made.

Refunds apply to all students, not just those students who are eligible for financial aid. Written examples of refunds will be provided upon request.

In the event the student withdraws from all courses, the school requests that notification be made in writing. Refunds are based on the date of the last recorded attendance, and all refunds due will be made within 30 days. Lab fees and graduation fees are refunded in accordance with this refund policy.

## Financial Aid: Scholarships, Grants, and Loans

College education is an investment in your future. What you learn can help you qualify for specific careers and professions. A college education requires personal effort and financial commitment.

At DuBois Business College, we make every effort to assist our students in finding ways to make their education affordable. The information on the next few pages gives you an overview of some of the options you may want to consider.

### Understanding Pay Back: Grants vs. Loans

**A Grant is defined as financial aid in the form of a gift, *which is not repaid*. Grants are used to help defray the cost of a post-secondary education.**

**A Loan is financial aid that is borrowed *and must be repaid*.**

**According to federal regulations, students must apply for grants before applying for a student loan.**

DuBois Business College participates in the following financial aid programs:

- Federal Pell Grant
- PHEAA State Grant
- New Economy Technology Scholarship State Program (NETS)
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Direct PLUS Loan

### DBC Scholarships

DuBois Business College, a Pennsylvania Association of Private School Administrators (PAPSA) member school, offers one-quarter tuition scholarships.

All entering freshmen may apply. Initially the student must submit a letter requesting consideration for the scholarship. A DBC scholarship application will then be mailed to the student.

Scholarship criteria are that the student must have been accepted for admission, shows outstanding academic achievement, returns the scholarship application with two letters of recommendation, and submits other financial data as requested.

Each DBC campus offers four scholarships. Deadline date to apply is April 15.

### Grant Opportunities

#### **Pell Grant:**

The Federal Pell Grant program is a federally administered grant program which awards assistance based on financial need. Only those who have not earned a bachelor's or professional degree can receive a Pell Grant.

#### **PHEAA State Grant:**

Students are encouraged to apply for the Pennsylvania Higher Education Assistance Agency (PHEAA) state grant which is awarded on the basis of financial need. To be eligible, students must meet PA residency requirements, be degree-seeking; and cannot have a previously earned bachelors or professional degree.

#### **New Economy Technology Scholarship (NETS):**

This program makes financial aid available to undergrad students studying in approved technology or science fields. Recipients of these scholarships must agree to work full-time in Pennsylvania following graduation, one year for each year that a scholarship award is received.

## Financial Aid



### Financial Aid Policy

DuBois Business College is committed to implementing a financial aid program that will enable every student who is accepted for admission to have the opportunity to pursue an education without regard to his/her financial resources.

DuBois Business College will award aid on a fair and equal basis (without regard to age, race, creed, sex, color, national origin, handicap, or other legally protected classification) to all qualified students who are able to demonstrate need through an analysis system relevant to administration of federal and state programs (by completing the FAFSA).

DBC's Financial Aid Department encourages all students to meet individually with the financial aid staff prior to starting classes. The Financial Aid Department also meets with students at orientation and throughout enrollment.



*Please consult our Financial Aid Department if you need help paying for your college education. We may be able to help you.*

*There are many different Financial Aid programs and the details can be confusing. Penny Pifer (left) and Lindsay (Snyder) Levy (right), are familiar with the changing regulations, application deadlines, and much more. They can put their knowledge to work for you. Just ask.*

### Financial Aid Procedures & Options

Financial aid is evaluated on each student's individual circumstances. Some students feel they won't be eligible for grants; but according to federal regulations, students must apply for grants before applying for a student loan.

A FAFSA, Free Application for Federal Student Aid, can be completed and submitted online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Upon completion of the FAFSA, students may also apply for a student loan. In the case of a student loan, the student is responsible for repayment. The loan is to be used for "education-related expenses" only.

Parents of dependent students may apply for a PLUS Loan, which the parents are responsible to repay. Details are available from DBC's Financial Aid Department.



## Financial Aid: Loans

*Huntingdon County Campus*



### Federal Direct Loan Program

The Federal Direct Loan is a low interest loan made available to students. There are subsidized and unsubsidized Federal Direct Loans.

A subsidized loan is interest-free to students during periods of half-time enrollment and approved deferment periods.

An unsubsidized loan begins accruing interest as soon as the funds are disbursed. Payment of interest can be deferred until graduation.

Repayment of the Federal Direct Loan begins six months after a student graduates, withdraws, or enrolls for less than half-time status.

To be considered for the Federal Direct Loan, students must first submit the FAFSA, Free Application for Federal Student Aid, followed by the appropriate loan application, which is available online at [www.studentloans.gov](http://www.studentloans.gov).

### Other Loan Options

Federal Parent Loan for Undergraduate Students (PLUS):

Parents can borrow a PLUS Loan to help pay the education expenses of dependent undergraduate students enrolled at least half time. Parents must have an acceptable credit history to qualify for this loan. PLUS Loans are available through the William D. Ford Federal Direct Loan (Direct Loan) Program.

### Alternative Loans

Students may apply for alternative loans to assist with paying for their educational costs. Please consult DBC's Financial Aid Department for additional information.



## Financial Aid: Loans



### Verification Policy

When there is an asterisk (\*) placed by the EFC on a student's Student Aid Report (SAR), that means the student has been chosen for verification. DBC will not disburse Federal Pell Grant or Federal Direct Loan until the verification procedures are completed.

The following forms are required:

- Dependent or Independent Verification form completed and signed by the student and/or parent.
- A signed copy of the student's federal income tax form (1040).
- For dependent students, a signed copy of his/her parent's federal income tax form (1040) will also be needed.

Please note that DBC requires these items for students who are selected for verification. Failure to submit these documents within a timely manner may result in all or part of the selected student's financial aid being cancelled.

If a student's award changes due to verification, a revised award letter will be created and given to the student and his/her account will be updated accordingly. Please note that any student whose financial aid results in overpayment will be referred on a case by case basis to the Department of Education. Additional verification information is available to all students upon request from the DBC Financial Aid Office.

### Return of Title IV Federal Aid

In the event a student withdraws from DBC, the unused portion of any Title IV Federal Aid received must be returned to the Federal Government. There are strict rules governing this.

When a student withdraws from school, the financial aid earned is proportionate to the number of days between the first day of attendance and the last day of attendance compared to the number of days in the term. The amount the student earned is subtracted from the amount disbursed, and the difference is returned to the Federal Government in the following order:

- Federal Direct Loan programs  
(unsubsidized, subsidized, PLUS Loan);
- Federal Pell Grant program.

Funds returned to the Federal Government could cause a student's debt to the school to be increased.

### Academic Year(s) for Federal Family Educational Loans

For 18- and 21-month programs, the first Academic Year equals 36 weeks during which a full-time student must complete 36 quarter credits. The second Academic Year equals 36 weeks during which a full-time student must complete 36+ quarter credits.

For 12-month programs, the first Academic Year equals 36 weeks during which a full-time student must complete 36 quarter credits and 12 weeks to complete 12+ quarter credits.

For 9-month programs, the first Academic Year equals 36 weeks during which a full-time student must complete 46 quarter credits.

#### Dependent Undergraduates:

##### *Level 1 (1-35 credits earned) (Subsidized and Unsubsidized)*

$$\begin{array}{r} \text{Subsidized} + \text{Unsubsidized} = \text{Total} \\ \$3,500 + \$2,000 = \$5,500 \end{array}$$

##### *Level 2 (36+ credits earned)*

$$\begin{array}{r} \text{Subsidized} + \text{Unsubsidized} = \text{Total} \\ \$4,500 + \$2,000 = \$6,500 \end{array}$$

#### Independent Undergraduates:

##### *Level 1 (1-35 credits earned)*

$$\begin{array}{r} \text{Subsidized} + \text{Unsubsidized} = \text{Total} \\ \$3,500 + \$6,000 = \$9,500 \end{array}$$

##### *Level 2 (36+ credits earned)*

$$\begin{array}{r} \text{Subsidized} + \text{Unsubsidized} = \text{Total} \\ \$4,500 + \$6,000 = \$10,500 \end{array}$$

## Financial Aid: Funding Agencies



The following are some of the many agencies and organizations that may have funding to help pay for educational costs. Because each follows their own individual regulations, students should contact each directly for current details on eligibility.

### **OVR - The PA Office of Vocational Rehabilitation**

Clearfield County - 814-371-7340  
Huntingdon County - 1-800-442-6343  
Venango County - 1-800-541-0721

The Pennsylvania Office of Vocational Rehabilitation is a state agency that helps people with disabilities help themselves to prepare for, start, and maintain a career.

Students eligible for vocational rehabilitation services may qualify for financial assistance dependent upon need. All OVR applicants must complete the "Free Application for Federal Student Aid" form and sign the OVR "Request for Financial Aid Information" form. Students should apply for OVR services 60 days prior to entering a training program.

### **AmeriCorps**

AmeriCorps members have an opportunity to gain new skills and experiences while helping others. Full-time members who complete their service earn a Segal AmeriCorps Education Award of \$4,725 to pay for college, graduate school, or to pay back qualified student loans; members who serve part-time receive a partial award. Some AmeriCorps members may also receive a modest living allowance during their term of service.

### **New Choices**

Clearfield County - 814-765-1131  
Huntingdon County - 814-937-2796  
Venango County - 814-677-3097

New Choices projects provide career development services for single parents, displaced homemakers, single pregnant women, and individuals interested in nontraditional vocational-technical education.

These projects offer services to assist individuals prepare for high-skill/high-wage jobs or occupational training programs that will enable them to support themselves and their families.

All projects offer vocational counseling and support services to help participants prepare for the job market. All services are offered free of charge.

### **Department of Public Assistance**

If you are on cash assistance or food stamps, you may qualify for financial assistance for the following:

- Books, supplies, and fees
- Gas mileage, transportation money
- Babysitting / child care money

Check with your counselor for details.

## Financial Aid: Funding Agencies

### WIOA - Workforce Innovation and Opportunity Act

[www.pacareerlink.state.pa.us](http://www.pacareerlink.state.pa.us)

DuBois CareerLink: 814-371-5658

Huntingdon County CareerLink: 814-641-6408

Oil City CareerLink: 814-678-5050

Jefferson County CareerLink: 814-938-1076

Indiana County Career Track: 888-479-9494

Elk County CareerLink: 814-834-2851

Clearfield County CareerLink: 814-765-8118

Please call 1-866-WIB-WORK toll free to reach a CareerLink Center near you for more information to access programs and services.

Area Workforce Investment Boards offer several programs through the Pennsylvania CareerLink® Centers for economically disadvantaged people, adult learners, dislocated workers, and youth.

Tuition and other supportive services may be available for eligible individuals while attending training or after job placement while they maintain their employment.

The PA Workforce Investment system partners with the Career-Link Centers to provide career counseling and planning activities, employment workshops, testing, assessment, labor market information, and access to individual training accounts for tuition assistance for eligible dislocated workers, youth, and adults.

North Central Regional Planning and Development Commission  
1-800-242-5872

Cameron, Clearfield, Elk, Jefferson, McKean, Potter Counties

Northwest PA Workforce Investment Area  
814-333-1286

Clarion, Crawford, Erie, Forest, Venango, Warren Counties

Southern Alleghenies Planning and Development Commission  
814-949-6530

Bedford, Blair, Cambria, Fulton, Huntingdon, Somerset Counties

### TAA: Trade Adjustment Assistance

[www.pacareerlink.state.pa.us](http://www.pacareerlink.state.pa.us)

DuBois CareerLink: 814-371-5658

Huntingdon County CareerLink: 814-641-6408

Oil City CareerLink: 814-678-5050

Elk County CareerLink: 814-834-2851

Clearfield County CareerLink: 814-765-8118

or contact your local CareerLink office.

If you have been permanently laid off or terminated from your job due to downsizing, TAA may be able to help you with funding. Trade Adjustment Assistance (TAA) is a federal program that provides assistance to workers who lost their jobs or whose hours of work and wages are reduced as a result of increased imports.

The North American Free Trade Agreement Implementation Act established a similar program called the Transitional Adjustment Assistance (NAFTA-TAA) Program.

The NAFTA-TAA Program provides assistance for workers whose jobs have been affected by, or are threatened to be affected by, imports from Mexico or Canada specifically, or by shifts in production to those countries. Both programs are administered by the U.S. Department of Labor's Employment and Training Administration through the Pennsylvania Department of Labor and Industry, under the provisions of the Trade Act of 1974, as amended.

### The Veterans Administration

DuBois Business College is approved for veterans training. Veterans and veterans' dependents are eligible to apply for VA funds. For detailed information, students should contact the nearest VA office, or call 1-888 GI BILL® (1-888-442-4551). GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

**The following regulations are for veterans attending DuBois Business College in accordance with government regulations.**

#### *Unsatisfactory Progress:*

Please refer to the Standards of Satisfactory Academic Progress in this catalog. The attendance policy is given to each student at orientation of classes.

#### *Class Cuts:*

These are not permitted and shall be recorded as unexcused absences.

#### *Makeup Work:*

Makeup work is not permitted for the purpose of receiving Veterans Administration training allowances.

#### *Credit for Previous Education and Training:*

Appropriate credit is given for comparable previous education and training, and the training period will be shortened accordingly. Credits earned at DBC are defined as follows:

1 clock hour = 60 minutes of instruction

15 clock hours of theory = 1 quarter credit

30 clock hours of laboratory time = 1 quarter credit

## Class Schedules, Attendance Policy, Course Numbering



### Class Schedules

The college operates on the quarter system. Students attend classes throughout the year to accelerate their education to obtain a diploma or an Associate in Specialized Business degree sooner.

Students may attend DBC on a part-time or full-time basis. Students may also attend DBC for one class.

The college is in session a total of 48 weeks each year. This time is divided into academic quarters with 12 weeks in each quarter. Class hours are normally Monday through Thursday, 8 a.m. to 4:15 p.m. Some classes may be held Fridays. Evening classes may be scheduled.

There are six class periods held each day. Block scheduling is necessary for some of the technical classes, which means the hours can vary from the above-mentioned times; when this happens, students are given notice.

Students may be in the building as early as 7:30 a.m. and leave the building as late as 5 p.m. Permission to come to school earlier or to stay later may be granted by the School Director, Acting Director, or Academic Dean.

Students may report to DBC on Fridays in order to catch up on work or use the computers. Before doing so, permission must be given by the instructor of the specific class involved, due to rules applying to graded material. There is no charge for make-up work.

Due to holidays and weather delays or other emergencies, classes may be held on Fridays. Please follow the calendar at the end of this catalog.

Guest speakers are invited to the college, and field trips are scheduled as often as feasible in order to bring students into actual contact with business activities and with future employers.



### Attendance Policy

Student negligence in the matter of attendance will be reflected in grades and can be grounds for dismissal. DBC students are training for a position in the business world, and their future employers are expecting them on time every day.

Class attendance is recorded at the beginning of each class. Since the attendance record becomes a part of a student's permanent record, it is important that absence and tardiness be kept to a minimum.

Students receive detailed guidelines concerning attendance. The attendance policy is also posted on college bulletin boards for students' reference.

### Course Numbering System

Courses are given a Course Number; for example, "Keyboarding" is TY2110A. The letters represent the course name or department.

The numbers do not indicate term or year they are offered, but they were devised for the Computerized School Administration System. DBC's general education classes are EN5101, EN5102, EN5116, LA4111, MA4106, and PS5111.

# Grading, Grading Scale, Definition of Credit

## Grading

Transfer credits as well as outside credit and Advanced Placement Exams are reflected on the student's transcript as OC.

A student must withdraw by midterm to receive a "W" grade in an individual class. The student must complete a "Student Academic Change Form," with the Academic Dean, Director, or Acting Director.

If the student wants to withdraw from a class after the midterm date, the student receives an "E" grade. Midterm date is always posted on the bulletin board for the student's knowledge.

A student may audit a class at any time, but permission must be given by the President, Director, or Academic Dean of the college.

Quality points are computed by multiplying the credits allotted to the course by the quality points assigned to each grade. The quality point average is computed by dividing the total quality points earned by the number of credits. The quality-point average is used as the standard for determining honors, scholastic class rank, and academic standing.

## Grading Scale

Grade	Grade	Meaning	Quality Points
93-100%	A	Excellent	4 points
85-92%	B	Good	3 points
77-84%	C	Average	2 points
70-76%	D	Below average, but not failing	1 point
69%-below	E	Failure	0 points
	W	Voluntary Withdrawal	0 points

*Grades and Quality Points should include OC= Outside Credit Awarded.*

## Definition of Credit

- 1 Clock Hour = 60 Minutes of Instruction
- 15 Clock Hours of Theory = 1 Quarter Credit
- 30 Clock Hours of Laboratory Time = 1 Quarter Credit



## Standards of Academic Progress

DuBois Business College faculty and staff are committed to helping students succeed. DBC measures each student's progress each term in order to determine whether he/she is considered to be making satisfactory academic progress toward an Associate in Specialized Business degree or diploma.

Standards of Satisfactory Academic Progress apply to all students, not just those receiving financial aid. A student must both maintain a specified quality point average and proceed through the program at a specific minimum pace.

To be eligible for an Associate in Specialized Business degree or diploma, a student must pass all subjects; and the student must attain a 2.0 QPA. The maximum time frame in which the student must complete his/her educational objective, degree, or diploma cannot be more than 1.5 times the standard program length for normally progressing students of the same enrollment status (e.g., full-time, part-time).

The Satisfactory Progress Table indicates the evaluation points for measurement and the minimum quantitative and qualitative requirements.

Quantitative measure of a student's academic progress will be measured as a minimum percentage of credits successfully completed compared to credits attempted. For purposes of this standard, credit hours or clock hours attempted shall mean any such hours for which a student has incurred a financial obligation.

Midterm deficiency notices are given to students who have grades of D or E. Students are then required to meet with the instructor for individual counseling. Students who are in danger of not successfully completing a course will be notified at midterm. Notices may be given upon request of an instructor to a student at any time that such notification is appropriate.

Final grades are given at the end of each academic quarter. Grades earned by transfer students at schools previously attended are not included in the quality-point average.

Proper withdrawal may give the student a grade of "W," which does not carry any penalty of grade points. However, the class will be calculated as attempted for satisfactory progress determination. The same is done with transfer credit/outside credit and advanced placement exam credit.

A student who received grades that are above the evaluation points at the minimum time frames as described above (See Satisfactory Progress Table.) but are below a 2.0 cumulative QPA is automatically on PROBATION for the following term.

For students who change programs, or seek additional Associate in Specialized Business degrees, the credits attempted and grades earned that count toward the student's new program of study will be included in the determination of satisfactory academic progress.

### Satisfactory Progress Table

Required Evaluation Point	Minimum QPA	Minimum Successful Course Completion %
25% of Maximum Program Length	1.25	55%
50% of Maximum Program Length	1.75	60%
75% of Maximum Program Length	1.75	65%
100% of Maximum Program	2.00	100%

*A student who is not making satisfactory progress will be dismissed.*



# Tutoring, Probation, Appeals, Leave of Absence

## Tutoring

DuBois Business College's tutoring program is designed to give assistance to those students who need to show academic improvement. It is our goal to assist students in any way we can. We want to see our students succeed.

DBC offers tutoring for students with a grade point average of 2.0 or lower. Students may be required to stay for scheduled tutor time, which is different from the regularly scheduled class hours.

## Probation

A student who receives unsatisfactory grades (See Satisfactory Progress Table.) that are above the evaluation points at the minimum time frames as described under Standards of Academic Progress, but are below a 2.0 QPA is automatically on PROBATION for the following term.

The student will be notified of his/her probation status by the administrative office. The student is then referred to "mandatory tutoring." The student on probation may be asked to interrupt his/her training.

- Students who are on academic probation are not eligible to hold office in any organization or to represent the college in any intercollegiate activity.
- A student who does not make satisfactory academic progress (See Satisfactory Progress Table.) is terminated (dismissed) from school and is ineligible to receive federal student aid funds.
- A student who is terminated from DBC's programs of study must sit out a minimum of one term.
- A student who requests re-entrance is given an opportunity to discuss requirements with the President, Director, or Academic Dean.

A student could be reinstated as a regular student and become re-eligible for federal student aid if he/she meets the following criteria:

- (a) one term must elapse before the student can be reinstated;
- (b) DBC will determine that the student has the desire and the academic ability to progress satisfactorily in the program;
- (c) the student is required to meet with the President, Director, and/or Academic Dean to review his/her grades and evaluate his/her future classes, so he/she can be successful, and
- (d) to be reinstated for federal student aid, the student must meet the standards or have an appeal approved.

## Appeals

Should a student disagree with the application of these satisfactory progress standards, he/she must first discuss the problem with the appropriate instructor(s).

If still dissatisfied, the student may then appeal (within 10 days) to the President, Director, or Academic Dean, whose decision is final and may not be further appealed.

## Mitigating Circumstances and Leaves of Absence

The college may grant leaves of absence and/or waive interim satisfactory standards for circumstances of poor health, family crisis, or other significant occurrences outside the control of the student, and that had an adverse impact on the student's satisfactory progress in the academic program; however, when the student returns, he/she will remain on probation.

No waivers will be provided for graduation requirements. The student will be allowed one leave of absence in a 12-month period, which cannot exceed 180 days. The student must request the leave of absence in writing; however, because we are a credit hour term-based institution, a leave of absence may not be permitted without meeting further Department of Education criteria.

The leave of absence must be approved by the President or Director. There will be no additional charge to the student.



*Oil City Campus*

# Academic Integrity, Discipline, Termination, Honors

## Academic Integrity

DuBois Business College assumes that all students enroll for a serious purpose and expects them to be responsible students who demand of themselves high standards of honesty and personal conduct; therefore, it is college policy to have as few rules and regulations as are consistent with efficient administration and general welfare.

Fundamental to the principle of learning professional growth is the requirement of honesty and integrity in the performance of academic assignments, both inside and outside the classroom.

Accordingly, DBC holds its students to the highest standards of intellectual integrity; thus, the attempt of any student to present as his/her own work that which he/she has not performed or to pass any examinations by improper means is regarded by the college as a most serious offense. In any case of academic dishonesty, the decision on the appropriate sanction is made individually.

Depending on the seriousness of the offense, possible sanctions are failure for the assignment, failure for the course, suspension, or expulsion. Notation of the action is made on the student's permanent record.

## Discipline

DuBois Business College maintains the same discipline in its classrooms as found in any well-ordered professional office. Good taste in grooming and dress are basic requirements for success in the world of business.

Bizarre clothing, obscene language, and unruly behavior are not in harmony with the values and objectives of DBC and are, therefore, expressly forbidden.

Students are required to dress professionally in the Professional Career Planning class. Students may also be required to dress professionally for class presentations, field trips, guest speaker lectures, and on-the-job experiences.

The college does not allow the use or presence of alcoholic beverages, illegal drugs, firearms, or weapons in the college buildings, on college property, or at college-sponsored functions.

Students whose academic performance, exhibited attitudes, conduct, appearance, or dress at any time after their enrollment are detrimental to the reputation or established aims of the college may be subject to probation, suspension, or dismissal from the college.

Students are expected to be courteous to staff, faculty, and fellow students, and to conduct themselves in a manner appropriate for a professional college setting.



## Termination From School

A student may be terminated from DuBois Business College for the following reasons: excessive absences, failure to maintain satisfactory academic progress, failure to pay tuition when due, disruption of classes or school activities, cheating, possession of alcoholic beverages or drugs on school premises, violation of drug laws, violation of school or building regulations, or failure to comply with staff directives.

Students who are terminated during a school term may not receive credit for work attempted during the term.

## President's Honor List

The President's Honor List is achieved by students who earn a 3.4 QPA or above for the quarter. Grades are earned at DBC in the same way positions and promotions are earned in business, that is, through application, ability, attitude, and work habits.

All students who attain the President's Honor List receive a certificate at the end of each quarter for their outstanding academics.

# Commencement, Graduation Honors, Transfer of Credits

## Commencement Exercises

Each DuBois Business College campus holds a separate, formal commencement exercise once a year for graduates. One feature of the commencement ceremonies is the presentation of the "Outstanding Graduate Awards."

To receive an "Outstanding Graduate Award," one must achieve excellence in academics, attendance, and service to others and the community. The "Student Service Award" and the "DuBois Business College Board of Director's Award" are also presented at the commencement ceremonies.

## Graduation Honors

The Associate in Specialized Business degrees with honors are granted with distinction to students receiving the required cumulative quality-point average.

<i>Graduation Honor</i>	<i>Cumulative QPA</i>
Summa cum laude	3.80-4.00
Magna cum laude	3.60-3.79
Cum laude	3.40-3.59

## Student Counseling

You will find that both teachers and administrators at DuBois Business College want to help you as much as possible. The college takes pride in your progress and achievements while you are a student and after you graduate.

We are genuinely concerned about every member of our student body; we attempt to be sure individual assistance is available when needed; and each student has the assurance that an experienced, helping hand is available for guidance in every phase of college life.

Responsibility for advisement and counseling is shared by members of the staff and faculty. Selection of capable faculty counselors is based not only on academic qualifications but also on business experience and demonstrated concern for students.

Counseling services are available by appointment at all times to any student desiring help in solving personal or academic problems.

Professional counseling services are offered to all students, faculty, and staff. Counseling services can be arranged for individuals at the DuBois Campus, as well as our Philipburg Location, by contacting the main campus Administrative Office.

## Transfer of Credits

The question of transfer of grades to other schools and colleges is difficult to evaluate in advance. Every college reserves the right to evaluate the transcript of grades from another institution on an individual basis.

The amount of credit granted will usually depend upon the number of credits from comparable courses with satisfactory grades, which are part of the student's new program.

A credit hour is a unit of measure, not necessarily an indicator that credits will be transferable. The receiving institution, rather than the training institution, decides whether to accept credits for transfer.

If you are considering furthering your education beyond DuBois Business College, please inquire with the Main Campus (DuBois) Administrative Office for more details.

The College has articulation agreements (transfer policies) set up with other colleges; and if it is not one that you were planning to attend, we can still assist you.

Counseling services for individuals at the Oil City Campus are provided through Family Services and Children's Aid Society, 716 East 2nd Street, Oil City, PA 16301. Counseling services at the Huntingdon County Campus are provided by Kristina Krohnemann, MSW, LSW, and students will be given information at orientation.

DuBois Business College will pay for short-term therapeutic care. All information is kept in strict confidence. Students may arrange for an appointment by seeing the President, Director, or Academic Dean in the administration office.

All students and employees may speak with the President or Director of the college regarding concerns or questions regarding the school's procedures. If the questions or concerns are not satisfactorily resolved by the President or Director, they may be directed to:

State Board of Private Licensed Schools  
Pennsylvania Department of Education,  
333 Market Street, Harrisburg, PA 17126-0333  
Phone 717-783-8228

and/or to:

Accrediting Council for Independent Colleges and Schools  
750 First Street NE, Suite 980, Washington, DC 20002-4241  
Phone 202-336-6780

## Student Activities



Extracurricular student activities are an integral part of the educational experience offered at DuBois Business College. The college encourages participation in special focus groups, and is willing to cooperate with students who wish to organize additional social groups or athletic functions. Several DBC social functions are held each year, including award days, student appreciation parties, and annual picnics.

Athletics are encouraged through the DBC intramural basketball team, softball team, volleyball team, bowling team, and so on. Please consult Student Bulletin Boards for athletic practices and games. All students are welcome to participate.

### Sorority - Delta Beta Chi

The Delta Beta Chi Sorority was organized to promote cultural activities, to extend members' knowledge in their chosen fields, to encourage upright character, and to advance the general welfare of DBC. Membership is open to all female students of the college.

The Sorority has sponsored various charitable functions such as raising funds for Children's Miracle Network, Children's Hospital in Pittsburgh, the DuBois Regional Medical Center Hospice, and United Cerebral Palsy. Other Sorority activities are organized to support other charitable projects.

Sorority members also enjoy picnics, field trips, and a luncheon or dinner held at the end of each quarter honoring graduates.

### Fraternity - Sigma Delta Phi

The Sigma Delta Phi Fraternity encourages personal development of mind and body. Membership is open to all male students of the college.

The Fraternity commits itself to many worthwhile social, civic, community, and school projects. Fraternity members enjoy social and educational field trips to the Pennsylvania Renaissance Fair, Pittsburgh Pirates Baseball games, Pittsburgh Ducky Tours, Cedar Point Amusement Park, canoe trips to Cook Forest State Park, and much more.

### Executive Newsletter

The college newsletter, *THE EXECUTIVE*, provides information about current events and campus news. Students are encouraged to consult DBC office staff regarding articles they may want to have published or to join the newsletter staff.

The publication is available for students, alumni, and prospective students. The editor encourages students to submit articles and to type, edit, or help with layout.

## Student Activities



### DBC Student Council

DuBois Business College Student Council encourages fellowship among students, promotes student activities, encourages participation in DBC affairs, helps resolve student problems, stimulates academic achievements, and fosters a closer relationship among students, faculty, and administration.

The Student Council schedules picnics, and other activities with the cooperation of the faculty and administration. A student identification card is issued to each student. The card entitles students to a variety of discount privileges with DuBois, Philipsburg, Oil City, and Huntingdon merchants during the time the student is attending DBC. Student Council also holds welcome luncheons for new students.

DBC Student Council has fundraisers and supports many charitable organizations with the money that is raised. Children's Miracle Network, Pentz Run Youth Services, Make-A-Wish, the Red Cross, and Salvation Army are among the charities that have received gifts from the DBC Student Council.

The Student Council also sponsors fun, recreational field trips to places like Hershey Park, Kennywood Park, and so on. All students are encouraged to participate in school activities and events.

### DBC Christian Fellowship

DuBois Business College holds an informal Bible study each week. It is interdenominational, and all students are welcome to attend. This group studies the Bible, prays about their needs, listens to tapes, watches videos/DVDs on various topics, and basically shares their common love for Jesus Christ.

*"Again I say to you, that if two of you agree on earth about anything that they may ask, it shall be done for them by My Father who is in heaven. For where two or three have gathered together in My name, there I am in their midst." - Matthew 18:19-20*

### DBC SST Club

The Systems Support Technician Club is open to all students who have a desire to help fellow students with their personal computer repairs and troubleshooting.

### DBC Community & Career Club (Huntingdon Campus)

The Community and Career Club provides community service in areas that have been voted upon by its members. This includes providing supplies and Christmas gifts for Huntingdon House and the Salvation Army and participating in Walks for March of Dimes and Big Brothers/Big Sisters. Members are given the opportunity to strengthen their professional skills and maintain the Professional Dress Closet.

# DuBois Business College Academic Calendar 2016

Lighter shading indicates days when classes will be in session.  
 Darker shading indicates days when DBC offices will be closed for holidays.

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**Winter Quarter**      **Begin: January 5**      **End: March 24**  
*DuBois Business College will be closed January 1, New Year's Holiday and March 25 and 28, Easter Holiday.*

**Spring Quarter**      **Begin: April 4**      **End: June 23**  
*DuBois Business College will be closed May 30, Memorial Day.*

**Summer Quarter**      **Begin: July 5**      **End: September 22**  
*DuBois Business College will be closed July 4, Independence Day; September 5, Labor Day.*

**Fall Quarter**      **Begin: October 3**      **End: December 22**  
*DuBois Business College will be closed November 11, Veterans Day; November 24 and 25, Thanksgiving; November 28, Buck Season; December 26, Christmas Holiday.*

# DuBois Business College Academic Calendar 2017

Lighter shading indicates days when classes will be in session.  
 Darker shading indicates days when DBC offices will be closed for holidays.

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- Winter Quarter**      **Begin: January 4**      **End: March 23**  
 DuBois Business College will be closed January 2, New Year's Holiday.
- Spring Quarter**      **Begin: April 3**      **End: June 22**  
 DuBois Business College will be closed April 14 and 17, Easter Holiday; May 29, Memorial Day.
- Summer Quarter**      **Begin: July 5**      **End: September 21**  
 DuBois Business College will be closed July 3 and 4, Independence Day; September 4, Labor Day.
- Fall Quarter**      **Begin: October 2**      **End: December 21**  
 DuBois Business College will be closed November 10, Veterans Day; November 23 and 24, Thanksgiving;  
 November 27, Buck Season; December 25 and 26, Christmas Holiday.

# DuBois Business College Academic Calendar 2018

Lighter shading indicates days when classes will be in session.  
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*DuBois Business College will be closed July 4, Independence Day; September 3, Labor Day.*

**Fall Quarter**      **Begin: October 1**      **End: December 20**  
*DuBois Business College will be closed November 12, Veterans Day; November 22 and 23, Thanksgiving; November 26, Buck Season; December 24, 25 and 26, Christmas Holiday; December 31, New Year's Holiday.*

# DuBois Business College Academic Calendar 2019

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 Darker indicates days when DBC offices will be closed for holidays.

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
<sup>24</sup> <sub>31</sub>	25	26	27	28	29	30

APRIL						
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28	29	30				

MAY						
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26	27	28	29	30	31	

JUNE						
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<sup>23</sup> <sub>30</sub>	24	25	26	27	28	29

JULY						
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28	29	30	31			

AUGUST						
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SEPTEMBER						
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OCTOBER						
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27	28	29	30	31		

NOVEMBER						
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17	18	19	20	21	22	23
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DECEMBER						
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8	9	10	11	12	13	14
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29	30	31				

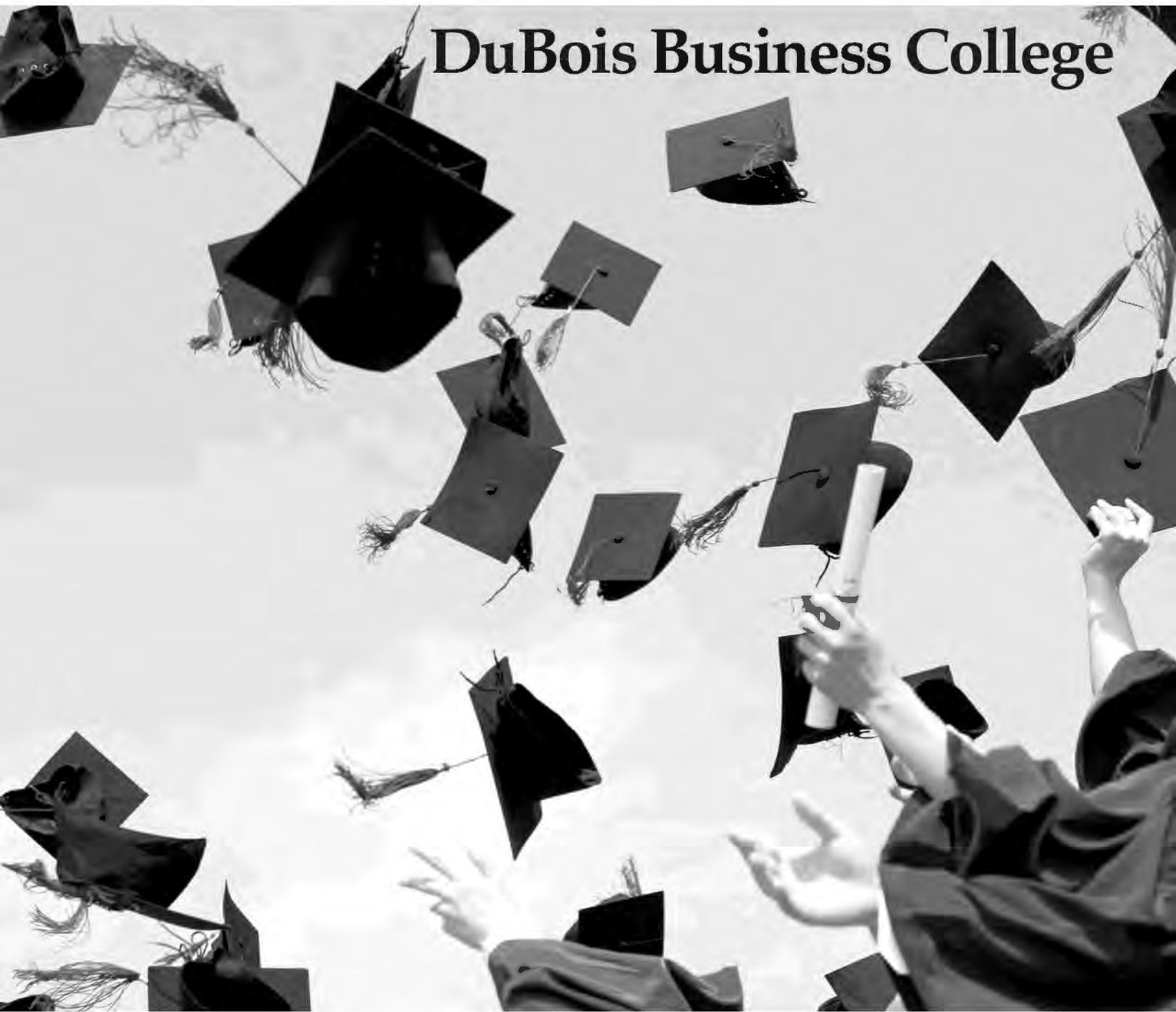
**Winter Quarter**      **Begin: January 3**      **End: March 21**  
 DuBois Business College will be closed January 1, New Year's Holiday.

**Spring Quarter**      **Begin: April 2**      **End: June 20**  
 DuBois Business College will be closed April 19 and 22, Easter Holiday; May 27, Memorial Day.

**Summer Quarter**      **Begin: July 1**      **End: September 19**  
 DuBois Business College will be closed July 4 and 5, Independence Day; September 2, Labor Day.

**Fall Quarter**      **Begin: October 1**      **End: December 19**  
 DuBois Business College will be closed November 11, Veterans Day; November 28 and 29, Thanksgiving;  
 December 2, Buck Season; December 24, 25 and 26, Christmas Holiday; December 31, New Year's Holiday.

# DuBois Business College



Main DuBois Campus  
One Beaver Drive  
DuBois, PA 15801  
P: (814) 371-6920  
F: (814) 371-3974  
mainc@dbccollege.edu

Huntingdon Co. Campus  
1001 Moore Street  
Huntingdon, PA 16652  
P: (814) 641-0440  
F: (814) 641-0205  
hcc@dbccollege.edu

Oil City Campus  
701 East Third Street  
Oil City, PA 16301  
P: (814) 677-1322  
F: (814) 677-8237  
occ@dbccollege.edu

Philipsburg Location  
200 Shady Lane Suite 100  
Philipsburg, PA 16866  
P: (814) 343-6222  
F: (814) 343-6169  
mainc@dbccollege.edu



Toll Free: 1.800.692.6213

[www.dbcollege.edu](http://www.dbcollege.edu)



April 14, 2016

ID Code 00011225(MC)

**VIA E-MAIL ONLY**

Ms. Jackie Syktich  
President/CEO  
DuBois Business College  
One Beaver Drive  
Dubois, PA 15801

*mainc@dbcollege.com*

Dear Ms. Syktich:

DUBOIS BUSINESS COLLEGE, DUBOIS, PA  
DUBOIS BUSINESS COLLEGE, OIL CITY, PA  
DUBOIS BUSINESS COLLEGE, PHILLIPSBURG, PA

ID CODE 00011225(MC)  
ID CODE 00012819(BC)  
ID CODE 00250238(LS)

**Subject: Renewal of Accreditation Visits Confirmation Letter**

An on-site evaluation of your institution has been scheduled for the following locations and dates:

Dubois Business College, Dubois, PA	June 13-14, 2016
Dubois Business College, Phillipsburg, PA	(same as DuBois, PA)
Dubois Business College, Oil City, PA	June 15-16, 2016

The on-site administrator at each campus will subsequently receive further details about the visit, including the names and addresses of the team members. When this information is received, one copy of the Self-Study Application should be forwarded directly to the team members, the manner in which will be explained in the visit memorandum.

As a reminder, the Self-Study Application materials include:

**SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Ms. Jackie Syktich  
April 14, 2016  
Page 2

Additionally, the following update documents must be uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

The above documents must be received, along with the appropriate application materials, by each team member by **May 31, 2016**.

On our Web site is the aforementioned update documents as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

Each campus will be invoiced a fee for all site visit expenditures. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application.

Thank you for your cooperation. If you have any questions, please call me at (202) 336-6777.

Sincerely,

LaToya Boyd  
Accreditation Coordinator

c: Ms. Terry Khoury, Oil City branch campus, ([occ@dbcollege.com](mailto:occ@dbcollege.com))  
Mr. Patricia Landis, Pennsylvania Division of Private Licensed Schools,  
([plandis@pa.gov](mailto:plandis@pa.gov))



April 18, 2016

ID Code 00011225(MC)

**VIA EMAIL ONLY**

Ms. Jackie Syktich  
President  
DuBois Business College  
One Beaver Drive,  
DuBois, PA 15801

*mainc@dbccollege.com*

Dear Ms. Syktich:

DuBois Business College, Huntingdon, PA

ID CODE 00012824(BC)

**Subject: Renewal of Accreditation Visit Confirmation**

An on-site evaluation of your institution has been scheduled for **May 9<sup>th</sup> – 10<sup>th</sup>, 2016**. You subsequently will receive further details about the visit, including the names and addresses of the team members. When you receive this information one copy of the Self-Study Application should be forwarded directly to each team member, the manner in which will be explained in the subsequent visit memorandum.

As a reminder, the Self-Study Application materials include:

**SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update documents must be uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

Ms. Jackie Syktich  
April 18, 2016  
Page 2

The documents above must be received, along with the appropriate application materials by each team member no later than **April 25, 2016**.

On our Web site is the aforementioned update documents as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

Thank you for your cooperation. If you have any questions, please call me at (202) 336-6788.

Sincerely,

Ms. Niana Moore  
Accreditation Coordinator

c: Mrs. Susan Ramey, Huntingdon branch campus ([hcc@dbccollege.com](mailto:hcc@dbccollege.com))  
Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools  
([plandis@pa.gov](mailto:plandis@pa.gov))



To: Ms. Jackie Syktich  
President/CEO  
DuBois Business College  
One Beaver Drive  
DuBois, PA 15801  
ID Code 00011225

From: Mrs. LaToya Boyd, Accreditation Coordinator

Date: April 21, 2016

Subject: Renewal of Accreditation Visit – June 13-14, 2016

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including myself, an electronic copy (flash drive or e-mail) of the Self-Study Application.

As a reminder, the Self-Study Application materials include:

#### **SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

Ms. Jackie Syktich  
April 21, 2016  
Page 2

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received, along with the appropriate application materials by each team member no later than **May 31, 2016**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application.

*Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

## **VISIT ITINERARY**

### **Institution to Be Visited**

ACICS ID Code 00011225 (MC)  
DuBois Business College  
One Beaver Drive  
DuBois, PA 15801  
(814) 371-6920

### **Visit Dates**

Monday, June 13, 2016- Tuesday, June 14, 2016 (MC/LS)

### **Visit Type**

Renewal of Accreditation

### **Current Level of Accreditation**

Occupational Associate's degree

### **Itinerary (approximate)**

Arrive on Monday, June 13, 2016, at 9:00 a.m.

Ms. Jackie Syktich  
April 21, 2016  
Page 3

Depart on Tuesday, June 14, 2016, at 5:00 p.m.

**Evaluation Team**

**CHAIR**

(b)(6)  
[Redacted]  
[Redacted]

**RELATIONS WITH STUDENTS**

(b)(6)  
[Redacted]  
[Redacted]

**EDUCATIONAL ACTIVITIES & INFORMATION SYSTEMS SUPPORT TECHNICIAN  
PROGRAM SPECIALIST & COMPUTER APPLICATIONS/MANAGEMENT PROGRAM  
SPECIALIST**

(b)(6)  
[Redacted]  
[Redacted]

**DATA INTEGRITY REVIEWER & LEGAL ASSISTANT PROGRAM SPECIALIST**

(b)(6)  
[Redacted]  
[Redacted]

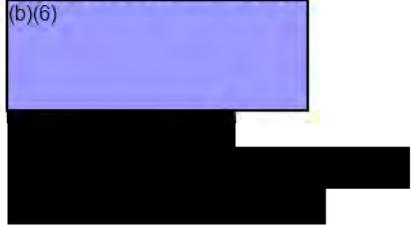
**ADMINISTRATIVE MEDICAL ASSISTANT PROGRAM SPECIALIST & CLINICAL  
MEDICAL ASSISTANT SPECIALIST & ACCOUNTING/BUSINESS ADMINISTRATION  
PROGRAM SPECIALIST & EXECUTIVE ASSISTANT PROGRAM SPECIALIST**

(b)(6)  
[Redacted]

Ms. Jackie Syktich  
April 21, 2016  
Page 4



**ENTERTAINMENT PRODUCTION BUSINESS PROGRAM SPECIALIST**



**ACICS STAFF REPRESENTATIVE**  
Mr. Ian Harazduk  
Senior Manager, Policy and Compliance  
(202) 336-6795 (office)  
[IHarazduk@acics.org](mailto:IHarazduk@acics.org)

**ACICS STAFF REPRESENTATIVE (Observer)**  
Mrs. LaToya Boyd  
Accreditation Coordinator  
(202) 336-6777  
(202) 421-5183  
[LBoyd@acics.org](mailto:LBoyd@acics.org)

**Hotel**

Fairfield Inn & Suites  
2219 Bee Line Hwy  
DuBois, PA 15801  
(814) 371-2260

c: Evaluation Team

## **EVALUATION VISIT MEETING ROOM MATERIALS** **Initial, Renewal of Accreditation, and Branch Inclusion Visit**

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

### 1. Current Information

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

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

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

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

4. Inventories

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

5. Publications

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



To: Terry Khoury  
Campus Director  
DuBois Business College  
701 East Third Street  
Oil City, PA 16301  
ID Code 00012819

From: Mrs. LaToya Boyd, Accreditation Coordinator

Date: April 21, 2016

Subject: Renewal of Accreditation Visit – June 15-16, 2016

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including myself, an electronic copy (flash drive or e-mail) of the Self-Study Application.

As a reminder, the Self-Study Application materials include:

#### **SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

Ms. Terry Khoury  
April 21, 2016  
Page 2

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received, along with the appropriate application materials by each team member no later than **May 31, 2016**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application.

*Please contact me **immediately** if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

## **VISIT ITINERARY**

### **Institution to Be Visited**

ACICS ID Code 00012819  
DuBois Business College  
701 East Third Street  
Oil City, PA 16301  
(814) 677-8237

### **Visit Dates**

Wednesday, June 15, 2016- Thursday, June 16, 2016

### **Visit Type**

Renewal of Accreditation

### **Current Level of Accreditation**

Occupational Associate's degree

### **Itinerary (approximate)**

Arrive on Wednesday, June 15, 2016, at 9:00 a.m.

Ms. Terry Khoury  
April 21, 2016  
Page 3

Depart on Thursday, June 16, 2016, at 5:00 p.m.

**Evaluation Team**

**CHAIR**

(b)(6)  
[Redacted]  
[Redacted]

**RELATIONS WITH STUDENTS**

(b)(6)  
[Redacted]  
[Redacted]

**EDUCATIONAL ACTIVITIES & INFORMATION SYSTEMS SUPPORT TECHNICIAN  
PROGRAM SPECIALIST & COMPUTER APPLICATIONS/MANAGEMENT PROGRAM  
SPECIALIST**

(b)(6)  
[Redacted]  
[Redacted]

**DATA INTEGRITY REVIEWER & LEGAL ASSISTANT PROGRAM SPECIALIST**

(b)(6)  
[Redacted]  
[Redacted]

**ADMINISTRATIVE MEDICAL ASSISTANT PROGRAM SPECIALIST & CLINICAL  
MEDICAL ASSISTANT SPECIALIST & ACCOUNTING/BUSINESS ADMINISTRATION  
PROGRAM SPECIALIST & EXECUTIVE ASSISTANT PROGRAM SPECIALIST**

(b)(6)  
[Redacted]

Ms. Terry Khoury  
April 21, 2016  
Page 4



ACICS STAFF REPRESENTATIVE

LaToya Boyd  
Accreditation Coordinator  
(202) 336-6777 (office)  
(202) 421-5183 (cell)  
[LBoyd@acics.org](mailto:LBoyd@acics.org)

ACICS STAFF REPRESENTATIVE (Observer)

Ian Harazduk  
Senior Manager, Policy and Compliance  
(202)336-6795 (office)  
[IHarazduk@acics.org](mailto:IHarazduk@acics.org)

**Hotel**

Holiday Inn Express & Suites Franklin  
225 Singh Dr. Seneca, PA 16346  
(814) 677-2640

c: Evaluation Team

## **EVALUATION VISIT MEETING ROOM MATERIALS** **Initial, Renewal of Accreditation, and Branch Inclusion Visit**

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

### 1. Current Information

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

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

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

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

4. Inventories

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

5. Publications

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



To: Mrs. Susan Ramey  
DuBois Business College  
1001 Moore Street  
Huntingdon, PA 16652  
ID Code 00012824

From: Ms. Niana Moore, Accreditation Coordinator

Date: April 28, 2016

Subject: Renewal of Accreditation Visit – May 9-10, 2016

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including myself, an electronic copy (flash drive or e-mail) of the Self-Study Application.

As a reminder, the Self-Study Application materials include:

### **SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campuses' online applications:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received,

Mrs. Susan Ramey  
April 28, 2016  
Page 2

along with the appropriate application materials by each team member no later than **April 27, 2016**. It is unnecessary and often inconvenient to require a signed receipt upon delivery of these items to the team members.

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application(s).

*Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

## **VISIT ITINERARY**

### **Institution to Be Visited**

ID CODE 00012824  
DuBois Business College  
1001 Moore Street  
Huntingdon, PA 16652  
(814) 641-0440

### **Visit Dates**

Monday, May 9, 2016 – Tuesday, May 10, 2016

### **Visit Type**

New Grant Visit

### **Current Level of Accreditation**

Occupational Associate's Degree

### **Itinerary (approximate)**

Arrive on Day, Monday, May 9, 2016, at 9:00 a.m.  
Depart on Day, Tuesday, May 10, at 5:00 p.m.

**Evaluation Team**

**CHAIR**

(b)(6)  
[Redacted]  
[Redacted]

**RELATIONS WITH STUDENTS**

(b)(6)  
[Redacted]  
[Redacted]

**LEGAL ASSISTANT / EDUCATIONAL ACTIVITIES SPECIALIST**

(b)(6)  
[Redacted]  
[Redacted]

**ADMINSTRATIVE MEDICAL ASSISTANT / CLINICAL MEDICAL ASSISTANT  
SPECIALIST**

(b)(6)  
[Redacted]  
[Redacted]

**BUSINESS ADMINISTRATION / MANAGEMENT / EXECUTIVE ASSISTANT  
SPECIALIST**

(b)(6)  
[Redacted]  
[Redacted]

Mrs. Susan Ramey  
April 28, 2016  
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ACICS STAFF REPRESENTATIVE

Ms. Niana Moore  
Accreditation Coordinator  
(202) 336-6788

(b)(6) Cell  
nmoore@acics.org

c: Evaluation Team

## **EVALUATION VISIT MEETING ROOM MATERIALS** **Initial, Reevaluation, and Additional Location Inclusion Visit**

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

### **1. Current Information**

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

applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.

2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

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

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

4. Inventories

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

5. Publications

- a. Most recent ACICS self-study or additional location application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)

Mrs. Susan Ramey  
April 28, 2016  
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# Pre-Visit Meeting Outline

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*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.*

***There were no Criteria changes that directly affect the evaluation process this cycle.***

## PROCEDURAL CHANGES

### Data Integrity Reviewer (DIR)

*To strengthen the current placement verification process, a new role has been created to allow for 100% verification in all programs, to include the review of graduates classified as not available for placement (waivers). Because waivers positively affect the rate (it is subtracted from the denominator), it is important that this classification is also included in the integrity review.*

*This role may be combined with another on the team or be an additional team member whose sole responsibility is making placement calls and reviewing waiver documentation. The assignment will be based on a number of factors, including number of graduates classified as placed, number of waivers, current enrollments, etc.*

*The reviewer will make all the placement calls for all programs but provide the results to the specialist for reporting in the educational activities and program evaluation sections of the report. The following will be reported:*

*Number of placements reported:*

*Number of calls made:*

*Number of calls that were successful:*

*Number of successful calls that confirmed employment as reported:*

*The goal is 100% so it is important that this task be started early in the day.*

## REMINDERS

- 1. The Student Relations specialist is expected to conduct a staff meeting for the Admissions and Financial Aid representatives. This is expected to be a joint meeting that will only include those individuals that do not have supervisory responsibility (similar to the faculty meeting). The preferred method is for the Chair to communicate this new procedure to the institution and have the institution set up a time for the meeting to occur. There are no particular report questions that have been added as a result of this meeting; however, the interviews will assist in answering other questions throughout the report.*

2. As a result of the additional requirement to the Student Relations specialist, a number of questions have moved from Section 4 to Section 5 – Educational Activities. These questions -are at the end of that report and are in relation to career service activities.

## REPORT TEMPLATES REVISION

Report	Report Template Changes	Comments
IG/RA	MOA 1-2. /Contact Hours added to Clock Hours column and line added for campus retention and placement on page 2.	<b>We will capture all metrics for programs the campus offers. Chairs will check with specialists to be sure the ACA presented for each program agrees with Personify information or check for ACICS approval for changes. We will include all programs, including those under 300 clock hours, but not review them if there is no enrollment.</b>
IG/RA	MOA Report. Added in Introduction explanation: [Also include a description and explanation of any extenuating circumstances, any adverse information and/or complaints, and/or any distinctive or unusual features of the campus or evaluation visit. If the campus has learning sites, describe how those locations are used for administrative and instructional purposes.]  Added "If No" statement after 3.01.	<b>The team chair should include in the Introduction any information that was collected and investigated concerning complaints or adverse. The introduction should be completed after the visit so that the team can provide a substantive introduction based on the team's evaluation.</b>
IG/RA	Moved 4.58, 4.59 to Section 5 (regarding follow-up studies on graduate and employer satisfaction and using placement percentages or salary projections as part of recruiting activities).	<b>These questions will be part of the Ed Activities specialist's report.</b>
IG/RA	Moved 5.14, 5.15 under All Campuses	<b>We will make placement calls for programs on the most recent CAR submitted by initials, even if they are not being reviewed by the team (i.e. no enrollment, discontinued, etc.). This will be done by the Data Integrity Reviewer and the results provided to the Educational Activities specialist.</b>
IG/RA	5.22 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences? <input type="checkbox"/> Yes <input type="checkbox"/> No (If No, skip to Question 5.23.)  If Yes, summarize the methods used for evaluating subject competency and awarding such credit.  Does the campus have an established systematic method for evaluating and	<b>We will check for methods used to evaluate subject competency in awarding academic credit based on prior academic, occupation, or personal experiences; whether the campus has an established policy for awarding such credit; and if so, whether the campus consistently follows that policy.</b>

	<p>awarding such academic credit to which the campus adheres?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?  <input type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable (no student has made such a request)</p> <p>If No (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:  ██████</p>	
IG/RA	<p>5.24 Are the following appropriate to adequately support the number and nature of the general education courses? <i>(If only nondegree programs are offered with no general education courses, or if all general education courses must be transferred in, skip to 5.25)</i></p> <p>(a) Facilities.  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(b) Instructional equipment.  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(c) Resources.  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>(d) Personnel.  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If No for any item, insert the section number in parentheses and explain:  ██████</p>	<p><b>We have included programs for which the campus requires that all general education courses be transferred.</b></p>
IG/RA	<p>5.47 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?  <input type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable (there have been no graduates)</p> <p>If Not Applicable, explain:  ██████</p> <p>If No, insert the section number in parentheses and explain:  ██████</p> <p>5.48 Does the campus use placement percentages or salary projections as part of its recruiting activities?  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>The Ed Activities specialist will now be responsible for these questions.</b></p>
IG/RA	<p>9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?  ██████</p>	<p><b>We will now enter the total number of graduates reports in the most recent CAR so the Data Integrity specialist knows how many total calls to expect to make.</b></p>

IG/RA	<p>9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not Applicable (there have been no graduates)</p> <p>If <i>No</i>, insert the section number in parentheses and explain:  [REDACTED]</p> <p>How many calls to graduates or employers were attempted?  [Total number of calls attempted is not to exceed number of graduates. For a single program, use a full sentence. For two or more programs, please list in the manner below. Delete non-applicable credential levels]</p> <p>The following numbers of calls were made to employers or graduates for the following programs:  Diploma in XX:  Occupational Associate's degree in XX:  Academic Associate's degree XX:  Bachelor's Degree XX:</p> <p>How many calls to graduates or employers were successful?  The following numbers of calls, by program, were successful:  Diploma in XX:  Occupational Associate's degree in XX:  Academic Associate's degree in XX:  Bachelor's Degree in XX:</p> <p>How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.  [REDACTED]</p> <p>If there were no or few successful contacts, or if any graduate employments could not be confirmed as reported on the CAR, insert "Section 3-1-303(a)" in parentheses and explain:  [REDACTED]</p>	<p><b>The Data Integrity specialist will advise the program specialist(s) of the number of calls made as well as the number that was successful.</b></p> <p><b>The specialist may now include a finding if there were no successful contacts (that is, 20 calls made and none were successful to graduates and employers).</b></p>
Nontraditional Education	<p>These reports are now separated: H-A Distance Education and Hybrid/Blended Courses, H-B Self-pace Instruction, H-C Consortium Agreements, and H-D Direct Assessment Competency-based Programs.</p>	<p><b>Teams will use the appropriate report(s) for each campus.</b></p>

English as a Second Language	<p>F.21 Does the admissions policy for the ESL program meet ACICS and Department of Education standards by requiring that admitted participants be undergraduate students who either:</p> <p>(a) have previous knowledge, training and skills in a vocational field?</p> <p>OR</p> <p>(b) are solely enrolled to obtain ESL competency unrelated to a vocation?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain:</p> <p>█</p>	<p><b>The options in admission policy allowed by the Department have been clarified in the question.</b></p>
Out of Scope	<p>N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No                      <input type="checkbox"/> Not Applicable (clock hour programs only)</p> <p>If <i>No</i>, insert the section number in parentheses, identify the courses, and explain:</p> <p>█</p>	<p><b>The Not Applicable option for clock hour programs has been added.</b></p>
Change of Ownership	<p>Contact Hours added to Clock Hours column.</p>	<p><b>We will capture all program metrics in these reports and check for consistency with Personify data. We will ask for ACICS approval for any changes.</b></p>

3720

No Title

Open Menu

00011225 Staff

As an Alumnus of DuBois Business College, I cannot say enough about my very wonderful educational experience. "Way back when" I was a student, the teachers were caring and took time with us when we needed help with our courses, as they still are today. I have seen them grow leaps and bounds over the past 33 years. They have a bright outlook on everyone's educational future. I have been on the administrative side of education for 18 years. The work environment is as special as the student environment that I experienced as a student. The education that the students receive at DBC should prepare them for a great future. Thank you.

DuBois Business College - DuBois, PA (00011225) 209.73.183.19

3761

No Title

Open Menu

00011225 Student

This is in reference to the Dubois Business College location in Philipsburg. As a student at the Philipsburg location I feel that my time here has been great and I have not found any problems with any of the teacher that I have had and I have learned a lot in the three terms that I have been here.

DuBois Business College - DuBois, PA (00011225) 209.73.183.17

3765

No Title

Open Menu

00011225 Student

In regards to the Dubois Business College survey, I am very happy with my decision to enroll at Dubois Business College. I enjoy the classes and the instructors are very good at what they do.

DuBois Business College - DuBois, PA (00011225) 209.73.183.17

3767

No Title

Open Menu

00011225 Student

This is in reference to the DBC Philipsburg Location. I am deeply concerned with the instruction that I am receiving from one instructor at my location. I have tried for two terms to have changes. I have had numerous meetings with faculty and have documented the many problems that I have encountered. I have been made to feel very uncomfortable with my choice to attend this school. While voicing my concerns I have been told that I could leave and they would provide my walking papers if I chose that option. There is many more things I would like to speak about but am told that I am only to speak positive. Please feel free to ask for me when you visit our location.

DuBois Business College - DuBois, PA (00011225) 209.73.183.19

3768

No Title

Open Menu

00011225 Student

This is regarding the Philipsburg location. I want to express the experience so far at this campus. I have been disappointed with the educational experience here. I wanted to see why there are only one Instructor and why some of the Instructors are not qualified to teach a certain subject. There have been issues regarding an on-going academic issue here and it has not been solved. A lot of students are not happy here and are seeking resolutions. We want honest answers and to see why we actually picked this college.

DuBois Business College - DuBois, PA (00011225) 209.73.183.16

3769

No Title

Open Menu

00011225 Faculty

The experience I have gained from employment through DuBois Business College has been very rewarding. I love the support that I have received from Administration.

DuBois Business College - DuBois, PA (00011225) 209.73.183.16

3770

No Title

Open Menu

00011225 Student

In regards to the DuBois Business College survey. As a older aged student, I have unfortunately had complaints as to the teaching methods that have been offered with some classes. When I brought my complaints to the attention of the director in charge (not the acting director) I was basically accused of being told I am a liar and was told that she would help me withdraw from this school because I probably was not meant for college. There are other things I would like to mention but my class time is short. I will say that I have had great instructors with other classes also.

DuBois Business College - DuBois, PA (00011225) 209.73.183.19

3771

No Title

Open Menu

00011225 Faculty

I am an instructor at the Philipsburg location. I like having DBC in this small community. I especially like that the Philipsburg students go to DuBois for so many days per term.. I think it helps the students and faculty feel a part of the larger campus. I would like to see even more recruitment being done to bring more students to the Philipsburg location.

DuBois Business College - DuBois, PA (00011225) 209.73.183.17 40.909423, -78.208857 200 Shadylane Dr, Philipsburg, PA 16866, USA

3778

No Title

Open Menu

00011225 Student

This is in reference to DuBois Business College, Philipsburg location. I honestly feel that only having one "professor" teaching multiple classes is not fair to us as students. The professor that I am talking about is teaching computer classes and she has no clue what she is doing. And I am getting quite upset when we ask questions and she doesn't know the answer at all or she asks another student for help. I am not paying for an independent taught class while I am here, I am paying for someone to actually teach me, and I am not getting it at all. There is also a huge difference between lecturing and just reading out of the book. And this professor just reads out of the book. If I wanted to do that I could have bought the book and done that myself. As a young student, I just feel very unprepared. Like I said before, I don't feel as if she is teaching well enough to prepare me for the world even if these classes have nothing to do with my major.

Thank you.

DuBois Business College - DuBois, PA (00011225) 209.73.183.16

3803

No Title

Open Menu

00011225 Student

This is in reference to the DBC Philipsburg location. Honestly, I am very disappointed with the education I am currently receiving from Dubois Business College. I in no way feel that I am receiving the education I am paying for. They began my medical class as a WebEx which was bad quality from the beginning and then 3 weeks in the finally listened to the other students and myself that we were unhappy with the results of the WebEx. They then had chose to bring us in on our Friday's off and let us have class for 5 hours to make up during the week, which is in my experience is very hard to retain 5 hours worth of information. We are still required to be in this class Monday through Wednesday every week, which does give us extra hours for the class, but by the end of the week I do believe we are all exhausted and end up over studying and not retaining much information from that week at all. In my opinion we would be better off with a teacher here Monday through Thursday. Granit I do have an IEP that I had to fight with the school repeatedly to get in effect. This is my 3rd term here at DBC and they just put it in effect this term even though I had given them the paperwork before I even started my first term. I did have one faculty member tell me that "my IEP really does not matter since I am not deaf nor blind." I have had this same faculty member argue with me over the smallest little things, and then resulting with her not giving me my assignments for the week that she is required to give our medical class every Monday. I feel that it is a fight for the smallest things with the school, I honestly would not recommend this school to anyone. It's convenient because of the location but that seems to be the only positive thing. The had a great teacher my first two terms, Lisa Ogden, she was wonderful and motivated students beyond what they thought they were capable of and DBC chose to let her go to bring in a teacher who is not qualified to teach the classes she does. If any questions from this arise please feel free to contact me on either my school email (b)(6)@dbcservice.org or my personal email (b)(6)@gmail.com. Thank you for your time (b)(6)

DuBois Business College - DuBois, PA (00011225) 209.73.183.16

3812

No Title

Open Menu

00011225 Faculty

DuBois Business College provides a wonderful atmosphere for both learning and instructing. As a newer instructor, the faculty, staff and administration here are extremely supportive and welcoming. The academic program sets the students up for the opportunity to be successful in the professional world in several different areas of study.

DuBois Business College - DuBois, PA (00011225) 209.73.183.17

3814

No Title

Open Menu

00011225 Faculty

I feel that our students get a truly great educational experience while they attend college here. Our employer satisfaction feedback as well as the fact that our students get jobs above other facilities such as ours speaks for itself. We have a great student/teacher ratio which makes the experience more personalized.

DuBois Business College - DuBois, PA (00011225) 209.73.183.17

3845

No Title

Open Menu

00011225 Staff

I am a staff member at the Philipsburg location. I believe that the DuBois Business College provides students in a rural community the opportunity to meet their educational goals.

We do need more instructors that specialize in their field of study, rather than one instructor teaching numerous classes. Our reputation can become darkened in a small community if we do not provide the students with the education that they are expecting to get.

DuBois Business College - DuBois, PA (00011225) 209.73.183.19

3852

No Title

Open Menu

00011225 Faculty

DuBois Business College is an important institution in western Pennsylvania, having continuously served this area for over 130 years. Times have changed; learning has changed; community/employer needs have changed; students, administration, and faculty have changed; and DuBois Business College has always stepped up to meet and/or exceed these challenges. Our association with our accrediting bodies is vitally important not only to keep DBC aware of legality and compliance issues; but also having ACICS seal of approval provides those outside of our institution with confidence and assurance in their dealings with DBC as well. I very strongly believe in DBC. I chose to attend here many, many years ago when I started by post-secondary educational journey, and I have worked here for over three decades.

DuBois Business College - DuBois, PA (00011225) 209.73.183.17 41.124077, -78.754623 45-49  
Beaver Dr, DuBois, PA 15801, USA

3856

No Title

Open Menu

00011225 Staff

This comment is regarding DuBois Business College at the Philipsburg Location. My perspective on the education experience is below average. We need more instructors that specialize in the field of study that they are teaching; rather than one instructor that teaches multiple classes without the sufficient knowledge, degree, or background. In my opinion, DBC Philipsburg would most definitely improve its educational reputation if they would hire additional educators with credentials and experience in the field of study that they are teaching. Honestly, our students are not getting the business education that they most definitely deserve. If faculty at DBC Philipsburg was strengthened, this location would flourish. As of now, it is floundering.

DuBois Business College - DuBois, PA (00011225) 209.73.183.18

3868

No Title

Open Menu

00011225 Faculty

Each term I see students grow and mature. The classes taught play a significant role in students' gaining and keeping employment. Many students form life-long bonds and appreciate the attention received by faculty and staff.

Students feel empowered to ask questions and to add to a class' discussion. They appreciate knowing that their thoughts will not be disregarded. Comments are invited, not ignored.

Students feel "at home" here and can learn in a welcoming environment.

DuBois Business College - DuBois, PA (00011225) 209.73.183.19

3899

No Title

Open Menu

00011225 Student

Lack of knowledge of certain topics being taught and teacher not having the experience to teach it.

Lack of help within the classes with computers. Issues within the lesson that the teacher doesn't know how to help or contacts another teacher for help and doesn't give a helpful answer.

DuBois Business College - DuBois, PA (00011225) 209.73.183.18

3951

No Title

Open Menu

00011225 Student

Enrolling at DBC has changed my life. I have become a more secure and confident person. While at DBC earning my Computer Applications Management Degree, I found that I had a love for law, thanks to Mrs. Steiner, my Legal Concepts instructor. Mrs. Steiner made learning the law exiting and left me wanting to learn more so I decided to earn my Legal Assistant Degree also. Thank you DBC staff for making my learning experiences ones that will stay with me for many, many years.

DuBois Business College - DuBois, PA (00011225) 209.73.183.16

3973

No Title

Open Menu

00011225 Staff

I love my job and enjoy working with the students. It is very rewarding to see students start school and the transformation that happens while they are at DBC. I am always so proud.

DuBois Business College - DuBois, PA (00011225) 209.73.183.18

3978

No Title

Open Menu

00011225 Staff

As a DuBois Business College graduate from 1987, I know for a fact that the faculty and staff truly care about their students. I received a good, quality education here, and although many of the teachers I had while in school have moved on, I can say that the ones that are still here value each and every student. I was very blessed to be hired by DBC upon my graduation and have worked here ever since. I know that DBC has changed the lives of many people for the better because I have seen it from both sides of the fence as a student and an employee.

DuBois Business College - DuBois, PA (00011225) 209.73.183.18 41.124595, -78.753906 5  
Beaver Dr, DuBois, PA 15801, USA

4000

No Title

Open Menu

00011225 Student

DuBois Business College is a wonderful educational institution that gets you ready for the career path you choose. The instructors here will go above and beyond to help you absorb the information they give. Everyone in this school takes the work serious, but are also very laid back and enjoyable to be around.

DuBois Business College - DuBois, PA (00011225) 209.73.183.16

4003

No Title

Open Menu

00011225 Faculty

Hmmm, we have great programs, an excellent faculty, and the school focuses on the success of the student. I look forward to seeing you during the visit.

DuBois Business College - DuBois, PA (00011225) 209.73.183.19

4006

No Title

Open Menu

00011225 Student

I am a legal student here at the DuBois Main Campus, I am currently in my second term. I am very much pleased with my experience so far here at the school. The academics are not at all what I expected, they are a lot more in depth than what I thought they would be. The teachers are very sincere and want every student to obtain the material and learn as much as possible. I am enrolled in a 18 month program, I have only been here for 6 months and I feel so much more knowledgeable. I am excited that I took the step to attend this school and have no regrets whatsoever.

DuBois Business College - DuBois, PA (00011225) 209.73.183.18

4008

No Title

Open Menu

00011225 Faculty

I feel we attempt to give our students a firm foundation to send them out into the business world with the skills that will make them good employable individuals.

DuBois Business College - DuBois, PA (00011225) 209.73.183.17

4009

No Title

Open Menu

00011225 Student

DuBois Business College is a great place to come as a student, the staff and faculty are great and give this college character.

DuBois Business College - DuBois, PA (00011225) 209.73.183.17

4010

No Title

Open Menu

00011225 Faculty

I think we fill an important need for education in the community. The administration and faculty try to treat each student as an important individual to us. We do our best to prepare them to become well trained professional employees.

DuBois Business College - DuBois, PA (00011225) 209.73.183.19

4012

No Title

Open Menu

00011225 Student

In this college, they keep you engaged and learning the important things you need to know for the career you are about to embark on. You can tell that the instructors really care for each student and their future.

DuBois Business College - DuBois, PA (00011225) 209.73.183.19

4018

No Title

Open Menu

00011225 Staff

DBC offers a quality education to its students and truly does change their lives. Many of them come back to be guest speakers to share with current students how they have benefited from their education.

DuBois Business College - DuBois, PA (00011225) 209.73.183.16 41.124421, -78.753959 5  
Beaver Dr, DuBois, PA 15801, USA

4024

No Title

Open Menu

00011225 Faculty

I have nothing at this time that I feel would be valuable to the evaluation review process.

DuBois Business College - DuBois, PA (00011225) 209.73.183.18 41.13126, -78.74613 417  
Randall Ct, DuBois, PA 15801, USA

4046

No Title

Open Menu

00011225 Faculty

As a fairly new faculty member at DBC, I am particularly impressed with how the program continues to evolve and improve. Likewise, it is very exciting to see students come back as guest speakers and demonstrate how beautifully they have blossomed from students I was concerned about into confident, happy health care professionals.

DuBois Business College - DuBois, PA (00011225) 209.73.183.18

1 - 30 Next



June 30, 2016

**Evaluation Team Report – RENEWAL OF ACCREDITATION VISIT REPORT**

ID for Campus Visited: 00011225

Main Campus ID: 00011225

Staff Contact: Mr. Ian Harazduk – Phone: (202) 336-6795

Application ID: 66337

Ms. Jackie Syktich  
President/CEO  
DuBois Business College  
One Beaver Drive,  
DuBois, PA 15801  
Email Address: [mainc@dbccollege.com](mailto:mainc@dbccollege.com)

Dear Ms. Syktich:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The Council invites you to respond to this report in two ways before it takes formal action on your institution's application for accreditation. **First, please e-mail Mr. Ian Harazduk at [iharazduk@acics.org](mailto:iharazduk@acics.org) to acknowledge that you have received and read the report and include any comments about the report or the visit.** Second, please submit your response to the findings in the report via your online application. The Council offers the institution ten days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

***Visit Response***

Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

***Web-Based Submission of Campus Response***

ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Ian Harazduk at [iharazduk@acics.org](mailto:iharazduk@acics.org).

**Process:**

Once the campus logs on to the ACICS membership website, go to the “In Process Applications” heading, select the application name and ID. The campus will then click either “Citation Documents” and upload each response document as described below. (Please see the attached “Preparing the Institutional Response” for step-by-step visual instructions on how to upload your response into your institution’s Member Center Account.)

**IMPORTANT: Document Labels**

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding ‘Document Type.’

Example: the document type submitted to satisfy response:

**Finding 1 Narrative** task must be labeled *Narrative 1*.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: The capacity size for each upload task is 100MB, if this combined document exceeds this limit, then the campus may separate the document and upload each of these documents separately with different file names, as long they are labeled with the correct “Document Type.”

**Response Tasks**

Below is the format for how the listing of “Document Type” will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

- Narrative 1
- Supporting Document 1
- Narrative 2
- Supporting Document 2
- Narrative 3
- Supporting Document 3
- Narrative 4
- Supporting Document 4

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely

(b)(6)

Ian R. Harazduk  
Senior Manager, Policy and Compliance  
Accreditation and Institutional Development

Enclosures



## RENEWAL OF ACCREDITATION VISIT REPORT

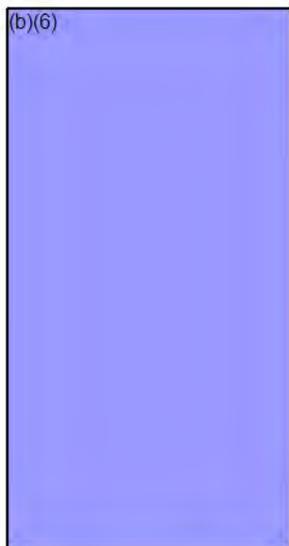
**DuBois Business College**  
**One Beaver Drive**  
**DuBois, PA 15801**  
**ACICS ID Code: 00011225**

Ms. Jackie Syktich, President/CEO (syktichjd@dbccollege.com)  
(mainc@dbccollege.com)

### LEARNING SITE

**DuBois Business College (Philipsburg Location)**  
**200 Shady Laue, Suite 100**  
**Philipsburg, PA 16866**  
**ACICS ID Code: 00250238**

**June 13-14, 2016**



Chair	Words etc	Tucson, AZ	
Student Relations Specialist	Brown College	Minneapolis, MN	
Library Specialist			
Educational Activities Specialist	DXT Consulting	San Antonio, TX	
Info Systems Support Technician Specialist			
Computer Applications/Management Specialist			
Legal Assistant Specialist	Hondros College	Westerville, OH	
Data Integrity Reviewer			
Administrative Medical Assistant Specialist	Baker College	McLean, VA	
Clinical Medical Assistant Specialist			
Accounting/Business Administration Specialist			
Executive Assistant Specialist			
Accounting Assistant Specialist			
Entertainment Production Business Specialist	Virginia College	Owens Cross Roads, AL	
Mr. Ian Harazduk	Staff Representative	ACICS	Washington, DC
Ms. LaToya Boyd	Staff Observer	ACICS	Washington, DC

**PROGRAMS OFFERED BY**  
**DuBois Business College**  
**DuBois, PA, and Philipsburg Learning Site**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/ Contact Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention and Placement (%)			
						2015		2014	
						Ret.	Pla.	Ret.	Pla.
Associate in Specialized Business Degree	Occupational Associate	Accounting/Business Administration	1760	90	10/0	79	83	71	67
Associate in Specialized Business Degree	Occupational Associate	Administrative Medical Assistant	1760	90	6/0	69	N/A	72	100
Associate in Specialized Business Degree	Occupational Associate	Clinical Medical Assistant	2060	105	32/0	97	93	76	91
Associate in Specialized Business Degree	Occupational Associate	Computer Applications/Management	1760	90	4/0	71	83	88	100
Associate in Specialized Business Degree	Occupational Associate	Entertainment Production Business	2100	106	8/0	79	100	100	100
Associate in Specialized Business Degree	Occupational Associate	Executive Assistant	1760	90	7/0	100	100	57	100
Associate in Specialized Business Degree	Occupational Associate	Information Systems Support Technician	1760	90	12/1	94	75	67	75
Associate in Specialized Business Degree	Occupational Associate	Legal Assistant	1760	90	9/0	83	100	82	100
Diploma	Diploma	Accounting Assistant	900	46	1/0	00	N/A	100	100
Diploma	Diploma	Office Assistant*	900	46	0/0	71	100	67	100
Diploma	Diploma	Computer Systems Support Technician*	1200	61	0/0	N/A	N/A	71	100
<b>TOTAL ENROLLMENT</b>					90	DuBois/Philipsburg Combined			
<b>CAMPUS RETENTION (%)</b>			82		<b>CAMPUS PLACEMENT (%)</b>			91	

\* Programs with no enrollment. The campus plans to enroll students in these two programs within the coming two semesters. The ACICS team did not evaluate these programs.

## INTRODUCTION

DuBois Business College in DuBois, Pennsylvania, was founded in 1885 and offers eight occupational associate degree programs and three diploma programs. The campus has high retention rates (82 percent) and high placement rates (91 percent).

Enrollment has dropped from a high of 333 students in 2006 to 90 students today. The campus attributes this drop to a loss of employers in the area and a drop in high school enrollments, with drops ranging up to 35 percent. Clinical medical assistant is the largest program of study. Most students are female, Caucasian, and come from middle-class families. Students typically were very positive about their experience at the campus and would recommend it to families and friends (except for those students at the Philipsburg location, as explained later in the report).

The city of DuBois has a population of 7,800 and is about 100 miles northeast of Pittsburgh. Penn Highlands Healthcare is the town's largest employer.

Although the campus has a highly experienced staff, with many being employed at the campus for more than twenty years, as documented in this report, the team found that the administration of the campus was somewhat spotty, with numerous catalog addendums being necessary, required policies not in place, and a large number of findings, even though the school received an eight-year grant following its last accreditation visit.

## DATA INTEGRITY REVIEW

<i>Program</i>	<i># of Graduates</i>	<i># of Completers</i>	<i>Calls Made</i>	<i>Connects Made</i>	<i>% Connects</i>	<i>Placements Confirmed</i>
ABA	7	0	7	5	71%	5/5: 100%
AMA	4	0	3	3	100%	3/3: 100%
CAM	7	1	7	4	57%	3/4: 75%
CMA	13	0	12	8	62%	7/8: 88%
ISST	4	0	4	3	75%	2/3: 67%
EA	3	0	3	3	100%	3/3: 100%
LA	2	0	2	2	100%	2/2: 100%
MM	1	0	1	1	100%	0/1: 0%
OA	2	0	2	2	100%	2/2: 100%
EPB	5	0	5	4	80%	2/4: 50%
<b>TOTAL</b>	48	1	46	35	77%	

### Waivers

<b>Program</b>	<b>Continuing Ed</b>	<b>Health</b>	<b>Confirmed</b>
ABA	X		YES
AMA	X		YES
CMA		X	YES

The team made 46 attempted calls and was able to contact the employer and/or students on 35 of those attempts. The team was able to confirm 29 of those successful contacts. Therefore, as explained in the report, the team was not able to verify all of the placements as reported on the 2015 Campus Accountability Report (CAR).

## CALL FOR COMMENT

Prior to the visit, the team collected a call for comments from students, faculty, and administrators at the DuBois main campus and Philipsburg learning site. The team received 51 comments from these parties. Many of the comments were positive, especially when referring to the DuBois main campus location. There were, though, numerous comments from students at the Philipsburg location that were not satisfied with their faculty and administrators at their location. The concerns expressed related to faculty qualifications and professionalism, administrative oversight, and courses being delivered via teleconferencing. The team investigated these concerns and agrees with these issues as noted throughout this report.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission is found on page 7 of the institution's 2016-2019 Catalog, Volume 39.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following:  
(a) The programs of instruction?  
 Yes     No  
(b) The modes of delivery?  
 Yes     No  
(c) The facilities of the campus?  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

## CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following:  
(a) The characteristics of the programs offered?  
 Yes     No  
(b) The characteristics of the student population?  
 Yes     No  
(c) The types of data that will be used for assessment?  
 Yes     No  
(d) Specific goals to improve the educational processes?  
 Yes     No  
(e) Expected outcomes of the plans?  
 Yes     No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new branch only)

(e) Student learning outcomes.

Yes  No

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

**(Section 3-1-111):** The CEP does not contain all of the required elements. It does not evaluate the level of graduate satisfaction, the level of employer satisfaction, or student learning outcomes.

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

As noted in question 1.10, the CEP does not define any measurable student learning outcomes or how they are being assessed.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

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

**(Section 3-1-111):** The CEP does not contain all of the required elements. For graduate and employer satisfaction and for student learning outcomes, the CEP does not explain how the data was collected or provide an analysis and summary of the data collected or an explanation of how the data will be used to improve the educational processes.

1.13 Has the campus published annual placement and retention goals in its CEP that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No

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

Yes  No

- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
The institution has recently added three staff members whose primary job involves placement-related activities. They have also recently sponsored Dr. David Stanford, a former Bowling Green State University faculty member, to present workshops to the faculty and staff on retention issues and on teaching adult learners.
- 1.16 Does the campus have documentation to show the following:
- (a) That the CEP has been implemented?  
 Yes     No
- (b) That specific activities listed in the plan have been completed?  
 Yes     No
- (c) That periodic progress reports have been completed?  
 Yes     No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized, please describe the committee.  
Ms. Jackie Syktich, the institution's president/CEO, is ultimately responsible for implementing and monitoring the CEP. She holds an associate's degree in medical assistant from the DuBois Business College (DBC) and has accumulated numerous credits for a bachelor's degree in business management from Liberty University. She has been employed by DBC continuously since 1981, starting as a secretary, and was named president/CEO in 2001.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes     No     Not Applicable (new branch or initial applicant only)

## 2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.  
 Yes     No
- (b) Names of the trustees, directors, and/or officers.  
 Yes     No
- (c) Names of the administrators.  
 Yes     No
- 2.02 Does the campus:
- (a) Adequately train its employees?  
 Yes     No
- (b) Provide them with constant and proper supervision?  
 Yes     No
- (c) Evaluate their work?  
 Yes     No

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

**(Section 3-1-202(b)):** The campus does not adequately evaluate the work performed by the staff. Each year, every staff member completes a self-evaluation, but there is no documentation of any administrative evaluation. The campus also does not formally evaluate faculty performance. Mr. [REDACTED] periodically conducts course observations of the faculty and passes these observations over to the academic dean, Ms. [REDACTED]. [REDACTED] verbally informs the faculty member of these observations and offers improvements; however, there is no documentation of these observations and discussions and the faculty do not sign off that they have received this evaluation.

2.03 Is the administration of the campus efficient and effective?

Yes  No

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

**(Section 3-1-202(a)):** The administration of the campus could not be documented as efficient and effective, given that the campus:

- a. Is offering an unapproved mode of delivery
- b. Has no faculty governance policy
- c. Does not administratively evaluate the staff and faculty
- d. Documents no student learning outcomes, employer satisfaction, and graduate satisfaction
- e. Allows students to take the same course twice, even when the student receives a satisfactory grade on the first course and receives double credit hours for the course; thus, one student ([REDACTED]) received six hours of credit for basic mathematics while all other students received three hours of credit for the same course.
- f. The 2015 CAR could not be verified.

Furthermore, there are numerous concerns regarding the oversight of the Philipsburg location. The students expressed concerns about the qualifications and professionalism of the faculty to the administration. The student concerns had not been resolved. Further explanation and concerns at the Philipsburg location can be found in Learning Site section of this report.

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes  No

(b) Know the person to whom they report?

Yes  No

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

Yes  No

Originally, the job descriptions were not signed, so there was no documentation that the staff and faculty had received a copy of their job descriptions, but this was corrected while the team was on-site.

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

Yes  No

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

See the finding in 2.02.

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

Yes     No

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

Yes     No

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

Yes     No     Not Applicable (initial applicants only)

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

Ms. Jackie Syktich, the institution's president/CEO, is ultimately responsible for the financial oversight of the campus. As stated earlier, she holds an associate's degree in medical assistant and has served as campus president since 2001.

### 3. ADMINISTRATION

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

Yes     No

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

Yes     No

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

Ms. Jackie Syktich, the institution's president/CEO, is the on-site administrator. As stated earlier, she holds an associate's degree in medical assistant and has served as campus president since 2001.

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

Yes     No

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

(a) Financial aid activities.

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

(b) Admissions.

Yes     No

(c) Curriculum.

Yes     No

(d) Accreditation and licensure.

Yes     No

(e) Guidance.

Yes     No

(f) Instructional resources.

Yes     No

(g) Supplies and equipment.

Yes     No

(h) The school plant.

Yes     No

(i) Faculty and staff.

Yes     No

(j) Student activities.

Yes     No

(k) Student personnel.

Yes     No

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

Yes     No

3.12 Are appropriate transcripts maintained for all students?

Yes     No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes     No

Originally, the grading system on the transcript was not consistent with that in the catalog, but the campus corrected this discrepancy while the team was on-site.

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes     No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes     No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes     No

## 4. RELATIONS WITH STUDENTS

### FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

A total of 43 files were reviewed by the team, which included 22 active students, 9 graduates, 4 students currently on satisfactory academic progress reporting, 8 students who were withdrawn, including 3 return to title four (R2T4) calculations.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes     No

- 4.03 Does the campus have appropriate admissions criteria?  
 Yes     No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes     No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes     No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes     No
- 4.07 Is the admissions policy publicly stated?  
 Yes     No
- 4.08 Is the admissions policy administered as written?  
 Yes     No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:  
(a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes     No  
(b) Outlines all program-related tuition and fees?  
 Yes     No  
(c) Has a signature of the student and the appropriate school representative?  
 Yes     No

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

**(Section 3-1-414):** The campus does not use an enrollment agreement for any of the students it enrolls. The team found in interviews and in reviewing files that the campus does not require the students to complete an enrollment agreement, and therefore the students did not sign any document. The team found in reviewing the student files that the only record of tuition and fees was the estimated cost sheet completed; however, this sheet did not contain the signature of the student.

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

Yes     No

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

**(Section 3-1-414):** As stated previously, the campus does not use an enrollment agreement as part of the enrollment process.

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?  
Mr. Brad Moore is responsible for the oversight of student recruitment at the institution. Mr. Moore has a bachelor's degree in education from Juniata College and an associate's degree in mass communication

from Penn College. Mr. Moore has been employed by the institution since 2012 and is currently the corporate director of admissions for the institution.

4.11 Describe the recruiting process for new students.

The campus uses a variety of methods in recruiting students, which include visiting area high schools, attending career fairs and college fairs, working with various workforce agencies that assist students with the education process, billboards, newspapers, internet, social media, and radio and television advertisements.

When students express an interest in the campus through any of these venues, they are invited to visit the campus and discuss the educational opportunities that are available to them. At the time of the visit to the campus, the prospective students are given a tour of the campus and meet with an admissions representative to discuss the program they are interested in. They also have the opportunity to meet with current students, faculty, and staff at the campus. The admissions representative then reviews the institutional catalog with the student and encourage the student to discuss their options with family members.

A second appointment is made with the student to bring in the required documents, meet with financial aid to discuss the costs of the program and the availability of financial aid. Students are also required to complete an entrance assessment and meet with career services to discuss the placement opportunities that are available in the interested field of study.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes       No

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

(a) Courses and programs.

Yes       No

(b) Services.

Yes       No

(c) Tuition.

Yes       No

(d) Terms.

Yes       No

(e) Operating policies.

Yes       No

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

Yes       No

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

Yes       No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

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

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

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

The institution uses Student Aid Administrators, a third-party entity, for the determination of eligibility, packaging, awarding, and disbursement of funds for the student. Ms. Penny Pifer is the financial aid advisor on-site and is responsible for assisting students during the financial aid process. Ms. Pifer has been with the institution since 2014. Prior to this, she had over 10 years of experience as a loan officer for a federal credit union.

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

Yes  No

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

Yes  No

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

**(Section 3-1-413):** The campus did not have a written policy or procedure for evaluating and accepting transfer of credits. The team found no evidence in the catalog of a systematic method for evaluating and awarding academic credit for courses that satisfy current program course requirements. While on site, the campus did provide some explanation regarding transfer of credit (and advanced placement exams) to the team. However, the catalog still did not have the policy, and the document provided did not agree with the evidence found in student files.

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

Yes  No  Not Applicable

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

**(Section 3-1-413):** In reviewing student files, the team found several files where the transcript indicated awarding credit; however, there was no evidence in the file of why the institution awarded credit. The following student files did not provide sufficient evidence of properly awarding transfer of credit:

- Ms. [REDACTED] accounting business administration, did not provide documentation for outside credits awarded for English III.
- Ms. [REDACTED] office assistant, did not have evidence to support the transfer of credit for economics and Computer 2-D Animation I.
- Mr. [REDACTED] information systems support technician, did not have evidence to support transfer of credit for a marketing course.

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

Yes  No

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

**(Section 3-1-413):** The campus does not have a publicized policy regarding the transfer of credits (or the issuance of credit for advanced placement tests) that the institution offers to incoming students.

4.21 Has the campus established articulation agreements with other institutions?

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

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

Yes  No

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

**(Section 3-1-413):** The team did not find any evidence in the catalog that showed a listing of the institutions with which the campus has established articulation agreements. The campus noted in their Self-Study that they have articulation agreements with Indiana University of Pennsylvania, University of Pittsburgh, and St. Francis University.

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

Yes  No

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

**(Section 3-1-413):** During the visit, the team did note a bulletin board in the student hallway that listed various colleges and universities for students to consider for furthering their education. However, only St. Francis University provided documented notification of an articulation agreement with the institution.

## FOR ALL PROGRAMS

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

Yes  No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published. The standards of satisfactory academic progress policy is published in the current 2016-2019 Catalog, Volume 39, on pages 50-51.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes  No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes  No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes  No

Incomplete grades.

Yes  No  Not Applicable

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (campus only offers one program)

The implications of transfer credit.

Yes  No

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

**(Section 3-1-421 and Appendix D):** The campus does not define the effect on satisfactory academic progress (SAP) for repeated courses. While on site, the team was provided a statement regarding the repeating of courses; however, the documentation did not define the effect that a repeated course has on SAP. After discussing the documentation provided to the team, the team did not find the explanation satisfactory.

The team also noted two separate transcripts where students repeated courses and were given credit for both courses. The students were Ms. [REDACTED] and Ms. [REDACTED] both in the administrative medical assistant program. In one case, the student took basic mathematics in her first term and received a 'C' and then took it again later in their program and again received a 'C'. The campus noted, and confirmed with the administration, that it was standard procedure for them to allow students to repeat courses if they had a CGPA that was below 2.0. Therefore, they allow the students to repeat courses (regardless of what grade they received) and then count both the credits and the grades twice on the transcript. The campus believed that federal regulations required them to count the courses twice; however, in reviewing the 2015-2016 Federal Student Aid Handbook (Section 3-30), it states "For satisfactory academic purposes, each time a course is taken [it] counts as an attempt; but only the first time a passing grade is received is it counted as completion."

- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes     No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes     No     Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes     No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?  
 Yes     No     Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?  
 Yes     No     Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes     No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes     No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?  
 Yes     No     Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes     No  
 Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes     No  
 Not Applicable (there is no such student and/or the campus does not have such a policy)

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

Yes  No

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

Ms. Mary Jones is the corporate academic dean for the institution and is responsible for the administration of satisfactory academic progress. Ms. Jones has a bachelor's degree in business education from State University New York (SUNY) and a master's degree in office technology from Indiana University of Pennsylvania. Ms. Jones has served as the academic dean for 17 years and has been with the institution for a total of 31 years.

4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

The team noted in interviewing staff, faculty, and students, that the campus provides resources to assist students who are experiencing difficulty in progressing satisfactorily in their programs. The campus provides faculty-approved peer tutors on a scheduled basis, a learning support person to assist students with documented disabilities, and faculty that are available one-half hour before and one-half hour after classes. The building is also open on Fridays for students to use (students only attend classes Monday-Thursday), and assistance is available if needed.

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

(a)  Scholarships.

(b)  Grants.

(c)  Loans.

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

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

Yes  No

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

Yes  No

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

Yes  No

4.43 Are tuition and fees clearly stated in the catalog?

Yes  No

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

**(Section 3-1-432(a)):** The fees and other charges assessed to students during their studies were not clearly stated in the current catalog. Page 40 of the catalog lists that textbook charges would be approximately \$650 and that some programs require additional costs due to uniforms, special equipment,

certification exams, and/or supplies. In review of many student ledger statements, the team found that textbooks and other charges well exceeded \$650. In discussion with the campus, the team determined that the excess costs were due to the required purchase of a laptop (\$2000) (required for information system support technician (ISST) students), a tablet (\$205) (required for all students, including ISST students who were already required to purchase a laptop), as well as other supplies. The catalog does say "itemized lists and prices can be reviewed in the administrative office," but nowhere in the catalog are these costs specified. Therefore, the team feels that an incoming student does not have a clear estimate of the tuition and fees that will be required throughout their program.

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

(a) Charges.

Yes  No

(b) Dates for the posting of tuition.

Yes  No

(c) Fees.

Yes  No

(d) Other charges.

Yes  No

(e) Payments.

Yes  No

(f) Dates of payment.

Yes  No

(g) The balance after each transaction.

Yes  No

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

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

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

Yes  No

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

Yes  No

4.48 Is the campus following its stated refund policy?

Yes  No

4.49 Does the campus participate in Title IV financial aid?

Yes  No (Skip to question 4.57)

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

Ms. Penny Pifer is the on-site person responsible for administering student financial aid. Ms. Pifer, as previously stated, has been with the institution for approximately 18 months. Prior to coming to the institution, she was a loan officer for a federal credit union for over 10 years.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes       No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes       No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes       No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
Ms. Penny Pifer is a member of the Pennsylvania Association of Student Financial Aid Administrators (PASFAA) and provided documentation of recent attendance at the most current workshop. She also provided documentation of attendance at a recent conference with sessions directly related to financial aid policy. Ms. Pifer also shared with the team that she is apprised of changes in policy and regulations through regular e-mails she receives from both state and federal agencies.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes       No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes       No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes       No (*Skip to question 4.58.*)
- 4.58 The beginning enrollment on the most current Campus Accountability Report (CAR) is 89.  
The ending enrollment reported on the previous year's CAR is 89.
- 4.59 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes       No       Not Applicable
- 4.60 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes       No       Not Applicable (campus does not participate in financial aid)
- 4.61 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
The campus requires all students to complete online entrance counseling through the [studentloans.gov](http://studentloans.gov) website. Students are also advised during the estimated cost sheet review of their obligations regarding

any loans they may take out. Students are also required to meet with the financial aid advisor individually prior to graduation to complete exit interviewing. During this meeting, the students are again advised of any obligation they have regarding loans they have taken out. The students are also provided information for whom to contact if they have further questions regarding their loans. Finally, the students are shown all of their loan obligations from the National Student Loan Data System (NSLDS).

#### COMMENDATIONS:

The team would like to commend the staff and faculty for their assistance during the visit.

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes  No

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

**(Section 2-2-106 and Appendix H):** Students, staff, faculty, and the administration stated during interviews that online course(s) are developed and delivered. This was done without approval from ACICS. Initially, the administration stated on several occasions that online course were not offered. Eventually, the campus conceded that they had offered at least one course, GR7002, Digital Photography, in the Entertainment Production Business program online, but this was merely for a beta test. Instruction was provided online and the students received credit for the course; therefore, the campus offered online instruction without approval. In addition, the campus also made it a matter of practice to offer "WebEx" courses to students over the past year. In these cases, students at the Philipsburg learning site would receive instruction from a faculty member at the main campus via Web Ex conference. When the team was on site, the campus was offering LA4111, Legal Concepts with Ms. [REDACTED] via WebEx.

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

Ms. Mary Jones is the corporate academic dean for Dubois Business College. She has worked for this institution since 1999. Before becoming the academic dean, she filled a variety of roles, such as computer repair technician, instructor, and corporate secretary. Ms. Jones earned a bachelor's degree in business education from Indiana University of Pennsylvania and a master's degree in education from State University of New York in Albany. In her current role, she is responsible for overseeing the curriculum. This includes student engagement, faculty development, and the overall success of the programs offered.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

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

The institution has adopted provisions for the program faculty to have appropriate authority and responsibility for their programs. For example, the instructors are encouraged to look for opportunities to enrich their programs. All suggestions or recommendations are reviewed in a timely manner by the administration. A response pertaining to the actions for each suggestion or recommendation is then given to the faculty for review. Moreover, during a faculty meeting with the team, the faculty confirmed that a process is established for developing and administering the programs. The academic dean works closely with the faculty to ensure appropriate development and assessment of the programs.

- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes       No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes       No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
- (a) Development of the educational program.  
 Yes       No
- (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes       No
- (c) Systematic evaluation and revision of the curriculum.  
 Yes       No
- (d) Assessment of student learning outcomes.  
 Yes       No
- (e) Planning for institutional effectiveness.  
 Yes       No

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

(Section 3-1-501): The employment handbook provides a statement on governance, but it does not contain any of the required elements specified in the *Criteria*.

- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes       No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes       No (*Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants.*)

#### FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes       No (*Skip to question 5.14*)

#### FOR ALL CAMPUSES

- 5.14 Was the team able to verify the backup documentation to support the placement rate for the program(s) that had placements as reported on the last Campus Accountability Report submitted to the Council but are not being reviewed (no enrollment, discontinued, etc.)?

Yes       No       Not Applicable

How many calls to employers or graduates were attempted?

Diploma in office assistant: 2

Diploma in computer systems support technician: No graduates

How many calls to employers or graduates were successful?

Diploma in office assistant: 2

Diploma in computer systems support technician: No graduates

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

Diploma in office assistant: 2

Diploma in computer systems support technician: No graduates

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

Yes       No       Not Applicable

- 5.16 Are the educational programs consistent with the campus's mission and the needs of its students?

Yes       No

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

Yes       No

- 5.18 What provisions are made for individual differences among students in the learning environment?

Faculty are asked to facilitate student learning and support success by all means necessary, appropriate, and available. Instructors will make provisions for individual differences among students, such as learning, hearing, visual, or physical disabilities. The intention is to maintain a learning environment that motivates students to actively participate in all aspects of the educational process. The faculty communicated during interviews that the school is considerate of differences in the learning applications, learning environments, and modes of instructional delivery. This includes tutoring by peers or faculty whenever needed or requested. The campus is supportive of any student who may require additional consideration to address differences in learning or comprehension.

- 5.19 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Faculty participate in a systematic process of continuous evaluation and revisions to the curriculum. All instructors are encouraged to consider changes that are designed to serve the needs of the students. This is accomplished via community inquiries, fact-finding, classroom experience, and the input of students. The information and requests are passed along to the school administrators for evaluation and, if needed, greater discussion and analysis. Each program uses a curriculum chair to assist and manage this process.

- 5.20 Does the faculty participate in this process?

Yes       No

5.21 Is credit appropriately converted in relation to total student contact hours in each class?

Yes       No

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

**(Section 3-1-516(a)(i) and 3-1-517):** The following courses are being taught concurrently and thus the team has concerns that students are not receiving the appropriate contact hours.

- 3:00-4:15 p.m.: TY2111A, Document Formatting, and TY2112A, Document Processing (Instructor Kristin Camahan).
- 10:40-11:55 a.m.: TY2111A, Document Formatting, and TY2112A, Document Processing (Instructor Brenda Heschke)
- 9:20-10:35 a.m.: LE2403, Legal Office Procedures, and SE2503, Executive Office Procedures, (Instructor Cathy Steiner)
- 10:40-11:55 a.m.: SE2507, Legal Word Processing, and LE2407, Legal Word Processing/Transcription (Instructor Cathy Steiner)
- LA4111, Legal Concepts (Learning site instructor Penny Diehl) is using WebEx to dial in with LA4111 Legal Concepts taught by Instructor Cathy Steiner (main campus).

The team brought the concerns of courses being taught concurrently to the attention of the administration and they acknowledged the concern and noted that this would be changed in the future.

5.22 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?

Yes       No (If *No*, skip to Question 5.23.)

If *Yes*, summarize the methods used for evaluating subject competency and awarding such credit.

Advanced placement is readily available for students who have completed specialized high school or college courses, have relevant prior work experience, or feel they have the necessary expertise/knowledge. Advanced placement exams are offered for almost every course to evaluate the student's level of expertise and eligibility for advanced placement.

Does the campus have an established systematic method for evaluating and awarding such academic credit to which the campus adheres?

Yes       No

If *No* (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

**(Section 3-1-516(c)(ii)):** The campus does not satisfactorily award academic credit to students for advanced placement. The exams are written by the faculty, who are not qualified to perform this task. Questions are not qualitatively equivalent to other comparative institution examinations. The reliability and

validity of the questions is not demonstrated. Moreover, partial credit is given to students based on showing the work done or computations used, regardless if the answer is correct. Some placement exams fall below college-level content, specifically English I and Keyboarding. In addition, the campus noted that students can test out of any course and are told during the orientation period to sign up for Advanced Placement tests. The team does not feel that the tests appropriately assess the knowledge, skills and competencies of college-level coursework.

- 5.23 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes       No
- 5.24 Are the following appropriate to adequately support the number and nature of the general education courses? *(If only nondegree programs are offered with no general education courses, or if all general education courses must be transferred in, skip to 5.25)*
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No
- 5.25 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?  
 Yes       No
- 5.26 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?  
 Yes       No
- 5.27 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes       No
- 5.28 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes       No
- 5.29 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes       No       Not Applicable (no faculty members hold foreign credentials)

- 5.30 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes       No

If Yes, how is this documented?

Evidence is on file to demonstrate that a systematic program of in-service training, including professional development, is provided to the faculty. Documentation is maintained that captures agenda, topics, and attendance.

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

Yes       No

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

Yes       No

- 5.33 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes       No

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

Yes       No

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 5.35 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and less than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

Yes       No

- 5.36 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?

Yes       No

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

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

Yes       No

If No, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:

(Section 3-3-302(b)): Ms. [REDACTED] is teaching general education courses without the appropriate academic or experiential credentials. The current course description for general education courses does not categorize them as "applied general education courses" and the team does not believe that they should be

considered applied general education courses. Ms. [REDACTED] is currently teaching an English course this term. Thus, instructors need a master's degree and eighteen semester credit hours in the subject, which this instructor does not hold.

## FOR ALL PROGRAMS

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

The campus is supportive of all students and services needed to complete a successful educational experience. Student orientation, career placement, counseling, and tutoring are examples of the activities that are occurring on site. The campus is committed to helping students become acclimated to a positive and rewarding college experience.

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

Ms. Barbara Martini is the corporate career services director for DuBois Business College. Ms. Martini assists students in professional career-related areas, including interviews, resumes, and job experiences. She is tasked with referring students to employers and enhancing the institution's placement rates. Ms. Martini is a member of several organizations that can be advantageous to her role as career services director, for example, Society of Human Resource Managers, Rotary Club, North Central Workforce Development, and the DuBois Chamber of Commerce.

- 5.46 Does the campus offer employment assistance to all students?

Yes       No

Not Applicable (campus enrolls only international students on a student visa)

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

Yes       No       Not Applicable (there have been no graduates)

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

(Section 3-1-441(c)): Follow-up studies on graduates and employer satisfaction are not conducted by the campus at specific measuring points following placement of the graduate.

- 5.48 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes       No

- 5.49 Describe the extracurricular educational activities of the campus (if applicable).

The campus offers extracurricular educational activities. For example, workshops and seminars are provided for the pursuit of employment before and after graduation. Field trips and community involvement is another option for the campus to promote the use of extracurricular activities. Sufficient and appropriate documentation was provided to the team to support this type of extracurricular involvement. There are also several active student clubs on campus, including fraternities and sororities.

## 6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information).  
The DuBois campus comprises 14,000 square feet of space in two buildings owned by the college. The facilities include 1 IT lab with computers for student use (teardown and rebuild), 4 computer labs with a total of 58 desktop computers, 11 lecture rooms, 1 medical lab, a library, adequate faculty and staff space, faculty and staff lounges, as well as a café. The campus also owns two student housing buildings, with each apartment housing four students in four-bedroom units.
- 6.02 Does the campus utilize any temporary additional space locations?  
 Yes  No
- 6.03 Does the campus utilize learning sites?  
 Yes  No
- If Yes, list the name and address of each learning site and identify any administrative services offered at the site. (Please see section 13 for additional information)  
The DuBois campus operates a learning site at 200 Shady Lane, Suite 100, Philipsburg, PA 16866. Minimal administrative services are performed there. Ms. Janice Pepperday, student services director, is a full-time on-site administrator who handles minor administrative functions, referring other functions to the appropriate administrator at the DuBois campus.
- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?  
 Yes  No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment  
 Yes  No
- (b) Instructional tools  
 Yes  No
- (c) Machinery  
 Yes  No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes  No  Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume, if appropriate)?  
The team reviewed the 2016-2019 DuBois Business College Catalog, Volume 39.
- 7.02 Does the self-study or branch application part II accurately portray the campus?

Yes     No

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

Yes     No

7.04 Does the catalog contain the following items?

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

Yes     No

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

Yes     No

(c) The names and titles of the administrators.

Yes     No

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

Yes     No

(e) A statement of accreditation

Yes     No     Not Applicable (initial applicant)

(f) A mission statement.

Yes     No

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

Yes     No

(h) An academic calendar.

Yes     No

(i) A full disclosure of the admission requirements.

Yes     No

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

Yes     No

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

Yes     No

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

Yes     No

(m) A definition of the unit of credit.

Yes     No     Not Applicable (The campus does not award credit.)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes     No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes     No

(p) The transfer of credit policy.

Yes  No

(q) A statement of the tuition, fees, and any other charges.

Yes  No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes  No  Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes  No

(t) A statement describing the student services offered.

Yes  No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes  No  Not Applicable (initial applicants only)

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

**(Section 3-1-701 and Appendix C):** The catalog does not contain all of the required elements.

1. The catalog does not have an accurate listing of the names and titles of administrators.
  - According to a memo provided by Mrs. Jackie Syktich, campus president, Mr. Darren Kite currently serves as curriculum chair for the industrial design technology program (IDT), a program that is not approved or currently being offered, as well as the entertainment production business (EPB) program. He is listed in the catalog only as a technology assistant.
  - In that same memo, Ms. Bobbi Spigle is listed as chief chair and is responsible for the coordination of all curriculum chairs. She is not currently listed as an administrator; she is only listed under faculty as faculty liaison.
  
2. The catalog does not have a listing of all current, full-time faculty.
  - Ms. Bonnie Hansell is listed as a faculty member at the Oil City campus only but, according to the catalog, is also currently teaching at the Philipsburg learning site.
  - The following individuals are listed as full-time faculty in the catalog, but are not currently teaching:
    - (b)(6)
    - 
    - 
    -
  
3. The catalog does not have a complete explanation of the standards of the SAP policy. The current policy does not reference repeat courses and their effect on SAP (see section 4 for additional details).
  
4. There is no transfer of credit policy in the catalog (see section 4 for additional details).
  
5. The catalog does not contain an accurate listing of student fees. For example, all students are required to purchase NextBook tablets. The cost of the required NextBook 10.1 Windows tablet for students is \$205. Information systems support technician (ISST) program students are also required to purchase a laptop. The school charges students \$2,000 for the laptop and students are not allowed to shop around for less expensive alternatives. All students are required to make these technology purchases at the beginning of their first term. Neither of these required purchases, or others, such as uniforms for the

clinical medical assistant program, are listed in the catalog. The catalog only notes that itemized lists of fees can be viewed in the administrative office.

The team also notes that the campus identified its upcoming tuition changes (effective July 1, 2016) in the catalog addendum prior to seeking approval from or notifying the appropriate state authorities in Pennsylvania, as is required.

The team also notes that at the beginning of the on-site review of the catalog, it did not contain a grievance policy, satisfactory explanation of the course numbering system, disclosure of the requirements for the admissions test (entrance exam), or a grading scale that matched student transcripts. The campus provided this information in an updated catalog addendum, and it was accepted by the team.

7.05 Does the campus offer degree programs?

Yes  No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes  No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes  No  Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes  No  Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes  No  Not Applicable

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

Yes  No (If No, skip to Question 7.07.)

Although the campus is not currently approved to offer distance education, there are concerns that they have recently offered such courses (see section 5 for additional information).

7.07 Does the catalog contain an addendum/supplement?

Yes  No (If No, skip to Question 7.08.)

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

Yes  No

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

Yes  No

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

Yes  No

7.08 Is the catalog available online?  
 Yes  No (If No, skip to Question 7.09.)

7.09 Does the campus utilize a multiple-school catalog?  
 Yes  No (If No, skip to Question 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes  No

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

**(Section 3-1-702 and Appendix C):** The campus does not properly identify all faculty and staff with respect to the appropriate campus. As mentioned previously, Ms. Bonnie Hansell is only listed in the catalog as a faculty member for the Oil City campus, but according to the current schedule, she is currently teaching at the Philipsburg learning site as well.

The team also notes that upon initial evaluation of the multi-campus catalog, not all photographs were appropriately captioned. A list of captions was added to the catalog addendum and was accepted by the team.

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?  
 Yes  No

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

**(Section 3-1-703 and Appendix C):** Not all of the advertising and promotional material accurately portrays the current status of the campus.

1. The gainful employment disclosure information posted on the institution's website is outdated. It currently has data for the 2013-2014 reporting year.

The campus did provide additional changes to their advertising and promotional materials upon request from the team, including an update of the admissions requirements posted on the website, an update of a list of scholarship offerings provided to students during orientation to match the catalog, and the repair of a broken link for the legal assistant program on the website.

7.11 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?  
 Yes  No

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

The campus advertises through a variety of methods. Print advertisements include fliers, postcards, brochures, newspapers, newsletters, and the occasional billboard. Online advertisements include the

institution's website, YouTube testimonial videos, and social media outlets (e.g., Facebook, Twitter, LinkedIn, Instagram, and Google+).

Are all print and electronic advertisements under acceptable headings?

Yes  No

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

Yes  No (If No, skip to Question 7.14.)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes  No

7.14 Does the campus utilize services funded by third parties?

Yes  No (If No, skip to Question 7.15.)

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

Yes  No

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

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

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

The campus provides retention and job placement rates to the public.

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

(Section 3-1-704): This information is published on the DBC website, at the bottom of the student consumer information page. However, on the gainful employment page of the website, the campus publishes outdated information from the 2013-2014 reporting period.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

The campus shared with the team that there are library committee meetings for faculty and staff to discuss library concerns and suggestions. Documentation was also provided to the team on recent training that took place for all staff involved in overseeing the library.

Are these methods appropriate?

Yes  No

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

Yes  No

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

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

Yes  No

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

The current year's library budget is \$6,048.

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

At the time of the team visit, \$2,171 had been spent.

How has the money been allocated?

The allocation of the expenditures is as follows:

Monthly subscription fees for general Internet service - \$2,016

Subscription fees for periodicals - \$61

Miscellaneous library books/materials - \$94

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

Yes  No

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

Yes  No

#### **FOR NONDEGREE PROGRAMS ONLY**

8.26 Are appropriate reference materials and periodicals available for all programs offered?

Yes     No

8.27 Are the instructional resources organized for easy access, usage, and preservation?

Yes     No

8.28 Is there a current inventory of instructional resources?

Yes     No

8.29 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes     No

### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.30 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

Yes     No

8.31 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

Yes     No

8.32 Is there a current inventory of instructional resources, including online resources?

Yes     No

8.33 Are the resources organized for easy access and usage?

Yes     No

8.34 Is it evident that faculty encourages the use of the library?

Yes     No

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

**(Section 3-3-404):** The team found through reviewing syllabi and interviewing faculty and students, that many faculty do not encourage the use of the library and its resources in all of the courses. The team identified the following course syllabi as not providing or encouraging the use of the library by the students: AC1101 Accounting I; AC1102 Accounting II; AC1103 Accounting III; AC1106 Payroll Taxes; AC1109 Managerial Accounting; AC1112 Cost Accounting; AC1215 Intermediate Accounting I; AC 1216 Intermediate Accounting II; AC1225 Personal Taxation; AC1227 Corporate Taxation; and AC1228 Computerized Accounting Procedures.

8.35 Do the library holdings, including online collections, support all of the offerings of the campus?

Yes     No

## 9. PROGRAM EVALUATION

### Occupational Associate Degree in Computer Applications/Management

**Occupational Associate Degree in Information Systems Support Technician****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?  
 Yes      No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Ms. Mary Jones is the corporate academic dean for DuBois Business College. She has worked for this institution since 1999. As stated previously, before becoming the academic dean, she filled a variety of roles, such as computer repair technician, instructor, and corporate secretary. Ms. Jones earned a bachelor's degree in business education from Indiana University of Pennsylvania and a master's degree in education from the State University of New York in Albany. In her current role, she is responsible for overseeing the curriculum for all programs at all campuses. This includes student engagement, faculty development, and the overall success of the programs offered.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes      No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes      No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes      No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes      No      Not Applicable (Data not available.)  
(b) Student placement rate of 70 percent?  
 Yes      No      Not Applicable (Data not available.)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
Community resources are being utilized at the campus. DuBois Business College uses one advisory board for all programs. The board is well diversified and brings valuable knowledge and experience to the meetings. Their objective is to satisfy the academic needs of the students, the college, and the community. Moreover, guest speakers and field trips are provided to students. The benefit is the enriched learning experience students receive in the interest of furthering their careers before and after they graduate. Sufficient documentation is provided to satisfy this criterion.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes      No

- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.10 Does the program include an externship?  
 Yes       No (If No, skip to question 9.11)
- 9.11 Does the program use independent studies?  
 Yes       No (If No, skip to question 9.13)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No

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

(Section 3-1-513): The educational program does not offer evidence of appropriate subjects leading to an occupational objective, an academic credential, or both. For example, the computer applications/management degree requires:

TY2110A Keyboarding

TY2111A Document Formatting

TY2112A Document Processing

TY2116 Computerized Office Applications

TY3333 Computerized Integration Techniques

All of these courses focus on word processing and Microsoft Word; yet, the program description states that students receive a “working knowledge” of Microsoft Office. The curriculum is expected to be more balanced in relation to the subjects offered to students.

Moreover, in the information systems support technician (ISST) program, TY2120 Software Applications–DOS is required for all students. The need for this training and experience is not significant in the industry and DOS is no longer supported by the vendor. Also, CM2630 Internet, Security, and Web Design should be broken into two separate classes. Security is a skillset that is in great demand by the industry and can better serve the needs of the student and the employer. A career in security encompasses more than just Internet or web design.

- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions  
 Yes       No
- (b) Course numbers  
 Yes       No
- (c) Course prerequisites and/or corequisites  
 Yes       No
- (d) Instructional contact hours/credits

Yes     No

(e) Learning objectives

Yes     No

(f) Instructional materials and references

Yes     No

(g) Topical outline of the course

Yes     No

(h) Instructional methods

Yes     No

(i) Assessment criteria

Yes     No

(j) Method of evaluating students

Yes     No

(k) Date the syllabus was last reviewed

Yes     No

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

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

Yes     No     Not Applicable (Clock hour program)

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

Yes     No     Not Applicable (Clock hour program)

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

**(Section 3-1-513(a) and Glossary):** The following courses are currently being taught, but their syllabi do not offer a description of the amount of time a student is expected to spend on completion of homework:

CM2610 Personal Computer Repair

CM2612 Advanced Networking

CM2613 Protocols

CM2630 Internet, Security, and Web Building

CM2650 Introduction to Programming

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

Yes     No

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

Yes     No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

The total number of graduates in all programs is:

Computer applications/management: 6

Information systems support technician: 4

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

Yes     No     Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

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

Occupational associate's degree in computer applications/management: 4

Occupational associate's degree in information systems support technician: 3

How many calls to graduates or employers were successful?

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

Occupational associate's degree in computer applications/management: 4

Occupational associate's degree in information systems support technician: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

Occupational associate's degree in computer applications/management: 3

Occupational associate's degree in information systems support technician: 2

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

**(Section 3-1-303(a)):** Some students were not placed appropriately or were labeled as placed and working, but were never employed:

- Occupational associate's degree in computer applications/management (CAM): (b)(6) Ms. (b)(6) is currently working as a warranty clerk and placed based on skills. However, the team does not believe that this position utilizes a predominant amount of her skills from the CAM program.
- Occupational associate's degree in information systems support technician (ISST): (b)(6) Mr. (b)(6) was placed based on skills, but he is working as a support technician for a media company installing TVs and DVDs. The team does not believe that this position utilizes a predominant amount of his skills from the ISST program.

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

Yes     No     Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes     No (If No, skip to question 9.24)

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

Yes     No     Not Applicable (Clock hour programs only)

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

Yes     No     Not Applicable (Clock hour programs only)

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

During interviews with instructors, they were asked to demonstrate and display their grade books. Evidence was provided to confirm that homework is graded appropriately and in a timely manner.

**FOR ALL VISITS**

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

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.33 What is the current student/teacher ratio?

The student/teacher ratio is as follows:

Occupational associate's degree in computer applications/management: 4:1.

Occupational associate's degree in information systems support technician: 5:1.

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes  No

9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

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

(Section 3-3-203): The curriculum does not offer evidence of appropriate subjects that qualitatively approximate the standards at other institutions. For example, the computer applications/management degree requires:

TY2110A Keyboarding

TY2111A Document Formatting

TY2112A Document Processing

TY2116 Computerized Office Applications

TY3333 Computerized Integration Techniques

All of these courses focus on word processing and Microsoft Word; yet, the program description states that students receive a "working knowledge" of Microsoft *Office*. Insufficient content, topics, and training is provided for other, more relevant subjects. The curriculum is expected to be more balanced in relation to the subjects offered to students.

Moreover, in the ISST program, TY2120 Software Applications–DOS is required by all students. As indicated previously, the need for this training and experience is not significant in the industry, and DOS is no longer supported by the vendor. Also, CM2630 Internet, Security, and Web Design should be broken into two separate classes. Security is a skillset that is in great demand by the industry and can better serve the needs of the student and the employer. A career in security encompasses more than just Internet or web design.

9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes     No     Not Applicable (no students in the second year)

9.38 Are the second-year courses based upon appropriate first-year prerequisites?

Yes     No

## 9. PROGRAM EVALUATION

### Occupational Associate Degree in Legal Assistant

#### FOR ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes     No (If No, skip to question 9.02)

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

Ms. Mary Jones is the corporate academic dean for DBC. Again, she has worked for this campus since 1999. Before becoming the academic dean, she filled a variety of roles, such as repair technician, instructor, and corporate secretary. Ms. Jones earned a bachelor's degree in business education from Indiana University of Pennsylvania and a master's degree in education State University of New York in Albany, NY. In her current role, she is responsible for overseeing the curriculum for all programs at all campuses. This includes student engagement, faculty development, and the overall success of the programs offered.

Ms. Bobbi Spigle supports Ms. Jones as the curriculum chair for the legal assistant program. Ms. Spigle has been on the faculty at DBC since 1992. She holds a bachelor's degree in accounting and retail from Gannon University.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

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

(Section 3-1-511): Ms. [REDACTED] is the academic dean over all programs, and Ms. [REDACTED] supports her for the legal program. However, neither Ms. [REDACTED] nor Ms. [REDACTED] have any academic or experiential qualifications related to a legal assistant program.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes     No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes     No

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

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes     No     Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes     No     Not Applicable (Data not available.)

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

The program utilizes community resources such as field trips to local law offices, government agencies, and courts; guest speakers; and other community professionals designed to enhance the students' learning experience.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes     No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes     No

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

**(Section 3-1-513):** Specific program objectives are not published in the catalog, nor is the information that is included appropriate for a legal assistant program. The catalog notes that students will be given an advanced level of training to develop administrative skills, proficiency in legal terminology, legal transcription, preparing legal correspondence, etc. This listing does not include specific objectives of the program; it simply restates the courses that will be taken throughout the program. In addition, another concern is the appropriateness of these skills for a legal assistant program. These skills, and the courses that they take within the program, include two courses in shorthand and six courses in Microsoft Office Suite coursework. The skills and competencies learned in the program fit better with a legal secretary program than a legal assistant program.

9.10 Does the program include an externship?

Yes     No (*If No, skip to question 9.11*)

9.11 Does the program use independent studies?

Yes     No (*If No, skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes     No

- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions  
 Yes     No
  - (b) Course numbers  
 Yes     No
  - (c) Course prerequisites and/or corequisites  
 Yes     No
  - (d) Instructional contact hours/credits  
 Yes     No
  - (e) Learning objectives  
 Yes     No
  - (f) Instructional materials and references  
 Yes     No
  - (g) Topical outline of the course  
 Yes     No
  - (h) Instructional methods  
 Yes     No
  - (i) Assessment criteria  
 Yes     No
  - (j) Method of evaluating students  
 Yes     No
  - (k) Date the syllabus was last reviewed  
 Yes     No
  - (l) Out-of-class work assignments that support the learning objectives for the course  
 Yes     No     Not Applicable (Clock hour program)
  - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments  
 Yes     No     Not Applicable (Clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes     No
- 9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?  
Two graduates were reported.
- 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?  
 Yes     No     Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

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

Occupational associate degree: A total of two calls were attempted to employers or graduates.

How many calls to graduates or employers were successful?

Occupational associate degree: A total of two calls were successful in reaching either a graduate or employer.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

A total of two contacts confirmed the employment of the graduate as reported on the 2015 CAR.

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

9.21 Does the campus participate in Title IV financial aid?  
 Yes     No (If No, skip to question 9.24)

9.22 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)

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

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

Out-of-class work is reviewed by the instructor for completeness and accuracy. Grades are given and are averaged into the final course grade. Assignments are posted on the course outline.

#### FOR ALL VISITS

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

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

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

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

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

(Section 3-3-302): Ms. [REDACTED] is assigned to teach LA4111 Legal Concepts; LE2403 Legal Office Procedures; SE2503 Executive Office Procedures (LE2403 and SE2503 are being taught concurrently); SE2507 Executive Transcription; LE2407 Legal Transcription (SE2507 and LE2407 are being taught concurrently); TY 2121 Software Applications; and LE2409 Legal Research. This is a total of four fields of instruction and seven preparations, which exceeds the Council requirement.

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

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

(Section 3-3-302(b)): Ms. [REDACTED] is the only faculty member currently teaching in the legal assistant program. She holds a bachelor's degree in business from Liberty University and an associate's degree in executive secretarial from DuBois Business College. She does not have any experiential qualifications in a legal setting, nor does she have any formal legal education. The campus provided a certificate of continuing education from Lock Haven University; however, the team does not feel that this continuing education certificate qualifies her to teach in the legal field. The classes that Ms. [REDACTED] is teaching are listed above in question 9.27.

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes       No

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

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes     No

### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes     No

9.33 What is the current student/teacher ratio?

The current student/teacher ratio is 9:1.

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes     No

### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes     No

9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes     No

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

(Section 3-3-203): The curriculum does not quantitatively nor qualitatively approximate the standards at other institutions offering occupational associate's degrees in legal assisting. The program only requires completion of six legal courses. The legal courses are very basic in nature and do not provide the necessary knowledge and skills needed for graduates of the program to be successful. Only 19 of the total 90 credit hours required are legal courses. There are no program objectives published by which to judge student performance and other student outcomes. There are courses within the program such as two courses in shorthand and six courses in Microsoft Office Suite that are not typically required in similar programs.

The team reviewed comparative programs, including Kaplan University, associate of applied science in legal support and services; Central Pennsylvania College, associate degree in paralegal studies; Pennsylvania College of Technology, associate of applied science legal assistant/paralegal. The program may be comparable to legal secretary programs, but since the program is marketed as a legal assistant program, the team does not feel it is comparable to similar programs in that field.

9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes     No     Not Applicable (no students in the second year)

9.38 Are the second-year courses based upon appropriate first-year prerequisites?

Yes     No

## 9. PROGRAM EVALUATION

### Occupational Associate Degree in Entertainment Production Business

#### FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?  
 Yes     No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Mr. Darren Kite is the curriculum chair for the entertainment production business (EPB) program. Mr. Kite holds an academic diploma from Jefferson County-DuBois Area Vocational-Technical School (Jeff Tech) and an associate degree from DuBois Business College. He also holds a Pennsylvania State Inspection, Class C license from the Pennsylvania Highway Department.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes     No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes     No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (Data not available.)  
(b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (Data not available.)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
Community resources for the EPB program include field trips to local companies, such as Winkler Gallery, Inventionland, and the Small Business Development Center. Additionally, students are provided the opportunity to hear guest speakers from the Small Business Development Center, the Chamber of Commerce, and former DBC graduates.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes     No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes     No

9.10 Does the program include an externship?

Yes     No (*If No, skip to question 9.11*)

9.11 Does the program use independent studies?

Yes     No (*If No, skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes     No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes     No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes     No

(b) Course numbers

Yes     No

(c) Course prerequisites and/or corequisites

Yes     No

(d) Instructional contact hours/credits

Yes     No

(e) Learning objectives

Yes     No

(f) Instructional materials and references

Yes     No

(g) Topical outline of the course

Yes     No

(h) Instructional methods

Yes     No

(i) Assessment criteria

Yes     No

(j) Method of evaluating students

Yes     No

(k) Date the syllabus was last reviewed

Yes     No

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

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

Yes     No     Not Applicable (Clock hour program)

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

Yes     No     Not Applicable (Clock hour program)

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

Yes  No

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

Yes  No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

The total number of graduates in the EPB program was 5.

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

Yes  No  Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

A total of four calls were made to graduates and/or employers for the occupational associate's in entertainment production business program.

How many calls to graduates or employers were successful?

All four calls were successful.

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

Only two of the four successful calls were able to confirm the employment of the graduates as reported on the CAR.

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

(Section 3-1-303(a): The team was not able to verify the placement for two graduates: Ms. [REDACTED] was reported on the CAR as placed based on skill. Ms. [REDACTED] career services director, confirmed to the team that Ms. [REDACTED] is actually working at Walmart and the team found no evidence that she was using a predominant amount of her skills in this job. Mrs. [REDACTED] was reported as placed by title, but it was later confirmed to the team by Ms. [REDACTED] that she is a self-employed photographer and that she held that position prior to completing the program.

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (If No, skip to question 9.24)

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

Yes  No  Not Applicable (Clock hour programs only)

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

Yes  No  Not Applicable (Clock hour programs only)

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

According to the syllabi reviewed on site, the faculty use the following method of assessment:

- Projects and Final Exam = 50% of grade
- Tests = 30% of grade
- Homework = 20% of grade

When a student misses a graded assignment, test, or project, he or she must meet with the instructor promptly upon returning to class. If appropriate, arrangements are made for making up the work. The team reviewed documentation that these policies are implemented in courses.

## FOR ALL VISITS

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

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

## FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.33 What is the current student/teacher ratio?

The current student/teacher ratio is 6:1.

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes  No

9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.38 Are the second-year courses based upon appropriate first-year prerequisites?

Yes  No

**COMMENDATIONS:**

The team found the entertainment production business program was generally well conceived, directed, and taught. Students interviewed in the program were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the marketplace.

## 9. PROGRAM EVALUATION

### Diploma in Accounting Assistant

### Occupational Associate Degree in Accounting/Business Administration

### Occupational Associate Degree in Medical Assistant

### Occupational Associate Degree in Clinical Medical Assistant

### Occupational Associate Degree in Executive Assistant

## FOR ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes       No (If No, skip to question 9.02)

9.02 Who is assigned to administer the academic programs, and what are this person's qualifications?

Ms. Mary Jones is the corporate academic dean for DuBois Business College (DBC). She, again, has worked for this institution since 1999. Before becoming the academic dean, she filled a variety of roles, such as computer repair technician, instructor, and corporate secretary. Ms. Jones earned a bachelor's degree in business education from Indiana University of Pennsylvania and a master's degree in education from State University of New York in Albany. In her current role, she is responsible for overseeing the curriculum for all programs at all campuses. This includes student engagement, faculty development, and the overall success of the programs offered.

Ms. Jones is supported by the following full-time curriculum chairs.

- Dr. Helen White is the curriculum chair for the accounting program. She has been an instructor at DBC since October 2006. Dr. White holds a Ph.D. degree in business administration from Northcentral University, an MBA degree from Morehead State University, and a bachelor's degree in accounting from Excelsior College. She has over 35 years of work experience in office systems and management.
- Ms. Lucinda (Cindy) Neville supports Ms. Jones as the curriculum chair for the medical programs. She has been an instructor at DBC since April 2004. Ms. Neville holds a bachelor's degree in communication disorders from Pennsylvania State University and an associate's degree in nursing from Lock Haven University. Ms. Neville has 13 years of clinical and administrative healthcare experience and holds several qualifications, including outpatient coding, professional coding, international classification of diseases (ICD-10), in addition to maintaining her Pennsylvania State registered nursing license.
- Ms. Bobbi Spigle supports Ms. Jones as the curriculum chair for the executive assistant program. She has been on the faculty at DBC since 1992 and holds a bachelor's degree in accounting and retail from Gannon University.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes     No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes     No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes     No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes     No     Not Applicable (Data not available.)  
(b) Student placement rate of 70 percent?  
 Yes     No     Not Applicable (Data not available.)

The occupational associate's degree in accounting/business administration has less than ten students in this program; the remaining programs were at 70 percent or higher placement rate.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
The team found the program community resources consist of the following:

An advisory board meets annually. The discussion at the last meeting included matching up student ambassadors with advisory board members, classroom observations, and a round-table question-and-answer session.

Examples of medical program field trips include a visit to Penn Highlands, DuBois, on September 11, 2015, where the students had the opportunity to observe Dr. Sandeep Bansal placing a catheter in a lung for drainage purposes. The students saw how fast-paced the clinic was, how multi-tasking was used, and how to evaluate the rate of patient movements; on December 14, 2015, another patient-care lab class visited the laboratory at Penn Highlands to hear a discussion about testing done by the histology department. The final example was on March 9, 2015, to DuSan Ambulance Company, where Ms. Dawn Buck, a paramedic, led a tour of the facility, equipment, and medical supplies. This helped the class with seeing an electrocardiogram in use, which was being studied in class, and how the EKG was used in an emergency healthcare delivery system.

The business program utilizes community resources such as field trips to local corporations, chambers of commerce, accounting firms, and banks; guest speakers; and other community professionals designed to enhance the students' learning experience.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes     No

- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No

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

**(Section 3-1-513):** Specific program objectives are not published in the catalog for any of the business or medical programs. The catalog notes only that students will learn in courses such as electronic health records and insurance terminology in clinical medical assistant or executive office procedures and computer applications in the executive assistant program. These listings do not include specific objectives of the program; they simply restate the courses that will be taken throughout the program.

- 9.10 Does the program include an externship?  
 Yes  No (If *No*, skip to question 9.11)
- 9.11 Does the program use independent studies?  
 Yes  No (If *No*, skip to question 9.13)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No

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

**(Section 3-3-203).** The team found the occupational associate's degree in executive assistant (EA) did not have similar content to the review of similar programs currently offered. The structure and course offerings in the EA program are not appropriate in meeting the current educational and placement objectives required in today's market. Specifically, offering two courses in shorthand is not found in any of the other programs teaching similar courses that the team reviewed. The team feels these are no longer appropriate subjects that would lead to an occupational objective.

- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course

Yes       No

(h) Instructional methods

Yes       No

(i) Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

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

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

Yes       No       Not Applicable (Clock hour program)

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

Yes       No       Not Applicable (Clock hour program)

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

Yes       No

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

Yes       No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

There are a total of 31 graduates reported on the 2015 CAR.

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

Yes       No       Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

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

Diploma in accounting assistant: No graduates

Occupational associate's degree in accounting/business administration: 7

Occupational associate's degree in administrative medical assistant: 4

Occupational associate's degree in clinical medical assistant: 13

Occupational associate's in specialized business degree in executive assistant: 3

How many calls to graduates or employers were successful?

The following number of calls were successful, by program:

Diploma in accounting assistant: No graduates

Occupational associate's degree in accounting/business administration: 5

Occupational associate's degree in administrative medical assistant: 4

Occupational associate's degree in clinical medical assistant: 8

Occupational associate's degree in executive assistant: 3

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

All calls were confirmed as reported in the 2015 CAR, except one, which is explained below.

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

(Section 3-1-303(a): There was one administrative medical assistant (AMA) who could not be verified by the team at time of the data integrity calls. Ms. [REDACTED] was reported as placed in field in the 2015 CAR. Upon talking to Ms. [REDACTED] by telephone, she reported that she had not worked, and no employer information was provided by DBC. The team discussed this with Ms. [REDACTED] career service director, who stated the employer was not listed since Ms. [REDACTED] was not working upon graduation even though she was listed as placed in field.

- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes     No     Not Applicable
- 9.21 Does the campus participate in Title IV financial aid?  
 Yes     No (If No, skip to question 9.24)
- 9.22 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

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

During the class visits, the students showed several examples of assignments they had submitted and had documentation of instructor comments/feedback.

#### FOR ALL VISITS

- 9.24 Are the following appropriate to adequately support the number of students and nature of the program?
- (a) Facilities.  
 Yes     No
- (b) Instructional equipment.  
 Yes     No
- (c) Resources.  
 Yes     No
- (d) Personnel.  
 Yes     No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.  
 Yes     No
- (b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

#### FOR NONDEGREE PROGRAMS ONLY

9.26 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes       No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

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

**(Section 3-3-302(b)):** The one full-time faculty member at the Philipsburg learning site is not a qualified faculty member. Ms. Penny Deihl is the only assigned full-time instructor at the learning site located in Philipsburg. She holds a bachelor's degree in business education and has 17 years of work experience as a lead operator for a physical sorting department. Ms. Diehl has 16 years of experience working in non-postsecondary education.

Ms. Diehl is currently teaching the following courses: AC1102, Accounting II; TY3333, Computer Integration Techniques, SE21119, Records Management; and TY2115, Advanced Information Processing I.

Based on interviews with Ms. Diehl, and students, as well as faculty file reviews, it was determined that Ms. Diehl did not demonstrate proficiency in the subject matter she was assigned to teach. Additionally, there were numerous occasions noted where the class did not have sufficient clock hours, due to Ms. Diehl's late arrival to class. During the visit, the students collectively wanted to move away from her location so they could talk freely as to their lack of confidence in her attendance, attitude, assistance, or knowledge of the course content for classes she taught. The learning site had half of their enrollment (a total of eight students) drop recently.

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.33 What is the current student/teacher ratio?

The current student/teacher ratios follow:

Diploma in accounting assistant: 1:1

Occupational associate's degree in accounting/business administration: 8:1

Occupational associate's degree in administrative medical assistant: 3:1

Occupational associate's degree in clinical medical assistant: 27:1

Occupational associate's degree in executive assistant: 5:1

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes  No

9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

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

**(Section 3-3-203):** The team found in reviewing similar programs currently being offered that the structure and course offerings in the executive assistant program are not appropriate to meet the current educational and placement objectives required in today's market. Specifically, offering two courses in shorthand is not found in any of the other programs teaching similar courses the team reviewed. The team feels these are no longer appropriate subjects that would lead to an occupational objective.

- 9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)
- 9.38 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

## LEARNING SITE REVIEW REPORT QUESTIONS

1. Who has responsibility for the administration of the learning site? Describe the individual's academic credentials and professional experience.  
There is one full-time administrator at the learning site, Ms. Janice Pepperday, director of student services and acting director. Ms. Pepperday has a bachelor's degree in rehabilitation services education and has worked in the career college sector for the past five years. She has responsibilities listed on her job description that include working with students to collect information related to admissions and financial aid; place orders for supplies and equipment; and maintain records for students and faculty information. Ms. Pepperday passes the information she collects to the main campus for processing. In addition, the director of the Oil City campus, Ms. Terry Khoury, has direct responsibility for the location, even though the location is a learning site of the DuBois campus. The students and administration stated that Ms. Khoury comes to the location approximately once a week to handle substantive or serious matters that may occur with students or faculty at the location.
2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?  
The distance between the learning site and main campus is 30 miles and is approximately a 45-minute drive.
3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.  
**(Section 3-1-202(a)):** There is not appropriate oversight of the learning site by the administration. There is one full-time administrator at the location and one part-time administrative assistant, Ms. Jaye Navasky. Ms. Khoury who is ultimately responsible for the overall administration of the location, drops by the location occasionally to assist in serious matters. The location currently has one full-time faculty member, Ms. Penny Diehl, and a part-time faculty member, Ms. Bonnie Hansell. Furthermore, another faculty member (in this term, Ms. Pam Reiter) may drive to the location and teach a course, when necessary.  
  
The full-time faculty member, Ms. Penny Diehl, is currently teaching AC1102, Accounting II; TY3333, Computer Integration Techniques, SE21119, Records Management; and TY2115, Advanced Information Processing I.  
  
All seven students interviewed at the location had serious concerns about the qualification, professionalism, and ability of Ms. Diehl to teach those courses. These concerns were also brought to the attention of the team in the Call for Comment that was requested prior to the visit. A number of different students noted in that call for comment that they were upset about their instructor not being

qualified and not being able to answer their questions regarding course information. The students reiterated these concerns and also specified that Ms. Diehl was often late to class and not prepared for instruction. The students mentioned that they were essentially teaching themselves in each of these courses, and a few students took the initiative to have tutoring from an instructor at the main campus to assist them in understanding the material that was to be covered by Ms. Diehl. The team, as previously stated (see section 9), also has concerns about Ms. Diehl's qualifications. The students noted that they brought these concerns to the administration. Specifically, Ms. Pepperday noted the complaint and passed it to Ms. Khoury to handle when she was on campus.

The students noted that the administration was not receptive to their concerns and had not made any changes as a result of their voicing their opinions. The administration at the main campus noted that they were aware of the concerns, but perhaps not aware of the seriousness of the issues.

Furthermore, one student, Ms. [REDACTED] expressed concerns regarding not receiving special accommodations for testing. The student noted that she provided her documentation regarding test accommodation in her first term in 2015, but the administration did not provide these accommodations until later in her program (May 2016). The team cannot confirm when the student provided the documentation. However, the student specifically noted that when she discussed the issue with the administration at Philipsburg, she was not provided these accommodations and was told that she would not be able to get these accommodations. The main campus provided a memo dated May 13, 2016, that they would accommodate the student during her test-taking; however, upon interview, the student continued to have concerns, specifically about how her request had been handled by the administration at Philipsburg.

The main campus administration in DuBois also noted that they do not regularly visit the Philipsburg location, but are in communication via e-mail and phone calls. The main campus administration noted that they continually attempt (and are required by the commonwealth of Pennsylvania) to have the Philipsburg students come to the DuBois main campus. One process they have for doing this is to have an entire class (including the instructor) hold six class meetings per term at the DuBois location rather than at the Philipsburg location. The administration noted that this policy makes the students feel included within the main campus. However, each student noted that it served more as an inconvenience than a benefit. The team feels that this is further evidence that there is not appropriate or effective oversight at the learning site location.

The students feel as though they did not receive the same instruction, student services, or oversight as students on the main campus.

4. Describe how students at the learning site are provided with access to student services, identifying if services are provided at the learning site or the oversight campus.  
As noted above, Ms. Janice Pepperday, is the full-time administrator at the learning site. However, the students feel, and the team agrees, that these students are not receiving similar student services as they relate to overall administration and student concerns as described above.
5. List the staff members employed only at the learning site, if applicable.

The staff members employed at the learning site, as stated previously, are Ms. Janice Pepperday, director of student services, and Ms. Jaye Navasky, administrative assistant. There are no other administrative staff employed at the learning site.

6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the learning site or only courses? Please specify.

The students complete all of their admissions paperwork at the learning site location. If the students are interested in attending the Philipsburg location, Ms. Pepperday has the student complete the admissions paperwork at the Philipsburg site, and the rest of the processing occurs at the DuBois main campus. The learning site can technically offer full programs at the learning site; however, typically the student will take a course at the main campus, particularly if it's not currently offered at the Philipsburg location. This is noted within the catalog and the students sign off that they receive the catalog upon enrollment. As noted previously, the administration also has a policy that requires the students to attend six of their class sessions at the DuBois main campus.

7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.

**(Section 3-3-302(b)):** The learning site currently employs one full-time faculty member and one part-time faculty member. As noted previously (see section 9), the team does not believe that Ms. Diehl is qualified to teach the four courses that she is currently teaching. In addition, as a means to have more faculty teach at the learning site (which is 30 miles away), the campus has set up WebEx classrooms, which allow faculty located in DuBois to teach courses to the Philipsburg students. However, as noted previously (see section 5), the campus is not approved to offer distance education. The team determines that these WebEx courses would be defined as distance education.

8. List the instructional equipment available for faculty and student usage at the learning site.

The learning site has sufficient instructional equipment at the location. The programs offered at the locations are in the fields of business, IT, and medical. The location has a computer lab that has a sufficient number of computers and up-to-date software. In addition, the campus keeps medical equipment available for student use whenever there is a core medical course offered at the location.

9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?

The Philipsburg location is part of the Moshannon Valley Economic Development Partnership Complex. The learning site has one suite within the building. This suite includes numerous classrooms, including one fitted with a computer lab. The location also has administrative office space, library, and a room set up for students to take WebEx courses. The location also has a partnership with a local agency that allows students to study and take their GED exams. This process is not affiliated with DuBois Business College, but the college does allow them to use their space.

10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

The learning site is noted as the Philipsburg location in all promotional materials. The institution has one multi-campus catalog, and it clearly notes the Philipsburg location and the policies required for students attending that location.

Based on the team's review, the following areas require an explanatory response:

<b>Number</b>	<b>Section</b>	<b>Summary Statement</b>
1	2-2-106 and Appendix H	The campus initiated distance education without seeking prior approval from Council (page 20).
2	3-1-111	The Campus Effectiveness Plan (CEP) does not have all required elements (page 6).
3	3-1-202(a)	The campus does not demonstrate that emphasis is placed upon the efficiency and effectiveness of the overall administration of the campus (pages 8 and 59-60).
4	3-1-202(b)	The administration does not maintain documentation of the evaluation of faculty and staff (page 8).
5	3-1-303(a)	The team cannot verify the 2015 Campus Accountability Report (CAR) as it relates to placement (pages 38, 49 and 56).
6	3-1-413	The campus does not establish and adhere to a systematic policy for transfer of credit (pages 13 and 14).
7	3-1-413	The campus does not make public a list of institutions with which it has articulation agreements (page 14).
8	3-1-414	The campus does not use enrollment agreements (page 11).
9	3-1-421 and Appendix D	The satisfactory academic progress (SAP) policy does not include a statement regarding how repeated courses are included within the policy and does not appropriately monitor SAP related to these instances (page 15).
10	3-1-432(a)	Student fees and other charges are not clearly stated in the catalog (pages 17-18).
11	3-1-441(c)	The campus does not conduct follow-up surveys for graduates and employers (page 26).
12	3-1-501	The campus has not adopted and published an appropriate policy on matters of faculty governance (page 21).
13	3-1-511	The administration of the legal assistant program is not assigned to qualified individuals (page 41).
14	3-1-513 and 3-3-203	Some programs do not evidence a well-organized sequence of appropriate subjects leading to an occupational objective and do not quantitatively and qualitatively approximate the standards at other institutions offering similar degree programs (pages 36, 40-41, 46, 54, and 58).
15	3-1-513(a)	The campus does not have stated objectives for a number of programs (pages 42, and 54).
16	3-1-513(a) and Glossary	Some syllabi do not evidence an appropriate amount of time for homework (page 37).
17	3-1-516 (a)(i) and 3-1-517	Some courses are not scheduled in a way that are educationally appropriate and that meet the necessary contact hours (page 23).
18	3-1-516(c)(ii)	The campus does not maintain documentation to support that all

		credit hours awarded are appropriate based on the assessment of knowledge, skills, or competencies acquired (pages 23-24).
19	<b>3-1-701, 3-1-702, and Appendix C</b>	The catalog does not contain all required elements as listed in the <i>Accreditation Criteria</i> and does not clearly identify the faculty and administrative staff of each location (pages 28, 29, and 31).
20	<b>3-1-703, 3-1-704, and Appendix C</b>	The institution does not provide reliable information in their advertising with regard to gainful employment disclosures (pages 31 and 32).
21	<b>3-3-302</b>	Some faculty members have an inappropriate number of teaching assignments (page 45).
22	<b>3-3-302(b)</b>	There is insufficient documentation that some instructors are qualified to teach their assigned courses (pages 25-26, 45, 57, and 61).
23	<b>3-3-404</b>	There is insufficient evidence that faculty encourage the use of library resources (page 34).

## RECOMMENDATIONS

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

- Define and publish team lead roles and responsibilities to support the dean of academics. The dean is currently overseeing all programs and all campuses. This process can help to enrich all aspects of administering the entire academic program, not just the curriculum.
- Standardize the syllabi for all courses. In the interest of accuracy and consistency, the students, faculty, and administration can avoid misunderstanding, miscommunication, and misinterpretation of the course requirements and expectations.
- Consider enhancing the recordkeeping process. It is a reflection of the attentiveness and discipline of the institution's administration and staff. The faculty files are disorganized and contain data that are not required (SSN and payroll data). Enriching the maintenance, organization, and accuracy of the data can offer improved decision-making and analysis by the institution's leadership and will certainly help in future on-site evaluations.
- Choose one style manual (such as APA or CMS) for use in all courses at all campuses.

## STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel pressured into making the decision to enroll?



B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?



C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



C.03. Were textbooks available when you started classes?



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.





June 30, 2016

**Evaluation Team Report – RENEWAL OF ACCREDITATION VISIT REPORT**

ID for Campus Visited: 00012819

Main Campus ID: 00011225

Staff Contact: Ms. LaToya Boyd – Phone: (202) 336-6777

Application ID: 66338

Ms. Terry Khoury  
Campus Director  
DuBois Business College  
701 East Third Street,  
Oil City, PA 16301  
Email Address: [occ@dbccollege.com](mailto:occ@dbccollege.com)

Dear Ms. Khoury:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The Council invites you to respond to this report in two ways before it takes formal action on your institution's application for accreditation. **First, please e-mail Mr. Ian Harazduk at [iharazduk@acics.org](mailto:iharazduk@acics.org) to acknowledge that you have received and read the report and include any comments about the report or the visit.** Second, please submit your response to the findings in the report via your online application. The Council offers the institution ten days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

***Visit Response***

Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

***Web-Based Submission of Campus Response***

ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Ian Harazduk at [iharazduk@acics.org](mailto:iharazduk@acics.org).

### **Process:**

Once the campus logs on to the ACICS membership website, go to the “In Process Applications” heading, select the application name and ID. The campus will then click either “Citation Documents” and upload each response document as described below. (Please see the attached “Preparing the Institutional Response” for step-by-step visual instructions on how to upload your response into your institution’s Member Center Account.)

### **IMPORTANT: Document Labels**

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding ‘Document Type.’

Example: the document type submitted to satisfy response:

**Finding 1 Narrative** task must be labeled *Narrative 1*.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: The capacity size for each upload task is 100MB, if this combined document exceeds this limit, then the campus may separate the document and upload each of these documents separately with different file names, as long they are labeled with the correct “Document Type.”

### **Response Tasks**

Below is the format for how the listing of “Document Type” will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

Narrative 1  
Supporting Document 1  
Narrative 2  
Supporting Document 2  
Narrative 3  
Supporting Document 3  
Narrative 4  
Supporting Document 4

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely

*Ian R. Harazduk*

Ian R. Harazduk  
Senior Manager, Policy and Compliance  
Accreditation and Institutional Development

Enclosures



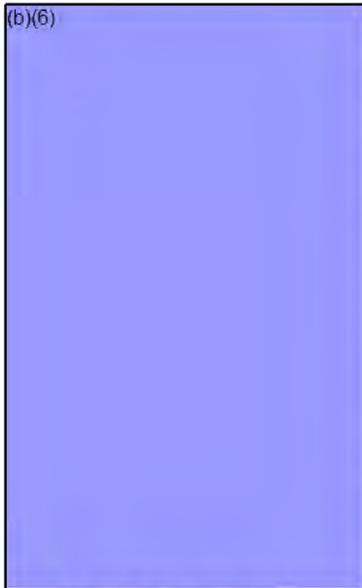
## RENEWAL OF ACCREDITATION VISIT REPORT

**DuBois Business College**  
**701 East Third Street**  
**Oil City, PA 16301**  
**ACICS ID Code: 00012819**

Ms. Terry Khoury, Campus Director (khourytl@dbcollege.edu)  
occ@dbcollege.com

**June 15-16, 2016**

**MAIN CAMPUS**  
**DuBois Business College**  
**DuBois, Pennsylvania**  
**ACICS ID Code: 00011225**



Ms. LaToya Boyd  
Mr. Ian Harazduk

Chair	Words etc	Tucson, AZ
Student Relations Specialist	Brown College	Minneapolis, MN
Library Specialist		
Educational Activities Specialist	DXT Consulting	San Antonio, TX
Info Systems Support Technician Specialist		
Computer Applications/Management Specialist		
Legal Assistant Specialist	Hondros College	Westerville, OH
Data Integrity Reviewer		
Administrative Medical Assistant Specialist	Baker College	McLean, VA
Clinical Medical Assistant Specialist		
Accounting/Business Administration Specialist		
Executive Assistant Specialist		
Staff Representative	ACICS	Washington, DC
Staff Observer	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
DuBois Business College Oil City Campus  
Oil City, PA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention and Placement (%)			
						2015		2014	
						Ret.	Pla.	Ret.	Pla.
Associate in Specialized Business Degree	Occupational Associate	Accounting/Business Administration	1760	90	3/0	43	100	86	33
Associate in Specialized Business Degree	Occupational Associate	Administrative Medical Assistant	1760	90	0/0	67	100	89	0
Associate in Specialized Business Degree	Occupational Associate	Clinical Medical Assistant	2060	105	6/0	82	100	92	0
Associate in Specialized Business Degree	Occupational Associate	Computer Applications/Management	1760	90	1/0	100	0	67	0
Associate in Specialized Business Degree	Occupational Associate	Entertainment Production Business*	2100	106	0/0	N/A	N/A	N/A	N/A
Associate in Specialized Business Degree	Occupational Associate	Executive Assistant	1760	90	2/0	100	100	67	0
Associate in Specialized Business Degree	Occupational Associate	Information Systems Support Technician	1760	90	3/0	88	50	91	0
Associate in Specialized Business Degree	Occupational Associate	Legal Assistant	1760	90	1/0	50	100	75	100
Name of credential	Diploma	Accounting Assistant*	900	46	0/0	N/A	N/A	N/A	N/A
Name of credential	Diploma	Office Assistant*	900	46	0/0	N/A	N/A	67	N/A
Name of credential	Diploma	Computer Systems Support Technician*	1200	61	0/0	N/A	N/A	N/A	N/A
<b>TOTAL ENROLLMENT</b>					16				
<b>CAMPUS RETENTION (%)</b>			71	<b>CAMPUS PLACEMENT (%)</b>			90		

\* Programs with no enrollment; the campus plans to restart enrollments in all programs either in August 2016 or January 2017.

## INTRODUCTION

The Oil City branch campus of DuBois Business College opened in February 1996 with 8 students enrolled. The campus now enrolls 16 students in seven occupational associate degree programs. No students are currently enrolled in any of the campus's three diploma programs, although the campus expects to begin enrolling students in these programs within the coming year. Enrollments have dropped at the campus as high school enrollments have dropped and some companies have left the region.

Three-fourths of the students are female, with an average age of about 30 years.

Although Ms. Terry Khoury, the campus director, was absent during the days of the visit because of sick leave, the team was able to interview her by telephone.

The staff and faculty of this campus can benefit from an increased awareness of the required criteria as defined by ACICS in the *Accreditation Criteria*. It should be noted that all personnel are dedicated, student-focused, and work diligently to provide a valuable learning environment. However, it is apparent that occasionally, their intentions and decisions are not in line with the requirements and expectations of the Council.

## DATA INTEGRITY REVIEW

<i>Program</i>	<i># of Placements</i>	<i>Calls Made</i>	<i>Connects Made</i>	<i>% Connects Made</i>	<i>% Placements Confirmed</i>
LA	2	2	2	100%	1/2=50%
ISST	2	2	1	50%	1/1=100%
EA	1	1	0	0%	0%
CMA	3	3	2	67%	2/2=100%
AMA	1	1	1	50%	1/1=100%
ABA	1	1	1	100%	1/1=100%
Total	10	10	7	70%	6/7=86%

The team made 10 attempted calls and was able to contact the employer and/or students on 7 of those attempts. The team was able to confirm 6 of those successful contacts. Therefore, as explained in the report, since the team could not verify one placement classification, the 2015 Campus Accountability Report (CAR) was not able to be verified.

## CALL FOR COMMENT

Prior to the visit, the team collected a call for comments from students, faculty, and administrators at the Oil City branch campus. The team received 6 comments from these parties. All but one of the comments were quite positive about the educational experience at the campus. There was one student concern regarding the cost of books and this was investigated and noted in section 4 of the report.

## 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The mission is found on page 7 of the institution's 2016-2019 Catalog, Volume 39.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following:  
(a) The programs of instruction?  
 Yes     No  
(b) The modes of delivery?  
 Yes     No  
(c) The facilities of the campus?  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

## CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following:  
(a) The characteristics of the programs offered?  
 Yes     No  
(b) The characteristics of the student population?  
 Yes     No  
(c) The types of data that will be used for assessment?  
 Yes     No  
(d) Specific goals to improve the educational processes?  
 Yes     No  
(e) Expected outcomes of the plans?  
 Yes     No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes  No

(b) Student placement.

Yes  No  Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes  No  Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes  No  Not Applicable (new branch only)

(e) Student learning outcomes.

Yes  No

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

**(Section 3-1-111):** The CEP does not contain all of the required elements. It does not evaluate the achievement of student learning outcomes.

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

As noted in question 1.10, the CEP does not define any measurable student learning outcomes or detail how they are being assessed.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

(c) How the data was collected.

Yes  No  Not Applicable

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

Yes  No  Not Applicable

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

**(Section 3-1-111):** The CEP does not contain all of the required elements. For student learning outcomes, the CEP does not explain how the data was collected or provide an analysis and summary of the data collected or an explanation of how the data will be used to improve the educational processes.

1.13 Has the campus published annual placement and retention goals in its CEP that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes  No

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

Yes  No

- 1.15 Describe the specific activities that the campus will undertake to meet these goals.  
Ms. Lori Anderson, the acting director during the director's sick leave, is now assisting with placement and will soon take over the entire function. Since she has lived in Oil City for many years, and has many connections to the employing community. The campus director has also started a determined effort to ensure that there is a shared synergy among students and faculty to establish closer and less formal relationships between students and faculty.
- 1.16 Does the campus have documentation to show the following:
- (a) That the CEP has been implemented?  
 Yes     No
- (b) That specific activities listed in the plan have been completed?  
 Yes     No
- (c) That periodic progress reports have been completed?  
 Yes     No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized, please describe the committee.  
Ms. Terry Khoury, campus director, is responsible for implementing and monitoring the CEP. She holds an associate's degree in executive secretarial from DuBois Business College (DBC) and an associate's degree in merchandising from Duff's Business Institute. She has been employed by DBC in various positions since November 2004 and has been executive director of the Oil City campus since April 2015.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?  
 Yes     No     Not Applicable (new branch or initial applicant only)

## 2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.  
 Yes     No
- (b) Names of the trustees, directors, and/or officers.  
 Yes     No
- (c) Names of the administrators.  
 Yes     No
- 2.02 Does the campus:
- (a) Adequately train its employees?  
 Yes     No
- (b) Provide them with constant and proper supervision?  
 Yes     No
- (c) Evaluate their work?  
 Yes     No

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

**(Section 3-1-202(b)):** The institution does not adequately evaluate the work performed by the staff and faculty. Each year, each staff member completes a self-evaluation, but there is no documentation of any administrative evaluation. The campus also does not formally evaluate faculty performance. Mr. Alan Assad periodically conducts course observations of the faculty and passes these observations over to the academic dean, Ms. Mary Jones. Ms. Jones verbally informs the faculty member of these observations and offers improvements; however, there is no documentation of these observations and discussions and the faculty do not sign off that they have received this evaluation.

2.03 Is the administration of the campus efficient and effective?

Yes       No

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

**(Section 3-1-202(a)):** The administration of the campus could not be documented as efficient and effective, given that the campus:

- a. Is offering an unapproved mode of delivery.
- b. Has no faculty governance policy.
- c. Does not administratively evaluate the staff.
- d. Documents no student learning outcomes.
- e. Allows numerous courses to be taught concurrently by the same instructor at the same time in different rooms. Therefore, one of these classrooms is without in instructor for approximately half of their class time.
- f. Allows students to take the same course twice, even when the student receives a satisfactory grade on the first course and receives double credit hours for the course. The 2015 CAR could not be verified.

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes       No

(b) Know the person to whom they report?

Yes       No

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

Yes       No

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

Yes       No

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

**(Section 3-1-202(b)):** The campus does not maintain documentation of the evaluation of the staff and faculty. Staff members perform only a self-evaluation; there is no documentation that they are formally evaluated by their superiors.

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

Yes       No

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

Yes     No

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

Yes     No     Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?  
Ms. Terry Khoury, campus director, is responsible for the financial oversight of the campus. As mentioned, she holds associate's degrees in executive secretarial and in merchandising, and has been employed by DBC since 2004.

While the director is on sick leave, Ms. Lori Anderson, who has been trained by the commonwealth of Pennsylvania to serve as an acting director, has assumed this position. Her permanent position is serving as student services director of the campus. She holds an associate degree in computer applications/management from DuBois Business College and has many years of office management experience. She assumed her student services position in February 2016.

### 3. ADMINISTRATION

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

Yes     No

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

Yes     No

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

Ms. Terry Khoury, campus director, is the on-site administrator. As mentioned, she holds associate's degrees in executive secretarial and in merchandising, and has been employed by DBC since 2004.

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

Yes     No

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

(a) Financial aid activities.

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

(b) Admissions.

Yes     No

(c) Curriculum.

Yes     No

(d) Accreditation and licensure.

Yes     No

(e) Guidance.

Yes     No

(f) Instructional resources.

Yes     No

(g) Supplies and equipment.

Yes     No

(h) The school plant.

Yes     No

(i) Faculty and staff.

Yes     No

(j) Student activities.

Yes     No

(k) Student personnel.

Yes     No

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

Yes     No

3.12 Are appropriate transcripts maintained for all students?

Yes     No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes     No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes     No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes     No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes     No

## 4. RELATIONS WITH STUDENTS

### FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

A total of 27 files were reviewed by the team that included all 16 active students, 4 graduates, and 7 students who were withdrawn, including 3 return to title four (R2T4) calculations. There were no students at the campus, at the time of the visit, who were not making satisfactory academic progress, so no such files were reviewed.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes     No

- 4.03 Does the campus have appropriate admissions criteria?  
 Yes  No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?  
 Yes  No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?  
 Yes  No
- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes  No
- 4.07 Is the admissions policy publicly stated?  
 Yes  No
- 4.08 Is the admissions policy administered as written?  
 Yes  No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes  No
  - (b) Outlines all program-related tuition and fees?  
 Yes  No
  - (c) Has a signature of the student and the appropriate school representative?  
 Yes  No

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

**(Section 3-1-414):** The campus does not use an enrollment agreement for any of the students it enrolls. The team found in interviews and in reviewing files that the institution does not require the students to complete an enrollment agreement, and therefore the students did not sign any document. The team found in reviewing the student files that the only record of tuition and fees was the estimated cost sheet completed; however, this sheet did not have the signature of the student.

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

Yes  No

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

**(Section 3-1-414):** As stated previously, the campus does not use an enrollment agreement as part of the enrollment process.

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

Ms. Terry Khoury, the director of the campus, is normally responsible for the oversight of student recruitment at the campus. Ms. Khoury has an associate's degree in executive secretarial from DuBois Business College. However, at the time of the visit, Ms. Khoury was on medical leave of absence and Ms. Lori Anderson was serving as acting director and oversees the admissions process. Ms. Anderson has an associate's degree in computer applications/management from DuBois Business College and has 19 years of experience as an office manager/receptionist in the business industry. Ms. Anderson has been employed by the institution since February 2016 and is currently assigned as the acting director and the director of student services.

4.11 Describe the recruiting process for new students.

The campus uses a variety of methods in recruiting students, which includes visiting area high schools, attending career fairs and college fairs, working with various workforce agencies that assist students with the education process, student and graduate referrals, billboard, newspaper, Internet, social media, radio and television advertisements.

When students express an interest in the campus through any of these venues, they are invited to visit the campus and discuss the educational opportunities that are available to them. At the time of the visit to the campus, the prospective students are given a tour of the campus and meet with an admissions representative to discuss the programs they are interested in. They will also have the opportunity to meet with current students, faculty, and staff at the campus. The admissions representative will also review the institutional catalog with the student, and encourage the student to discuss his or her options with family members.

A second appointment is then made with the student to bring in the required documents, meet with financial aid to discuss the costs of the program, and the availability of financial aid. Students are also required to complete an entrance assessment and meet with career services to discuss the placement opportunities that are available in the interested field of study.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes       No

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

(a) Courses and programs.

Yes       No

(b) Services.

Yes       No

(c) Tuition.

Yes       No

(d) Terms.

Yes       No

(e) Operating policies.

Yes       No

- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?  
 Yes  No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?  
 Yes  No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?  
 Yes  No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?  
 Yes  No  Not Applicable (campus does not participate in financial aid)

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

The campus uses Student Aid Administrators, a third-party entity, to determine eligibility, package, award, and disburse funds for the student.

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes  No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes  No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes  No  Not Applicable

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

**(Section 3-1-413):** In reviewing student files, the team found files where the transcript indicated awarding transfer credit; however, there was no evidence in the file of why the campus awarded such credit. The following student files did not provide sufficient evidence of properly awarding transfer of credit:

Ms. [REDACTED] administrative medical assistant, was given outside credit for psychology, Accounting I, English I, English II, English III, Speech, Personal Finance, Keyboarding, Document Formatting, Document Processing, Advanced Information Processing I, Records management, and Basic Mathematics;

Mr. [REDACTED] clinical medical assistant, was given outside credit for Document Processing, English III, and Keyboarding. The team was not able to determine from the transcripts provided during the visit whether the outside credits were awarded as a result of advanced placement testing or transfer of credits from another institution.

- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes  No

- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes       No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

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

Yes       No

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

**(Section 3-1-413):** The team did not find evidence in the catalog that showed a listing of the institutions with which the campus has established articulation agreements. The institution did note in its Self-Study that it has articulation agreements with Indiana University of Pennsylvania, the University of Pittsburgh, and St. Francis University. The campus provided the team with documentation establishing an articulation agreement with St. Francis University; however, no documentation was provided for the other universities. The campus also provided the team with an articulation agreement with National American University; however, that agreement does not apply to students, but is actually for employees and dependents to further their education.

- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes       No

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

**(Section 3-1-413):** The team noted during the visit a bulletin board located on the wall near the front of the student lounge that listed various colleges and universities for students to consider for furthering their education. However, there was no information shared that indicated any of these institutions had an articulation agreement with the college. The team requested documentation showing the articulation agreements and was provided documentation showing St. Francis University does have an articulation agreement with the campus; however, the campus did not provide documentation that they have notified the students of this agreement.

#### FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes       No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published.  
The standards of satisfactory academic progress policy is published in the current 2016-2019 Catalog, Volume 39 on pages 50-51.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?  
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.  
 Yes       No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes  No

(c) Procedures for re-establishing satisfactory academic progress.

Yes  No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes  No

Incomplete grades.

Yes  No  Not Applicable

Repeated courses.

Yes  No

Non-punitive grades.

Yes  No  Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes  No  Not Applicable (campus does not offer)

A warning status.

Yes  No  Not Applicable (campus does not use)

A probationary period.

Yes  No

An appeal process.

Yes  No

An extended-enrollment status.

Yes  No  Not Applicable (campus does not offer)

The effect when a student changes programs.

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

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

Yes  No  Not Applicable (campus only offers one program)

The implications of transfer credit.

Yes  No

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

**(Section 3-1-421 and Appendix D):** The campus does not define the effect on satisfactory academic progress (SAP) for repeated courses. While on the visit, the team was provided a statement regarding the repeating of courses; however, the documentation did not define the effect a repeated course has on SAP, but did not provide a limit on the amount of times a student can take a course. After discussing the documentation provided to the team, the team did not find the explanation satisfactory or in compliance with the Federal Student Aid handbook on their website.

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

Yes  No

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

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

- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes     No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?  
 Yes     No     Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?  
 Yes     No     Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes     No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?  
 Yes     No     Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes     No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?  
 Yes     No     Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes     No  
 Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?  
 Yes     No  
 Not Applicable (there is no such student and/or the campus does not have such a policy)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?  
 Yes     No

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

Ms. Mary Jones is the corporate academic dean for the institution and is responsible for the administration of satisfactory academic progress for all locations. Ms. Jones has a bachelor's degree in business education from State University New York (SUNY) and a master's degree in office technology from Indiana University of Pennsylvania. Ms. Jones has served as the academic dean for 17 years and has been with the institution for a total of 31 years. She works with the campus director in notifying and advising any students who are in danger of not making satisfactory academic progress.

- 4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

The team noted in interviewing staff, faculty, and students, that the campus provides resources to assist students who are experiencing difficulty in progressing satisfactorily in their programs. The campus provides faculty-approved peer tutors to assist students, a learning support person to assist students with documented disabilities, and faculty who are available one-half hour before and one-half hour after classes. The building is also open on Fridays for students to use, and assistance is available if needed.

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

- (a)  Scholarships.  
 (b)  Grants.  
 (c)  Loans.  
 (d)  The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

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

- Yes       No

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

- Yes       No

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

- Yes       No

- 4.43 Are tuition and fees clearly stated in the catalog?

- Yes       No

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

**(Section 3-1-432(a)):** The fees and other charges assessed to students during their studies are not clearly stated in the current catalog. Page 40 of the catalog lists that textbook charges would be approximately \$650 and that some programs require additional costs due to uniforms, special equipment, certification exams, and/or supplies.

In review of many student ledger statements, the team found that textbooks and other charges well exceeded \$650. In discussion with the campus, the team determined that the excess costs were due to the required purchase of a laptop (\$2000) (required for information system support technician (ISST)

students), a tablet (\$205) (required for all students, including ISST students who were already required to purchase a laptop), as well as other supplies. Students are required to make these purchases prior to their first term. The catalog does say "itemized lists and prices can be reviewed in the administrative office." The campus provided evidence on the second day of the visit that verbiage was added to the addendum to indentify additional costs that students would incur; however, the team still felt this was not complete as there was no evidence given to the team that the students were notified of these changes.

The team reviewed the ledgers of three 2015 graduates, and found that the average cost of books (and supplies) per term for these three students was \$841. This represents a rate 29 percent higher than what is stated in the current catalog. The three graduate files reviewed were Mr. [REDACTED] in the information systems support technician program, Ms. [REDACTED] in the clinical medical assistant program, and Ms. [REDACTED] in the accounting/business administration program.

- 4.44 Do the financial records of students clearly show the following?
- (a) Charges.  
 Yes     No
  - (b) Dates for the posting of tuition.  
 Yes     No
  - (c) Fees.  
 Yes     No
  - (d) Other charges.  
 Yes     No
  - (e) Payments.  
 Yes     No
  - (f) Dates of payment.  
 Yes     No
  - (g) The balance after each transaction.  
 Yes     No
- 4.45 Is the effective date listed on announcements of changes in tuition and fees?  
 Yes     No     Not Applicable (campus has not changed tuition or fees)
- 4.46 Is the campus's refund policy published in the catalog?  
 Yes     No
- 4.47 Is the refund policy fair, equitable, and applicable to all students?  
 Yes     No
- 4.48 Is the campus following its stated refund policy?  
 Yes     No
- 4.49 Does the campus participate in Title IV financial aid?  
 Yes     No (*Skip to question 4.57*)
- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

**(Section 3-1-434(a)):** The campus does not have an on-site person designated for administering student financial aid. The campus shared with the team that Ms. Lindsay Levy from the Huntingdon campus and Ms. Penny Pifer from the DuBois campus have each come up on different occasions to assist the students with financial aid counseling and to answer any of their questions. Each of these individuals is a qualified financial aid administrator at her respective campus. The team was also told that Ms. Terry Khoury would be going through financial aid training when she returns from her medical leave of absence and would be assigned these responsibilities at the campus.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes       No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes       No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes       No

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

**(Section 3-1-434(c)):** As previously stated, the campus does not have a designated person assigned to this location to administer financial aid. Each term, the institution sends a financial aid advisor from another location, two and one half hours away, to complete the financial aid exit counseling. This person is a member of the state financial aid association.

- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
As previously stated, the campus does not have an assigned financial aid office on the staff of the campus.

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

**(Section 3-1-434(c)):** As stated previously, the campus does not have an assigned financial aid office.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes       No

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

**(Section 3-1-434(c)):** The campus does not have an assigned financial aid office.

- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes       No

- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes  No (Skip to question 4.58.)
- 4.58 The beginning enrollment on the most current Campus Accountability Report (CAR) is 42.  
The ending enrollment reported on the previous year's CAR is 42.
- 4.59 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes  No  Not Applicable
- 4.60 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 4.61 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
The campus requires all the students to complete online entrance counseling through the studentloans.gov website. Students are also advised during the estimated cost sheet interview of their obligations regarding any loans they may take out. Students are also required to meet with the financial aid advisor individually prior to graduation to complete exit interviewing. During this meeting, the students are again advised of any obligation they have regarding loans they have taken out. The students are also provided information of whom to contact if they have further questions regarding their loans. The students are also shown all of their loan obligations from the National Student Loan Data System (NSLDS).

#### COMMENDATIONS:

The team would like to commend the staff and faculty for their assistance during the visit.

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes  No

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

(Section 2-2-106 and Appendix H): Students, staff, faculty, and the administration stated during interviews that online course(s) are developed and delivered. This was done without approval from the accrediting body. Initially, the administration stated on several occasions that online courses were not offered. Eventually, they conceded that one course had been offered online through the main campus, GR7002, Digital Photography, which was merely a beta test. Mr. [REDACTED] a student enrolled at the Oil City campus, stated that he took this class with instructor Mr. [REDACTED] in the Fall 2015. The student specifically acknowledged that it was delivered entirely online, not on ground or hybrid. During the faculty interviews they confirmed that this transpired.

The team also reviewed a brochure entitled "Touch The Future Faster," that contained this sentence on the front cover: "Courses are taught online and on campus." The campus responded that the brochure had never been distributed, but the team found a stack of the brochures prominently displayed in the student lounge.

- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?  
Ms. Mary Jones is the corporate academic dean for Dubois Business College. She has worked for this institution since 1999. Before becoming the academic dean, she filled a variety of roles, such as computer repair technician, instructor, and corporate secretary. Ms. Jones earned a bachelor's degree in business education from Indiana University in Pennsylvania and a master's degree in education from State University of New York in Albany. In her current role, she is responsible for overseeing the curriculum. This includes student engagement, faculty development, and the overall success of the programs offered.
- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes       No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
The campus does not have program or team leads. They have designated "curriculum chairs" for some programs. The institution does provide provisions for the program faculty to have appropriate authority and responsibility for their programs. For example, the instructors are encouraged to look for opportunities to enrich their programs. All suggestions or recommendations are reviewed in a timely manner by the administration. A response pertaining to the actions for each suggestion or recommendation is then given to the faculty for review. Moreover, during a faculty meeting with the team, they did confirm that a process is indeed established for developing and administration of the programs. The dean of academics works closely with the faculty to ensure appropriate development and assessment of the programs.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes       No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes       No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
- (a) Development of the educational program.  
 Yes       No
  - (b) Selection of course materials, instructional equipment and other educational resources.  
 Yes       No
  - (c) Systematic evaluation and revision of the curriculum.  
 Yes       No
  - (d) Assessment of student learning outcomes.  
 Yes       No
  - (e) Planning for institutional effectiveness.  
 Yes       No

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

**(Section 3-1-501):** The employment handbook provides a statement on governance, but it does not include the required elements as specified by the *Criteria*.

- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?  
 Yes       No

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

**(Section 3-1-501):** The faculty files document that they have read the employee handbook that contains the policy on governance. Unfortunately, the instructors are not aware that they have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. During a meeting with all campus instructors, they were asked to explain the difference between academic freedom and academic governance. None of them could explain the difference. They clearly did not comprehend what governance implied.

- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes       No (*Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants.*)

#### FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes       No (*Skip to question 5.14*)

#### FOR ALL CAMPUSES

- 5.14 Was the team able to verify the backup documentation to support the placement rate for the program(s) that had placements as reported on the last Campus Accountability Report submitted to the Council but are not being reviewed (no enrollment, discontinued, etc.)?  
 Yes       No       Not Applicable

How many calls to employers or graduates were attempted?

Occupational associate's degree program in Administrative Medical Assistant: 1

The following programs have no enrollment, or have been discontinued, and have zero graduates:

- Occupational Associate in Entertainment Production Business
- Diploma in Accounting Assistant
- Diploma in Office Assistant
- Diploma in Computer Systems Support Technician

How many calls to employers or graduates were successful?

Occupational associate's degree program in Administrative Medical Assistant: 1

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

**Occupational associate's degree program in Administrative Medical Assistant: 1**

5.15 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable

5.16 Are the educational programs consistent with the campus's mission and the needs of its students?  
 Yes     No

5.17 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes     No

5.18 What provisions are made for individual differences among students in the learning environment?  
Faculty are asked to facilitate student learning and support success by all means necessary, appropriate, and available. Instructors will make provisions for individual differences among students, such as learning, hearing, visual, or physical disabilities. The intention is to maintain a learning environment that motivates students to actively participate in all aspects of the educational process. The faculty communicated during interviews that the campus is considerate of differences in the learning applications, learning environments, and modes of instructional delivery. This includes tutoring by peers or faculty whenever needed or requested. The campus is supportive of any student who may require additional consideration to address differences in learning or comprehension.

5.19 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
Faculty participate in a systematic process of continuous evaluation and revisions to the curriculum. All instructors are encouraged to consider changes that are designed to serve the needs of the students. This is accomplished via community inquiries, fact-finding, classroom experience, and the input of students. The information and requests are passed along to the institution's administrators for evaluation and, if needed, greater discussion and analysis. Some programs use a curriculum chair to assist and manage this process.

5.20 Does the faculty participate in this process?  
 Yes     No

5.21 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes     No

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

**(Section 3-1-516(a)(i) and 3-1-517):** The following courses are being taught currently and thus students do not receive the appropriate contact hours:

10:40-11:45am – LE2403 Legal Office Procedures and SE2503 Executive Office Procedures (Instructor – Mr. Tony DeStadio)

1:40-2:55pm – LE2409 Legal Research and SE2506 Executive Word Processing (Instructor – Mr. Tony DeStadio).

The team is further concerned because these courses are currently being taught in different rooms and the instructor goes between each classroom every 15-20 minutes. Therefore, the students in these courses are without an instructor for approximately half of their scheduled class time.

- 5.22 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?  
 Yes       No (If No, skip to Question 5.23.)

If Yes, summarize the methods used for evaluating subject competency and awarding such credit. Advanced placement is readily available for students who have completed specialized high school or college courses, have relevant prior work experience, or feel they have the necessary expertise/knowledge. Advanced placement exams are offered for almost every course to evaluate the student's level of expertise and eligibility for advanced placement.

- Does the campus have an established systematic method for evaluating and awarding such academic credit to which the campus adheres?  
 Yes       No

If No (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

**(Section 3-1-516(c)(ii)):** The campus does not satisfactorily award academic credit to students for advanced placement. The exams are written by the faculty, who are not qualified to perform this task. Questions are not qualitatively equivalent to other comparative institution examinations. The reliability and validity of the questions is not demonstrated. Moreover, partial credit is given to students based on showing the work done or computations used, regardless if the answer is correct. Some placement exams fall below college-level content, specifically English I and Keyboarding. In addition, the campus noted that students can test out of any course and are encouraged during the orientation period to sign up for Advanced Placement tests. The team does not feel that the tests appropriately assess the knowledge, skills, and competencies of college-level coursework.

- 5.23 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes       No

- 5.24 Are the following appropriate to adequately support the number and nature of the general education courses?

(a) Facilities.

Yes       No

(b) Instructional equipment.

Yes       No

(c) Resources.

Yes       No

(d) Personnel.

Yes       No

- 5.25 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes       No

- 5.26 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus

and types of programs?

Yes     No

5.27 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes     No

5.28 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes     No

5.29 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

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

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

Yes     No

If Yes, how is this documented?

Evidence is on file to demonstrate that a systematic program of in-service training, including professional development, is provided to the faculty. Documentation is maintained that captures agenda, topics, and attendance.

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

Yes     No

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

**(Section: 3-1-543):** Faculty development plans are not current for instructors Mr. [REDACTED] and Mr. [REDACTED]. There is no documented evidence of an annual development plan or its implementation with either in-service or professional growth activities for these two instructors.

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

Yes     No

5.33 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes     No

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

Yes     No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 5.35 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and less than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?  
 Yes       No
- 5.36 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?  
 Yes       No

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

- 5.37 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?  
 Yes       No

If *No*, insert the section number in parentheses, list faculty names, degrees, and courses, and explain: **(Section 3-3-302(b))**: Mr. Dan Kennedy is teaching general education courses without the appropriate academic or experiential credentials. The current course description for general education courses does not categorize them as "applied general education courses" and the team does not believe that they should be considered applied general education courses. Thus, instructors will need a master's degree and eighteen semester credit hours. Mr. Kennedy has earned a bachelor's degree in English from Clarion University. He is currently teaching the following courses:

EN5102 – English I  
EN5104 – English IV  
EN5116 - Speech

**FOR ALL PROGRAMS**

- 5.44 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
The campus is supportive of all students and services needed to complete a successful educational experience. Student orientation, career placement, counseling, and tutoring are examples of the activities that are occurring on-site. The institution is committed to helping students become acclimated to a positive and rewarding college experience.
- 5.45 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
Ms. Barbara Martini is the corporate career services director for DuBois Business College. Ms. Martini assists students in professional career-related areas, such as interviews, resumes, and job experiences. She is tasked with referring students to employers and enhancing the institution's placement rates. Ms. Martini is a member of several organizations that can be advantageous to her role as career services director, for example, Society of Human Resource Managers, Rotary Club, North Central Workforce

Development, and the DuBois Chamber of Commerce. It should be noted that she works from the main campus in DuBois and remotely supports the students. She does regularly visit the Oil City campus.

5.46 Does the campus offer employment assistance to all students?

Yes  No

Not Applicable (campus enrolls only international students on a student visa)

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

Yes  No  Not Applicable (there have been no graduates)

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

(Section 3-1-441(c): Follow-up studies on graduates and employer satisfaction are not conducted by the campus at specific measuring points following placement of the graduate. The campus does obtain testimonials from employers and responses from student questionnaires. However, the intent of this criterion is to conduct an analysis of the results from the education received by the student. Insufficient evidence was provided to demonstrate that appropriate data is captured, structured, and relevant to perform this examination. In addition, the specific measuring points are not defined and implemented.

5.48 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes  No

5.49 Describe the extracurricular educational activities of the campus (if applicable).

The campus offers extracurricular educational activities. For example, workshops and seminars are provided for the pursuit of employment before and after graduation. Field trips and community involvement is another option for the institution to promote the use of extracurricular activities.

Sufficient and appropriate documentation was provided to the team to support this type of extracurricular involvement.

#### COMMENDATIONS:

DuBois Business College is an important member of the Oil City community, especially because of the current economic status. Local organizations, municipal government, businesses, and city leaders have recognized the significance of the education provided by this campus. Numerous awards, accolades, commendations, and honors have been bestowed upon the campus over the years.

## 6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information).

The Oil City branch campus of DuBois Business College comprises a total of 9,000 square feet in a one-story converted elementary school building. Given the fact that there are only 16 students, there is ample classroom, lab, and office space, and the equipment is adequate for the programs offered. There is ample parking for staff and students, and the building is handicapped accessible.

6.02 Does the campus utilize any temporary additional space locations?

Yes       No

6.03 Does the campus utilize learning sites?

Yes       No

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

Yes       No

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

(a) Equipment

Yes       No

(b) Instructional tools

Yes       No

(c) Machinery

Yes       No

## 7. PUBLICATIONS

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

The team reviewed Volume 39 of the DuBois Business College, 2016-2019 Catalog.

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

Yes       No

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

Yes       No

7.04 Does the catalog contain the following items?

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

Yes       No

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

Yes       No

(c) The names and titles of the administrators.

Yes       No

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

Yes       No

(e) A statement of accreditation

Yes       No       Not Applicable (initial applicant)

(f) A mission statement.

Yes       No

- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes     No
- (h) An academic calendar.  
 Yes     No
- (i) A full disclosure of the admission requirements.  
 Yes     No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.  
 Yes     No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes     No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes     No
- (m) A definition of the unit of credit.  
 Yes     No     Not Applicable (The campus does not award credit.)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes     No
- (p) The transfer of credit policy.  
 Yes     No
- (q) A statement of the tuition, fees, and any other charges.  
 Yes     No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.  
 Yes     No     Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.  
 Yes     No
- (t) A statement describing the student services offered.  
 Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).  
 Yes     No     Not Applicable (initial applicants only)

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

**(Section 3-1-701 and Appendix C):** The catalog does not contain all of the required elements. The catalog does not have an appropriate explanation of the standards of satisfactory academic progress (SAP) policy. The current policy does not reference repeat courses and their effect on SAP (see section 4 for additional details).

The catalog did not initially contain an accurate listing of student fees. All students are required to purchase NextBooks. The cost of the NextBook 10.1 Windows Tablet for students is \$205. Information systems support technician (ISST) program students are also required to purchase a laptop. The school charges students \$2000 for the laptop. All students are required to make these technology purchases at the beginning of their first term. These required purchases, and others, such as uniforms for the clinical medical assistant program were added to an addendum during the visit, but it is important to note that the team did not feel this was appropriate, especially due to the fact that students were not notified of these specific costs prior to the addendum change.

The team also notes that the campus identified the tuition changes in the addendum prior to seeking approval from or notifying the appropriate state authorities in Pennsylvania.

7.05 Does the campus offer degree programs?

Yes  No

If Yes, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes  No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes  No  Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes  No  Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes  No  Not Applicable

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

Yes  No (If No, skip to Question 7.07.)

Although the campus is not currently approved to offer distance education, there are concerns that they have recently offered such courses (see section 5 for additional information).

7.07 Does the catalog contain an addendum/supplement?

Yes  No (If No, skip to Question 7.08.)

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

Yes  No

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

Yes  No

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

Yes  No

7.08 Is the catalog available online?  
 Yes  No (If No, skip to Question 7.09.)

7.09 Does the campus utilize a multiple-school catalog?  
 Yes  No (If No, skip to Question 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes  No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes  No

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

**(Section 3-1-702 and Appendix C):** The institution does not properly identify all faculty and staff with respect to the appropriate campus. Ms. (b)(6) is only listed as a faculty member for the Oil City campus, but is only teaching at the Philipsburg learning site.

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?  
 Yes  No

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

**(Section 3-1-703 and Appendix C):** Not all of the advertising and promotional material accurately portrays the current status of the campus.

As noted previously, the team reviewed a brochure entitled "Touch The Future Faster," that contained this sentence on the front cover: "Courses are taught online and on campus." The campus is not approved to offer the online (distance education) courses noted on the brochure. The campus responded by saying that the brochure had never been distributed; however, the team found a stack of the brochures prominently displayed and accessible in the student lounge.

7.11 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?  
 Yes  No

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

The institution advertises through a variety of methods. Print advertisements include fliers, postcards, brochures, newspapers, and newsletters, as well as the occasional billboard. Online advertisements include the institution's website, YouTube testimonial videos, and social media outlets (e.g., Facebook, Twitter, LinkedIn, Instagram, and Google+).

Are all print and electronic advertisements under acceptable headings?

Yes  No

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

Yes     No (If No, skip to Question 7.14.)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes     No

7.14 Does the campus utilize services funded by third parties?

Yes     No (If No, skip to Question 7.15.)

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

Yes     No

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

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

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

The campus provides retention and job placement rates to the public.

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

This information is published on the DBC website, at the bottom of the student consumer information page.

If performance information is not being published, insert the section number in parentheses and explain:

This information is provided on the institution’s website, specifically, the student consumer information page.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

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

Yes     No

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

(Section 3-1-800(a)): The quality, relevance, or provision of support services do not adequately serve the educational needs of the students. The team found the majority of the books and periodicals that make up the library holdings to be very outdated with some of the books being over 20 and 30 years old. The campus does not subscribe to any online library service; however, the students do have availability to Access Pennsylvania that does allow them to see where a book of interest is located near them. If the student requests, the book can be sent to the local library for their viewing.

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

Yes     No

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

Yes  No

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

Yes  No

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

The campus did not have a strategy for continuous assessment of the resources and information services.

Are these methods appropriate?

Yes  No

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

(Section 3-1-800(c)): The campus does not have a strategy for continuous assessment of the library resources and information services. It was noted in interviewing the dean of academics, that the campus did have a subscription to Library and Information Resource Network (LIRN) in the past but according to her response, none of the students utilized the resource. There is no current strategy at the campus to address the needs in the library.

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

Yes  No

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

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

Yes  No

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

The current year's library budget is \$2,400.

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

At the time of the team visit, \$1,364 has been spent.

How has the money been allocated?

The allocation of the expenditures is as follows:

Monthly subscription fees for general Internet service - \$1,238

Subscription fees for periodicals - \$61

Miscellaneous library books/materials - \$65

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

Yes       No

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

**(Section 3-3-406):** The team did not find evidence that the faculty have any major involvement in the selection of library resources. It was shared with the team that most of the material in the current library has been donated from outside. The person on campus designated to oversee the library, Ms. Lori Anderson, has only been at the campus since February and is currently serving as acting director and director of student services.

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

Yes       No

### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.30 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

Yes       No

8.31 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

Yes       No

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

**(Section 3-3-403):** The campus does not have appropriate reference, research, and information resources available to enhance and support the curricular and educational offerings. The physical holdings in the campus library are very old and outdated and the campus has no online subscription that would allow students access to full-text books and other resources that are available.

8.32 Is there a current inventory of instructional resources, including online resources?

Yes       No

8.33 Are the resources organized for easy access and usage?

Yes       No

8.34 Is it evident that faculty encourages the use of the library?

Yes       No

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

**(Section 3-3-404):** The team found through reviewing syllabi and interviewing faculty and students that the faculty do not encourage the use of the library and its resources in all of the courses. The team did find in two of the classes, English I and II, that they did utilize the library during their class sessions, but this was the only evidence at the campus of any encouragement for using the library. In addition, as previously stated, the team would be concerned if the classes were using reference materials from the library, since these holdings are so outdated.

8.35 Do the library holdings, including online collections, support all of the offerings of the campus?

Yes       No

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

**(Section 3-3-403):** The campus does not have available standard reference works, current professional journals, or periodicals to appropriately support the curriculum. The campus does not have a subscription to any online library service that would give the students and faculty access to valuable resources for all of the programs being offered.

## 9. PROGRAM EVALUATION

### Occupational Associate Degree in Computer Applications/Management

### Occupational Associate Degree in Information Systems Support Technician

#### FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?  
 Yes       No (If No, *skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Ms. Mary Jones is the academic dean for DuBois Business College. As noted previously, she has worked for this institution since 1999. Before becoming the academic dean, she filled a variety of roles, such as computer repair technician, instructor, and corporate secretary. Ms. Jones earned a bachelor's degree in business education from Indiana University of Pennsylvania and a master's degree in education from State University of New York in Albany. In her current role, she is responsible for overseeing the curriculum for all programs at all campuses. This includes student engagement, faculty development, and the overall success of the programs offered.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes       No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
- (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Data not available.)
- (b) Student placement rate of 70 percent?  
 Yes       No       Not Applicable (Data not available.)

The occupational degree in information systems support technician has reported a 50 percent placement rate.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
DuBois Business College uses one advisory board for all programs. The board is well diversified and brings valuable knowledge and experience to the meetings. Their objective is to satisfy the academic needs of the students, the college, and the community. Moreover, guest speakers and field trips are provided to students. As a matter of fact, on the day of the team visit, a guest speaker was provided to students. Mr. Albert Berlin, a graduate of DuBois and retired from the Navy, came to address the course EL4200, Basic Electricity and Electronics. The benefit is the enriched learning experience students receive in the interest of furthering their careers before and after they graduate. Sufficient documentation was provided to satisfy this criterion.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No
- 9.10 Does the program include an externship?  
 Yes       No (*If No, skip to question 9.11*)
- 9.11 Does the program use independent studies?  
 Yes       No (*If No, skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No

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

(Section 3-1-513 and 3-3-203): The educational program does not offer evidence of appropriate subjects leading to an occupational objective, an academic credential, or both.

For example, the computer applications/management degree requires:

TY2110A Keyboarding

TY2111A Document Formatting

TY2112A Document Processing

TY2116 Computerized Office Applications

TY3333 Computerized Integration Techniques

All of these courses focus on word processing and Microsoft Word; yet the program description states that students receive a “working knowledge” of Microsoft Office. The curriculum is expected to be more balanced in relation to the subjects offered to students.

Moreover, in the information systems support technician program, TY2120 Software Applications–DOS is required by all students. The need for this training and experience is not significant in the industry, and DOS is no longer supported by the vendor. Also, CM2630 Internet, Security, and Web Design should be broken into two separate classes. Security is a skillset that is in great demand by the industry. A career in security encompasses more than just Internet or web design. A dedicated course on security and a separate one on web design would be of greater value and would better serve the needs of the student and the employer.

In addition, the course, EL4200, Basic Electricity and Electronics, is a subject normally found in an electronics program or a computer science program. It is highly unusual to have this content for an information systems program. Moreover, the course description does not sufficiently tie to the program objectives. The program is designed to train entry-level computer administrators. Emphasis is placed on network management and system development. Electricity and electronics are not congruent with the program intentions.

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes       No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes       No

(b) Course numbers

Yes       No

(c) Course prerequisites and/or corequisites

Yes       No

(d) Instructional contact hours/credits

Yes       No

(e) Learning objectives

Yes       No

(f) Instructional materials and references

Yes       No

(g) Topical outline of the course

Yes       No

(h) Instructional methods

Yes       No

(i) Assessment criteria

Yes       No

(j) Method of evaluating students

Yes       No

(k) Date the syllabus was last reviewed

Yes       No

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

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

Yes       No       Not Applicable (Clock hour program)

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

Yes     No     Not Applicable (Clock hour program)

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

Yes     No

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

Yes     No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

The following number of placed graduates were reported on the CAR:

Occupational associate's degree in computer applications/management: 0

Occupational associate's degree in information systems support technician: 2

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

Yes     No     Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

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

Occupational associate's degree in computer applications/management: 0

Occupational associate's degree in information systems support technician: 2

How many calls to graduates or employers were successful?

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

Occupational associate's degree in computer applications/management: 0

Occupational associate's degree in information systems support technician: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

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

Occupational associate's degree in computer applications/management: 0

Occupational associate's degree in information systems support technician: 1

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

Yes     No     Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes     No (If No, skip to question 9.24)

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

Yes     No     Not Applicable (Clock hour programs only)

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

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

During interviews with instructors, they were asked to demonstrate and display their grade books. Evidence is provided to confirm that homework is graded appropriately and in a timely manner.

#### FOR ALL VISITS

- 9.24 Are the following appropriate to adequately support the number of students and nature of the program?

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

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

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

(c) The selection and use of appropriate and current learning materials.

Yes     No

(d) Appropriate modes of instructional delivery.

Yes     No

(e) The use of appropriate assessment strategies.

Yes     No

(f) The use of appropriate experiences.

Yes     No

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

**(Section 3-1-532(c)):** The selection and use of suitable and current learning materials is not appropriate. Specifically, EL4200, Basic Electricity and Electronics, uses a textbook that is not appropriate for a college-level course. The textbook is titled *DuBois Business College: Basic Electricity and Electronics*, 1<sup>st</sup> Edition. It was created in 2014 and written by Mr. Stephen Wolf and Mr. Darren Kite. Both gentlemen are DuBois Business College instructors. The entire publication is based off of content from Wikipedia. Furthermore, the copyright page clearly states "Some information in this book may be misleading or simply wrong. PediaPress does not guarantee the validity of the information found here. If you need specific advice (for example, medical, legal, financial, or risk management), please seek a professional who is licensed or knowledgeable in that area." While on-site, the campus decided to change the textbook to Delmar's *Standard Textbook of Electricity 5<sup>th</sup> Edition* by Stephen Herman. The publisher is Cengage.

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

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

(Section 3-3-302(b)): Mr. [REDACTED] does not meet the *Criteria* to teach EL4200, Basic Electricity and Electronics. There was not sufficient evidence that Mr. [REDACTED] demonstrates competency in the assigned teaching field, such as academic or vocational training and credentials, related work experience, licensure, or certification. Mr. [REDACTED] has earned a bachelor's degree in Network Management and a master's degree in library science. No work experience in electronics was demonstrated or documented.

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.33 What is the current student/teacher ratio?

The student/teacher ratio is as follows:

Occupational associate's degree in computer applications/management: 1:1

Occupational associate's degree in information systems support technician: 3:1

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes       No

9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes       No

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

**(Section 3-3-203):** The curriculum does not offer evidence of appropriate subjects that qualitatively approximate the standards at other institutions. For example, the computer applications/management degree requires:

TY2110A Keyboarding

TY2111A Document Formatting

TY2112A Document Processing

TY2116 Computerized Office Applications

TY3333 Computerized Integration Techniques

All of these courses focus on word processing and Microsoft Word; yet the program description states that students receive a "working knowledge" of Microsoft Office. Insufficient content, topics, and training are provided for other, more relevant subjects. The curriculum is expected to be more balanced in relation to the subjects offered to students.

Moreover, in the information systems support technician program, TY2120 Software Applications–DOS is required by all students. The need for this training and experience is not significant in the industry, and DOS is no longer supported by the vendor. Also, CM2630 Internet, Security, and Web Design should be broken into two separate classes. Security is a skillset that is in great demand by the industry and can better serve the needs of the student and the employer. A career in security encompasses more than just Internet or web design.

In addition, the course, EL4200, Basic Electricity and Electronics, is a subject normally found in an electronics program or a computer science program. It is highly unusual to require this content for an information systems program. Moreover, the course description does not sufficiently tie to the program objectives. The program is designed to train entry-level computer administrators. Emphasis is placed on network management and system development. Electricity and electronics are not congruent with the program intentions.

9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes       No       Not Applicable (no students in the second year)

9.38 Are the second-year courses based upon appropriate first-year prerequisites?

Yes       No

## 9. PROGRAM EVALUATION

### Occupational Associate's Degree in Legal Assistant

#### FOR ALL PROGRAMS

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

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Ms. Mary Jones is the academic dean for DBC. As previously stated, she has worked for DBC since 1999. Before becoming the academic dean, she filled a variety of roles, such as repair technician, instructor, and corporate secretary. Ms. Jones earned a bachelor's degree in business education from Indiana University of Pennsylvania and a master's degree in education from State University of New York in Albany. In her current role, she is responsible for overseeing the curriculum for all programs at all campuses. This includes student engagement, faculty development, and the overall success of the programs offered.

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

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

**(Section 3-1-511):** Ms. Jones does not have any formal legal experience, nor does she have any academic credentials related to a legal assistant program. In addition, there is not a designated legal assistant program chair, lead instructor, or administrator.

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

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

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Data not available.)

The legal assistant program has a 50 percent retention rate as reported on the 2015 Campus Accountability Report (CAR).

(b) Student placement rate of 70 percent?  
 Yes       No       Not Applicable (Data not available.)

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

The program utilizes community resources such as field trips to local community partners, including legal settings such as law firms and government agencies, guest speakers, and other community professionals designed to enhance the students' learning experience.

9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes       No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes       No

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

**(Section 3-1-513(a)):** Specific program objectives are not published in the catalog nor is the information included appropriate for a legal assistant program. The catalog notes that students will be given an advanced level of training to develop administrative skills, proficiency in legal terminology, legal transcription, preparing legal correspondence, etc. This listing does not include specific objectives of the program; it simply restates the courses that will be taken throughout the program. In addition, another concern is the appropriateness of these skills for a legal assistant program. These skills and the courses that they take within the program, including two courses in shorthand and six courses in Microsoft Office, along with competencies learned in the program fit better with a legal secretary program than a legal assistant program.

9.10 Does the program include an externship?  
 Yes       No (*If No, skip to question 9.11*)

9.11 Does the program use independent studies?  
 Yes       No (*If No, skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes       No

(b) Course numbers

Yes       No

(c) Course prerequisites and/or corequisites

Yes       No

(d) Instructional contact hours/credits

Yes       No

(e) Learning objectives

Yes       No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

Yes  No  Not Applicable (Clock hour program)

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

Yes  No  Not Applicable (Clock hour program)

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

Yes  No

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

Yes  No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

There were two legal assistant graduates reported on the 2015 CAR.

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

Yes  No  Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

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

Occupational associate's degree: A total of two calls were made to employers or graduates.

How many calls to graduates or employers were successful?

For the occupational associate's degree, a total of two calls were successful in reaching either a graduate or employer.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

A total of one contact confirmed the employment of the graduate as reported on the 2015 CAR.

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

**(Section 3-1-303(a)):** Graduate (b)(6) reported she is not working in field as a legal assistant and has not been able to obtain a legal-related position since graduating from the program. Ms. (b)(6) was reported on the 2015 CAR as “placed based on job title.” At the time the CAR was submitted, Ms. (b)(6) held the title of “office coordinator” and was not utilizing the skills obtained in the legal assistant program.

- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?  
 Yes     No     Not Applicable
- 9.21 Does the campus participate in Title IV financial aid?  
 Yes     No (If No, skip to question 9.24)
- 9.22 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (Clock hour programs only)

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

Out-of-class work is periodically reviewed by the instructor for completeness and accuracy. Grades are given and are averaged into the final course grade. Assignments are posted on the course outline.

#### FOR ALL VISITS

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

(f) The use of appropriate experiences.

Yes       No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

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

(Section 3-3-302): Mr. D. Anthony (Tony) DeStadio is assigned to teach SE2101 Shorthand I; LE2403 Legal Office Procedures; SE2503 Executive Office Procedures; LE2406 Legal Terminology; LE2409 Legal Research; and SE2506 Executive Office Procedures. This is a total of six preparations, which exceeds the Council requirement. In two cases, Mr. DeStadio is teaching two different courses concurrently.

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

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

(Section 3-3-302(b)): The one faculty member teaching in the program does not meet Council requirements. Mr. [REDACTED] is the only faculty member currently teaching in the legal assistant program. He holds a bachelor's degree in behavioral health from York College of Pennsylvania and an associate's degree in behavioral sciences education from Harrisburg Area Community College. Mr. [REDACTED] does not have any experiential qualifications in a legal setting, nor does he have any formal legal education. This was confirmed with Mr. [REDACTED] while the team was on-site.

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes       No

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

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes       No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes     No

9.33 What is the current student/teacher ratio?

The current student/teacher ratio is 1:1.

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes     No

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes     No

9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes     No

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

**(Section 3-3-203):** The curriculum does not quantitatively or qualitatively approximate the standards at other institutions offering occupational associate's degrees in legal assisting. The program only requires completion of six legal courses. The legal courses are very basic in nature and do not provide the necessary knowledge and skills needed for graduates of the program to be successful. Only 19 of the total 90 credit hours required are legal courses. There are no program objectives published by which to judge student performance and other student outcomes, including placement. If an outcome of the program is to prepare students for a career as a legal secretary, the program curriculum would be adequate. Comparative legal assistant programs include Kaplan University, associate of applied science in legal support and services; Central Pennsylvania College, associate degree in paralegal studies; and Pennsylvania College of Technology, associate of applied science legal assistant/paralegal.

9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes     No     Not Applicable (no students in the second year)

9.38 Are the second-year courses based upon appropriate first-year prerequisites?

Yes     No

### 9. PROGRAM EVALUATION

**Occupational Associate's Degree in Accounting/Business Administration**

**Occupational Associate's Degree in Clinical Medical Assistant**

**Occupational Associate's Degree in Executive Assistant**

#### FOR ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes  No (If No, skip to question 9.02)

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

As stated above, Ms. Mary Jones is the corporate academic dean for DuBois Business College. She has worked for this institution since 1999. Before becoming the academic dean, she filled a variety of roles, such as computer repair technician, instructor, and corporate secretary. Ms. Jones earned a bachelor's degree in business education from Indiana University of Pennsylvania and a master's degree in education from State University of New York in Albany. In her current role, she is responsible for overseeing the curriculum for all programs at all campuses. This includes student engagement, faculty development, and the overall success of the programs offered.

Ms. Jones is supported by two full-time instructors at the Oil City campus.

Ms. Connie Burkhart has supported Ms. Jones as the full-time faculty for the clinical medical assistant program since November 2014. She is a certified medical assistant and also holds cardiopulmonary resuscitation certification (CPR). Ms. Burkhart has 28 years of healthcare experience in various roles at outpatient and inpatient settings.

Ms. Keiko (Kay) Hopwood supports Ms. Jones as the full-time faculty for the executive assistant and accounting/business administration programs. Ms. Hopwood has been an instructor at DBC since January 2016. She holds an associate's degree in business administration from Venango College of Clarion University. She has 14 years of banking experience, including business loans, portfolios, and loan packaging, and most recently as bank branch manager from 2008 to 2015.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

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

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Data not available.)

The retention rate for the occupational associate's degree in accounting/business administration was 43 percent.

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Data not available.)

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

The team found the program community resources consists of the following:

Examples of medical program field trips include a visit to the local hospital for an overall tour and a review of various careers that are relevant for medical assistants.

The business program utilizes community resources such as field trips to a local savings bank on May 11, 2016, and two guest speakers in 2016. Ms. (b)(6) discussed how law practices work in various communities, and Ms. (b)(6) provided an overview of payroll taxes and accounting procedures used in a local business.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes  No

9.09 Does the catalog and/or other advertising material such as brochures and website, accurately describe the program and its objectives?

Yes  No

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

**(Section 3-1-513(a)):** Specific program objectives are not published in the catalog for any of the business or medical programs. The catalog notes the general information that students will learn in courses such as electronic health records and insurance terminology in clinical medical assistant or executive office procedures and computer applications in the executive assistant program. These listings do not include specific objectives of the program; they simply restate the courses that will be taken throughout the program.

9.10 Does the program include an externship?

Yes  No (If No, skip to question 9.11)

9.11 Does the program use independent studies?

Yes  No (If No, skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

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

**(Section 3-1-513 and 3-3-203):** The current program course offerings in the occupational associate's executive assistant program are not appropriate in meeting the current educational and placement objectives required in today's market. The team found the executive assistant program was not similar in content to three similar programs currently being offered at other institutions. Specifically, offering two courses in shorthand is not found in any of the other programs teaching similar courses the team reviewed. The team feels these are no longer appropriate subjects that would lead to an occupational objective. The three curricula used for comparative analysis were Sullivan University, Remington College, and West Virginia Northern Community College.

The occupational associate's degrees require 18 hours to cover keyboarding (3 credit hours), English (12 credit hours), and speech (3 credit hours). The team feels that to enhance the programs for proper alignment with peer institutions and the needs of the workplace, consideration should be taken to decrease hours in these areas and add more subject-specific courses by program of study. The current content of the 12 credit hours in English is weak in design and content, which results in limited ability to be commensurate with comparable programs in their current design.

The three curricula used for comparative analysis were Career Point College, National College, and Ohio Business College.

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes  No

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

**(Section 3-1-513(b)):** There is no evidence that the prerequisites were followed for one student. Ms. [REDACTED] graduated from the clinical medical assistant program on December 12, 2014. She took the following courses out of sequence: MD2307, Medical Terminology/Anatomy, Physiology III, and MD2308, Pharmacology, were taken before MD2301 Medical Terminology/Anatomy and Physiology I. The 2012-2015 DBC Catalog, Volume 38, was used for this analysis.

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes  No

(b) Course numbers

Yes  No

(c) Course prerequisites and/or corequisites

Yes  No

(d) Instructional contact hours/credits

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references

Yes  No

(g) Topical outline of the course

Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes     No     Not Applicable (Clock hour program)

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

Yes     No     Not Applicable (Clock hour program)

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

Yes     No

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

Yes     No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

There are a total of 5 graduates reported on the 2015 CAR.

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

Yes     No     Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

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

Occupational associate's degree in accounting/business administration: 1

Occupational associate's degree in clinical medical assistant: 3

Occupational associate's in degree in executive assistant: 1

How many calls to graduates or employers were successful?

The following number of calls were successful, by program:

Occupational associate's degree in accounting/business administration: 1

Occupational associate's degree in clinical medical assistant: 2

Occupational associate's degree in executive assistant: 0

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

All successful calls confirmed contacts as reported in the 2015 CAR.

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

Yes     No     Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes     No (If No, skip to question 9.24)

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

Yes     No     Not Applicable (Clock hour programs only)

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

Yes     No     Not Applicable (Clock hour programs only)

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

During the class visits, students showed several examples of assignments they had submitted and had documentation of instructor comments/feedback. Both (b)(6) and (b)(6) provided examples they maintain of completed homework.

#### FOR ALL VISITS

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

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

#### FOR NONDEGREE PROGRAMS ONLY

9.26 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes  No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

(Section 3-3-302): Mr. [REDACTED] is assigned to teach SE2101 Shorthand I; LE2403 Legal Office Procedures; SE2503 Executive Office Procedures; LE2406 Legal Terminology; LE2409 Legal Research; and SE2506: Executive Office Procedures. This is a total of six preparations.

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes  No

9.33 What is the current student/teacher ratio?

The current student/teacher ratios follow:

Occupational associate's degree in accounting/business administration: 2:1

Occupational associate's degree in clinical medical assistant: 3:1

Occupational associate's degree in executive assistant: 2:1

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes  No

9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes     No

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

**(Section 3-3-203):** The explanation of this finding is provided in question 9.13.

- 9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes     No     Not Applicable (no students in the second year)
- 9.38 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

## SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	2-2-106 and Appendix H	The institution initiated distance education without seeking prior approval from Council (page 19-20).
2	3-1-111	The Campus Effectiveness Plan (CEP) does not include an evaluation of student learning outcomes (page 5).
3	3-1-202(a)	The campus does not demonstrate that emphasis is placed upon the efficiency and effectiveness of the overall administration of the campus (page 7).
4	3-1-202(b)	The administration does not maintain documentation of the evaluation of faculty and staff (page 7).
5	3-1-303(a)	The team cannot verify the 2015 Campus Accountability Report (CAR) as it relates to placement (page 44).
6	3-1-413	The campus does not provide evidence that they adhere to a systematic policy for transfer of credit (page 12).
7	3-1-413	The campus does not make public a list of all institutions with which it has articulation agreements (page 13).
8	3-1-414	The campus does not use enrollment agreements (page 10).
9	3-1-421 and Appendix D	The satisfactory academic progress (SAP) policy does not include a statement on how repeated courses are included within the policy (page 14).
10	3-1-432(a)	Student fees and charges are not clearly stated in the catalog (page 16-17).
11	3-1-434(a) and 3-1-434(c)	The campus does not have a designated on-site administrator for student financial aid (page 18).
12	3-1-441(c)	The campus has not completed appropriate graduate or employer follow-up studies (page 26).
13	3-1-501	The campus has not adopted and published an appropriate policy on matters of faculty governance (page 21).
14	3-1-511	The campus does not have academically or experientially qualified administrators in the legal assistant program (page 41).
15	3-1-513 and 3-3-203	Some programs do not evidence a well-organized sequence of appropriate subjects leading to an occupational objective and do not quantitatively and qualitatively approximate the standards at other institutions offering similar programs (pages 35-36, 40, 46, 48-49, and 53).
16	3-1-513(a)	The campus does not have stated objectives for a number of programs (pages 42 and 48).
17	3-1-513(b)	The prerequisite system does not assure proper qualifications of students (page 49).

18	<b>3-1-516(a)(i) and 3-1-517</b>	Some courses are not scheduled in a way that are educationally appropriate and that meet the necessary contact hours (page 22).
19	<b>3-1-516(c)(ii)</b>	The campus does not maintain documentation to support that all credit hours awarded are appropriate based on the assessment of knowledge, skills, or competencies acquired (page 23).
20	<b>3-1-532(c)</b>	The campus does not always select and use appropriate learning materials (page 38).
21	<b>3-1-543</b>	The campus does not provide evidence of faculty development plans for all faculty members (page 24).
22	<b>3-1-701, 3-1-702 and Appendix C</b>	The catalog does not contain all required elements as listed in the <i>Accreditation Criteria</i> (pages 28-29 and 30).
23	<b>3-1-703 and Appendix C</b>	Not all of the advertising and promotional material accurately portrays the current status of the campus (page 30).
24	<b>3-1-800(a) and 3-3-403</b>	Library resources are outdated, and reference and resource material do not enhance, augment, and support the curricular and educational offerings (page 31, 33, and 34).
25	<b>3-1-800(c) and 3-3-406</b>	The campus does not develop a continuous assessment strategy to support library development, collection, organization, and accessibility and do not utilize input from the faculty in the acquisition of library resources (page 32 and 33).
26	<b>3-3-302</b>	One faculty member has an inappropriate number of teaching assignments (pages 45 and 52).
27	<b>3-3-302(b)</b>	There is insufficient documentation that some instructors are qualified to teach their assigned courses (pages 25, 39, and 45).
28	<b>3-3-404</b>	There is insufficient evidence that faculty encourage the use of library resources (page 33).

## RECOMMENDATION(S)

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

- Define and publish team lead roles and responsibilities to support the dean of academics. The dean is currently overseeing all programs and all campuses. This process can help to enrich all aspects of administering the entire academic program, not just the curriculum.
- Standardize the syllabi for all courses. In the interest of accuracy and consistency, the students, faculty, and administration can avoid misunderstanding, miscommunication, and misinterpretation of the course requirements and expectations.
- Consider enhancing the recordkeeping process. It is a reflection of the attentiveness and discipline of the administration and staff., The faculty files are disorganized and contain data that are not required (SSN and payroll data). Enriching the maintenance, organization, and accuracy of the data can offer improved decision-making and analysis by the campus leadership.
- Choose one style manual (such as APA or CMS) for use in all courses at all campuses.
- For all books listed in the syllabi, add the edition, date of publication, and ISBN number for ease of student use.
- Include on the library inventory sheet the date of publication of all listed items.
- Purge the medical and business sections of the physical learning resource center (LRC) of all old materials and focus on key current materials only. There are limited materials in the LRC that can be used for students to gain skills and knowledge.
- Develop a plan for robust periodic program review to ensure courses offered are relevant by today's employers.
- Provide students with access to the next term's schedule in a timely manner so they have the opportunity to purchase books and other supplies from alternative sources; currently, they only receive their schedules and books on the first day of the term. This is too late for comparative shopping for cost-effective choices.
- Develop a formal externship course for all associate degree programs, to be taken after all core courses have been passed.
- Consider subscribing to an online full-text database to provide easy access to students and faculty that would be current and all-encompassing of the programs being offered at all of the campuses.

## STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel pressured into making the decision to enroll?



B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?



C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



C.03. Were textbooks available when you started classes?



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.



June 29, 2016

**Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT**

ID for Campus Visited: 00012824

Main Campus ID: 00011225

Staff Contact: Ms. Niana Moore – Phone: (202) 336-6788

**Application ID: 66339**

**VISIT RESPONSE DUE DATE: July 11, 2016**

Mrs. Susan Ramey  
Campus Director  
DuBois Business College  
1001 Moore Street  
Huntingdon, PA 16652  
hcc@dbccollege.com

Dear Mrs. Ramey:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The Council invites you to respond to this report in two ways before it takes formal action on your institution's application for accreditation. **First, please e-mail Mr. Ian Harazduk at [iharazduk@acics.org](mailto:iharazduk@acics.org) to acknowledge that you have received and read the report and include any comments about the report or the visit.** Second, please submit your response to the findings in the report via your online application. The Council offers the institution ten days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

### *Visit Response*

Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

### *Web-Based Submission of Campus Response*

ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Ian

Harazduk at [iharazduk@acics.org](mailto:iharazduk@acics.org).

### **Process:**

Once the campus logs on to the ACICS membership website, go to the “In Process Applications” heading, select the application name and ID. The campus will then click either “Citation Documents” and upload each response document as described below. (Please see the attached “Preparing the Institutional Response” for step-by-step visual instructions on how to upload your response into your institution’s Member Center Account.)

### **IMPORTANT: Document Labels**

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding ‘Document Type.’

Example: the document type submitted to satisfy response:

**Finding 1 Narrative** task must be labeled **Narrative 1**.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: The capacity size for each upload task is 100MB, if this combined document exceeds this limit, then the campus may separate the document and upload each of these documents separately with different file names, as long they are labeled with the correct “Document Type.”

### **Response Tasks**

Below is the format for how the listing of “Document Type” will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

Narrative 1  
Supporting Document 1  
Narrative 2  
Supporting Document 2  
Narrative 3  
Supporting Document 3  
Narrative 4  
Supporting Document 4

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

*Linda J. Lundberg*

Linda J. Lundberg  
Accreditation Content Editor  
Accreditation and Institutional Development

Enclosures



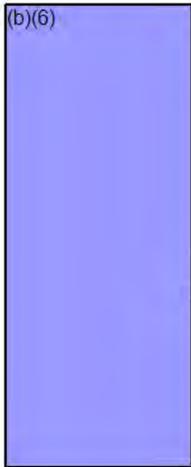
## RENEWAL OF ACCREDITATION VISIT REPORT

**DUBOIS BUSINESS COLLEGE**  
**1001 Moore Street**  
**Huntingdon, Pennsylvania 16652**  
**ACICS ID Code: 00012824**

Mrs. Susan Ramey, Campus Director (rameysa@dbcollege.com)  
(hcc@dbccollege.com)

**MAIN CAMPUS**  
**DuBois Business College**  
**DuBois, Pennsylvania**  
**ACICS ID Code: 00011225**

**May 9-10, 2016**



Ms. Niana  
Moore

Chair	Kaplan University Online	Okeechobee, FL
Student-Relations Specialist	Globe University/Minnesota School of Business	Andover, MN
Educational Activities and Legal Assistant	Westwood College	San Francisco, CA
Administrative Medical Assistant and Clinical Medical Assistant	ASA Institute	Odenton, MD
Business Administration, Management, Executive Assistant, and Data Integrity Reviewer	National Center/Tourism & Hospitality	Roanoke, VA
Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
DUBOIS BUSINESS COLLEGE  
HUNTINGDON, PA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement (%)			
						2015		2014	
						Ret.	Pla.	Ret.	Pla.
Associate in Specialized Business	Occupational Associate's	Accounting/Business Administration	1760	90	2/0	86	80	95	<b>60</b>
Associate in Specialized Business	Occupational Associate's	Administrative Medical Assistant	1760	90	4/0	84	100	79	<b>67</b>
Associate in Specialized Business	Occupational Associate's	Clinical Medical Assistant	2060	105	12/1	84	79	77	83
Associate in Specialized Business	Occupational Associate's	Computer Applications/Management	1760	90	3/1	90	80	100	100
Associate in Specialized Business	Occupational Associate's	Executive Assistant	1760	90	7/1	100	<b>67</b>	100	<b>67</b>
Associate in Specialized Business	Occupational Associate's	Legal Assistant	1760	90	1/0	<b>57</b>	NA	100	<b>67</b>
Associate in Specialized Business	Occupational Associate's	Entertainment Production Business **	2100	106	0/0	NA	NA	NA	NA
Associate in Specialized Business	Occupational Associate's	Information Systems Support Technician **	1760	90	0/0	NA	NA	NA	NA
Diploma	Diploma	Accounting Assistant **	900	46	0/0	NA	NA	NA	NA
Diploma	Diploma	Computer Systems Support Technician **	1200	61	0/0	NA	NA	NA	NA
Diploma	Diploma	Office Assistant **	900	46	0/0	NA	NA	NA	NA
<b>TOTAL ENROLLMENT</b>					<b>32</b>				
<b>CAMPUS RETENTION (%)</b>			<b>86</b>		<b>CAMPUS PLACEMENT (%)</b>			<b>81</b>	

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

\*\* Program(s) with no enrollment. The campus is actively recruiting students for these programs. Some program areas are offered at both the diploma and the occupational associate's degree levels. The campus has experienced students starting a diploma program and then transferring to an occupational associate's level program.

## INTRODUCTION

The main campus is located in DuBois Pennsylvania, with branch campuses located in Huntingdon and Oil City, and a learning site in Phillipsburg. DuBois Business College began in 1885, and over the years has proven to be an asset to the communities. DuBois-Huntingdon is a branch campus located in rural central Pennsylvania in a commercial and residential area. There are an adequate number of classrooms and office space to support all programs, staff, faculty, and students. The campus has a gymnasium utilized by the community to support basketball programs, gymnastics, and other community activities.

The following occupational associate's degree programs were reviewed by the team; accounting and business administration; administrative medical assistant; clinical medical assistant; computer applications/management; executive assistant; and legal assistant.

Based on the most recent data available, the Campus Effectiveness Plan (CEP) report, the student population is 90 percent female and 10 percent male. Less than 10 percent of the student population is classified as minority.

While the team was on site some programs were below the ACICS approved retention and placement percentages. Those programs below the acceptable percentages provided retention and improvement plans.

### DATA INTEGRITY REVIEW SUMMARY

	Grads Reported	Grads placed	Reported unavailable	Team attempted calls	Successful calls	Confirmed placements
Accounting / Business administration	13	8	3	8	8	8
Administrative Medical Assistant	8	7	1	7	4	3
Clinical Medical Assistant	15	11	1	11	9	5
Computer Applications Management	5	4		3	3	3
Executive Assistant	6	4	2	3	3	3
Legal Assistant	0	n/a	n/a	0	n/a	n/a
Total	47	34	7	32	27	22

The total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council was 47, of which 34 were placed. Of the 34 placed graduates, the team called 32 graduates/employers.

## REPORT QUESTIONS

### 1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.  
The campus mission statement is located on Page 7, in the DuBois Business College catalog 2016-2019, vol. 39.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- 1.04 Are the objectives reasonable for the following:  
(a) The programs of instruction?  
 Yes     No  
(b) The modes of delivery?  
 Yes     No  
(c) The facilities of the campus?  
 Yes     No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?  
 Yes     No
- 1.06 Is the campus committed to successful implementation of its mission?  
 Yes     No

### CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable
- 1.09 Does the CEP describe the following:  
(a) The characteristics of the programs offered?  
 Yes     No  
(b) The characteristics of the student population?  
 Yes     No  
(c) The types of data that will be used for assessment?  
 Yes     No  
(d) Specific goals to improve the educational processes?  
 Yes     No

(e) Expected outcomes of the plans?

Yes     No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes     No

(b) Student placement.

Yes     No     Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes     No     Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes     No     Not Applicable (new branch only)

(e) Student learning outcomes.

Yes     No

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

The data used to measure student learning outcomes includes data that supports the acquisition of appropriate skill sets and knowledge; specifically, course grades, cumulative grade point averages, entrance assessments, advanced placement exams, certification exams, and retention results.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes     No     Not Applicable

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

Yes     No     Not Applicable

(c) How the data was collected.

Yes     No     Not Applicable

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

Yes     No     Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes     No

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

Yes     No

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

The campus has implemented the following specific activities to meet and/or exceed retention goals:

- meetings with the CEP team, faculty, and staff to discuss retention as an ongoing review process and assessment;
- additional support staff to assist students with homework, classwork, and study preparations;
- additional on campus tutoring;

- scheduled workshops for faculty and staff focused on retention;
- tracking attendance daily; and
- having students complete an exit interview.

The campus has implemented the following specific activities to meet and/or exceed placement goals;

- having students complete mock applications and participate in mock-job interviews;
- assisting students with professional dress, resumes, cover letters, and long-term career goals;
- having students attend local career and employment fairs; and
- having advisory board members support students during the application and interview processes.

1.16 Does the campus have documentation to show the following:

(a) That the CEP has been implemented?

Yes      No

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

Yes      No

(c) That periodic progress reports have been completed?

Yes      No

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

Ms. Jackie Syktich, president and chief executive officer (CEO), is ultimately responsible for implementing and monitoring the CEP. She is assisted by a team consisting of the vice-president, secretary and corporate academic dean, campus directors, corporate student services director, and corporate director of admissions. Ms. Syktich owns DuBois College and has over 30 years of management and administrative experience. She holds a diploma in business and an associate's degree in medical assistant. Throughout her career she has attended many professional development conferences and training sessions, and completed the leadership certificate program at Penn State University.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

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

## 2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes      No

(b) Names of the trustees, directors, and/or officers.

Yes      No

(c) Names of the administrators.

Yes      No

2.02 Does the campus:

(a) Adequately train its employees?

Yes      No

(b) Provide them with constant and proper supervision?

Yes      No

(c) Evaluate their work?

Yes     No

2.03 Is the administration of the campus efficient and effective?

Yes     No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes     No

(b) Know the person to whom they report?

Yes     No

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

Yes     No

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

**(Section 3-1-202(b)):** The campus does not maintain written documentation for some faculty and staff members. Specifically, there is no written documentation that outlines the curriculum chair responsibilities and direct supervisor for the administrative medical assistant and clinical medical assistant programs and for the legal assistant program.

While Ms. Lucinda Neville understands all of her appointed duties and responsibilities for the medical programs, there is no official document that outlines her duties and responsibilities as curriculum chair for the programs and states to whom she reports at the campus.

In addition, while Mr. Heath Hines understands his assigned duties and responsibilities, there is no official document that outlines his duties and responsibilities as the curriculum chair for the legal assistant program. Moreover, Mr. Hines's ACICS data sheet reflects he teaches 100 percent of the time, with no time allocated for counseling students or administration of the legal assistant program. During the visit, the campus updated the data sheet outlining his hours and administration time; however, the team did not receive official documentation outlining his duties as the curriculum chair and stating to whom he reports at the campus.

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

Yes     No

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

Yes     No

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

Yes     No

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

Yes     No     Not Applicable (initial applicants only)

- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?  
Ms. Syktich, president and chief executive officer (CEO), is responsible for the financial oversight of the campus. As previously stated, Ms. Syktich owns DuBois Business College and has over 30 years of management and administrative experience. She has a diploma in business, an associate's degree in medical assistant, has attended many professional development conferences and training sessions, and completed the leadership certificate program at Penn State University.

### 3. ADMINISTRATION

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

Yes     No

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

Yes     No

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

Ms. Susan Ramey, campus director, is the on-site administrator. She has over 20 years of management and administrative experience. Ms. Ramey has been the campus director since 2011. She holds a diploma in accounting assistant from DuBois Business College and has attended many professional conferences related to the career college industry.

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

Yes     No

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

Yes     No

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

(a) Financial aid activities.

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

(b) Admissions.

Yes     No

(c) Curriculum.

Yes     No

(d) Accreditation and licensure.

Yes     No

(e) Guidance.

Yes     No

(f) Instructional resources.

Yes     No

(g) Supplies and equipment.

Yes     No

(h) The school plant.

Yes     No

(i) Faculty and staff.

- Yes     No  
(j) Student activities.  
 Yes     No  
(k) Student personnel.  
 Yes     No

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

**(Section 3-1-303(a)):** The campus does not keep adequate records for some administrative functions. Specifically, the enrollment agreement used by the campus does not outline the financial obligations of the campus and the student, including program-related tuition or fees, and a signature of a school representative is not included on the agreement.

In addition, the campus does not maintain official documentation stating the duties and responsibilities of the curriculum chair positions held by Ms. Lucinda Neville for the administrative medical assistant and clinical medical assistant programs, and Mr. Heath Hines for the legal assistant program.

- 3.06 Does the campus admit ability-to-benefit students?  
 Yes     No (*If No, skip to Question 3.11.*)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?  
 Yes     No
- 3.12 Are appropriate transcripts maintained for all students?  
 Yes     No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?  
 Yes     No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes     No
- 3.15 Does the campus maintain transcripts for all students indefinitely?  
 Yes     No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes     No

#### 4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?  
The team reviewed 21 student files, which included 5 files that evidenced transfer credit and 3 files of students with satisfactory academic progress counseling.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes     No

4.03 Does the campus have appropriate admissions criteria?

Yes     No

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

Yes     No

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

Yes     No

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

Yes     No

4.07 Is the admissions policy publicly stated?

Yes     No

4.08 Is the admissions policy administered as written?

Yes     No

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

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

Yes     No

(b) Outlines all program-related tuition and fees?

Yes     No

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

Yes     No

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

**(Section 3-1-414):** The enrollment agreement used by the campus does not outline financial obligations of the campus or the student and program-related tuition or fees, and it does not include the signature of a school representative.

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

Yes     No

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

Mr. Brad Moore, director of admissions since January 2016, oversees student recruitment at the campus. Mr. Moore has an associate degree in mass communications from Pennsylvania College of Technology and a bachelor's degree in education from Juniata College. He was an admissions representative for over two years and an instructor for two years within the DuBois College system before becoming a director. Mr. Moore spent five years with the Huntingdon School District as an instructor of gifted students, and held various marketing and management positions before joining DuBois.

## 4.11 Describe the recruiting process for new students.

Once prospective students inquire about the college, they are invited in for a personal interview. During the interview the prospects tour the facility, review programs and the catalog in detail, and complete an entrance assessment. If they exceed the required score and are genuinely interested in one of the programs offered, they are invited to make application to the college. Once the application fee is paid and the entrance paperwork is completed, they return for a second appointment where they meet with a financial aid representative and complete the FAFSA. Upon completion and return of the financial aid documentation, an estimated award letter is prepared. The campus does not process aid, but rather, sends it to a third party processor, Student Aid Administrators. Prior to beginning class, new students attend an orientation session where all paperwork is completed, and campus policies and procedures are reviewed.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes       No

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

(a) Courses and programs.

Yes       No

(b) Services.

Yes       No

(c) Tuition.

Yes       No

(d) Terms.

Yes       No

(e) Operating policies.

Yes       No

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

Yes       No

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

Yes       No

## 4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes       No

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

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

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

Ms. Shelly Shoemaker is the financial aid administrator and works on a part-time basis. Ms. Shoemaker has been in this role since October 2015. She holds an associate's degree in specialized business from DuBois College and previous to her employment with DuBois was a small business co-owner. Ms. Shoemaker works directly with the financial aid department at the main campus of DuBois College, where packaging and disbursing occur. A third party processor, Student Aid Administrators, makes final decisions on eligibility and awarding of financial aid.

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?  
 Yes     No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?  
 Yes     No
- 4.19 Is there evidence that the campus properly awards transfer of credit?  
 Yes     No     Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?  
 Yes     No

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

**(Section 3-1-413)** The campus does not publicize its policy on accepting credits taken at previous institutions, and this policy is not included in the campus catalog.

- 4.21 Has the campus established articulation agreements with other institutions?  
 Yes     No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- If Yes, has the campus published a list of institutions with which it has established the agreements?  
 Yes     No
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?  
 Yes     No

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

**(Section 3-1-413):** The campus does not provide documented notification to their students of the two articulation agreements established with other institutions, and notice of these agreements is not included in the campus catalog.

#### FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?  
 Yes     No

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

The standards of satisfactory academic progress policy is published on page 50 of the 2016-2019 Dubois Business college catalog, vol. 39.

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

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

**(Section 3-1-421 & Appendix D):**

The campus satisfactory academic progress policy does not include a description of the consequences of repeated courses on the quantitative effects on SAP, nor does it include quantitative consequences of repeated courses (which has no limit on repeat attempts).

- 4.26 Does the campus apply its SAP standards consistently to all students?  
 Yes  No
- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes  No  Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes  No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?  
 Yes  No  Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes  No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?  
 Yes  No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?  
 Yes  No  Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes  No  Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes  No  Not Applicable (campus does not have extended enrollment)

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

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

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

Ms. Ramey, campus director, is responsible for administering satisfactory academic progress. As previously stated, she has over 20 years of management and administrative experience. Ms. Ramey has been the campus director since 2011. She holds a diploma in accounting assistant from DuBois Business College and has attended many professional conferences related to the career college industry

In addition, she holds membership in the Pennsylvania Association of Student Financial Aid Administrators.

4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Faculty and school administrators work closely with students, both during the quarter as well as at quarter end. Tutoring is also available; and as classes meet Monday through Thursday, Fridays remain open for assistance.

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

(a)  Scholarships.

(b)  Grants.

(c)  Loans.

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

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

Yes     No

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

Yes     No

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

Yes     No

4.43 Are tuition and fees clearly stated in the catalog?

Yes     No

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

Yes     No     Not Applicable

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

(a) Charges.

Yes     No

(b) Dates for the posting of tuition.

Yes     No

(c) Fees.

Yes     No

(d) Other charges.

Yes     No

(e) Payments.

Yes     No

(f) Dates of payment.

Yes     No

(g) The balance after each transaction.

Yes     No

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

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

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

Yes     No

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

Yes     No

4.48 Is the campus following its stated refund policy?

Yes     No

4.49 Does the campus participate in Title IV financial aid?

Yes     No (*Skip to question 4.57*)

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

Ms. Shelly Shoemaker is the financial aid administrator and works on a part-time basis. Ms. Shoemaker has been in her role since October of 2015. She holds an associate in specialized business from DuBois College. Previous to her employment with DuBois she was a small business co-owner.

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

Yes     No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes       No

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

Yes       No

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

**(Section 3-1-434(c)):** The financial aid administrator is not a member of a state, regional, or national financial aid association; therefore, her current knowledge of procedures and changes in the the field could not be verified. The campus director, Ms. Ramey, is a member of PASFAA; however, her position responsibilities are not primarily financial aid related, and she is not the financial aid administrator.

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

The main campus oversees all financial aid activities and works directly with its third party servicer, Student Aid Administrators. The main campus communicates with the Huntingdon campus and notifications are directly sent to the campus from the main when aid is disbursed. Ms. Ramey, campus director, holds membership in PASFAA and participates in various trainings sponsored by the organization as well as with the main campus financial aid department.

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

Yes       No

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

Yes       No

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

**(Section 2-2-501(a)):** The catalog included a definition of a quarter-hour credit hour as 15 hours theory equal to 1 quarter-hour credit, and 30 hours of laboratory equal to 1 quarter-hour credit. This conversion is equivalent to a semester-hour credit rather than a quarter-hour credit, and further, no description of the requirements of out-of-class work are included in the catalog.

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

Yes       No (*Skip to question 4.58.*)

4.58 The beginning enrollment on the most current Campus Accountability Report (CAR) is 75. The ending enrollment reported on the previous year's CAR is 75.

4.59 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes       No       Not Applicable

4.60 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

- 4.61 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Every student applying to participate in financial aid programs is required to complete the entrance counseling through the U.S. Department of Education (USDOE), and upon leaving the campus by either graduating or withdrawing, they are required to complete the exit counseling also offered through the USDOE. In addition, the catalog includes a brief description of "Understanding Pay Back: Grants vs Loans" that clarifies the requirements of loan repayment. Beyond this, the main campus has a part-time employee who focuses on communicating with any individuals at or nearing loan delinquencies.

## 5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes       No

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

Ms. Mary Jones is assigned to oversee the educational activities of all programs at the campus. Ms. Jones has a bachelor's degree in business education from SUNY New York at Albany and a master's in office technology from Indiana University of Pennsylvania. In addition to her academic training, Ms. Jones has worked as a legal secretary and office manager and is affiliated with the Pennsylvania Association of Private School Administrators.

- 5.03 Does this person have appropriate academic or experiential qualifications?

Yes       No

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

The team was provided with ACICS data sheets that indicate that the program administrator, with the support of department heads, has sufficient authority and responsibility for the development and administration of their respective programs.

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

Yes       No

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

Yes       No

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

(a) Development of the educational program.

Yes       No

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

Yes       No

(c) Systematic evaluation and revision of the curriculum.

Yes       No

(d) Assessment of student learning outcomes.

Yes       No

(e) Planning for institutional effectiveness.

Yes       No

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

Yes       No

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

Yes       No (*Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants.*)

#### FOR RENEWAL OF ACCREDITATION ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes       No (*Skip to question 5.14*)

#### FOR ALL CAMPUSES

5.14 Was the team able to verify the backup documentation to support the placement rate for the program(s) that had placements as reported on the last Campus Accountability Report submitted to the Council but are not being reviewed (no enrollment, discontinued, etc.)?

Yes       No       Not Applicable

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

Yes       No       Not Applicable

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

Yes       No

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

Yes       No

5.18 What provisions are made for individual differences among students in the learning environment?

The campus provides tutoring services for students who are not making satisfactory academic progress. In addition, the campus provides reasonable accommodations for students with qualifying disabilities in compliance with the Americans with Disabilities Act. In addition, faculty are encouraged to provide "challenged assignments" to meet the needs of the academically exceptional student.

5.19 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The faculty participates in a committee that meets twice annually to evaluate and make revisions to the curriculum. Ms. Bobbie Spiggle is the chair of the curriculum committee; she takes the faculty recommendations and submits them to Ms. Jones, academic dean, for consideration for revisions and changes to the curriculum.

5.20 Does the faculty participate in this process?

Yes  No

5.21 Is credit appropriately converted in relation to total student contact hours in each class?

Yes  No

5.22 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?

Yes  No (If No, skip to Question 5.23.)

If Yes, summarize the methods used for evaluating subject competency and awarding such credit.

Students are permitted to demonstrate subject competency based upon tests-outs in accordance with the campus policy and procedure for advanced class placement. The team was able to verify this information, which is located on page 39 of the 2016-2019 college catalog.

Does the campus have an established systematic method for evaluating and awarding such academic credit to which the campus adheres?

Yes  No

If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes  No  Not Applicable (no student has made such a request)

5.23 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes  No

5.24 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, or if all general education courses must be transferred in, skip to 5.25)

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

5.25 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes  No

5.26 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes  No

- 5.27 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?  
 Yes       No
- 5.28 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?  
 Yes       No
- 5.29 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?  
 Yes       No       Not Applicable (no faculty members hold foreign credentials)
- 5.30 Is there documented evidence of a systematic program of in-service training at the campus?  
 Yes       No

If *Yes*, how is this documented?

The campus maintains a folder with documentation of the in-service training, consisting of a sign-in sheet of the attendees and an agenda detailing the activity presented for faculty.

- 5.31 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?  
 Yes       No
- 5.32 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?  
 Yes       No
- 5.33 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes       No
- 5.34 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes       No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion, including disclosure in the catalog?

Yes       No

If *No*, insert the applicable section number(s) in parentheses and explain:

**(Section 3-1-413):** Although the campus provided articulation agreements with National American University (NAU) and Saint Francis University, this information was not disclosed in the DuBois College 2016-2019 catalog.

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 5.35 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and less than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?  
 Yes       No
- 5.36 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?  
 Yes       No

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

- 5.37 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?  
 Yes       No

**FOR ALL PROGRAMS**

- 5.44 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.  
Faculty and staff identify students who may require academic assistance and advising. Academic assistance is provided by faculty and staff throughout the term. During student orientation, students receive information for various campus activities, student services available, financial aid, whom to contact for academic services, and counseling needs.
- 5.45 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?  
Ms. Ramey, campus director, has oversight of counseling students on employment opportunities. She has over 20 years of management and administrative experience. Ms. Ramey has been the campus director since 2011. She holds a diploma in accounting from DuBois Business College and has attended many professional conferences related to the career college industry.
- 5.46 Does the campus offer employment assistance to all students?  
 Yes       No       Not Applicable (campus enrolls only international students on a student visa)
- 5.47 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?  
 Yes       No       Not Applicable (there have been no graduates)
- 5.48 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes       No

5.49 Describe the extracurricular educational activities of the campus (if applicable).

The following extracurricular activities are provided at the Huntingdon campus:

- student council;
- Christmas Dinner/Dance;
- game nights throughout the year;
- volunteer work with Make-a-Wish;
- American Heart Association;
- Agape Community Services; and
- campus awards and an appreciation party each term.

#### COMMENDATIONS:

The campus is to be commended for maintaining the integrity and historical character of their quaint career college.

## 6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information).

The campus is located in a commercial and residential area. The building has three floors and occupies 15,000 square feet, which does not include a gymnasium space. There are eight classrooms, a learning resource center and computer lab, administrative and staff offices, faculty and student lounges, and other administrative offices. The campus is handicap accessible and there is ample student, faculty, staff, and visitor parking.

6.02 Does the campus utilize any temporary additional space locations?

Yes       No

6.03 Does the campus utilize learning sites?

Yes       No

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

Yes       No

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

(a) Equipment

Yes       No

(b) Instructional tools

Yes       No

(c) Machinery

Yes       No

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

Yes       No       Not Applicable

## 7. PUBLICATIONS

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

The catalog used during the evaluation was the 2016-2019 DuBois Business College multi-campus catalog, vol. 39 with addendum effective March 31, 2016.

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

Yes  No

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

Yes  No

7.04 Does the catalog contain the following items?

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

Yes  No

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

Yes  No

(c) The names and titles of the administrators.

Yes  No

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

Yes  No

(e) A statement of accreditation

Yes  No  Not Applicable (initial applicant)

(f) A mission statement.

Yes  No

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

Yes  No

(h) An academic calendar.

Yes  No

(i) A full disclosure of the admission requirements.

Yes  No

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

Yes  No

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

Yes  No

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

Yes     No

(m) A definition of the unit of credit.

Yes     No     Not Applicable (The campus does not award credit.)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes     No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes     No

(p) The transfer of credit policy.

Yes     No

(q) A statement of the tuition, fees, and any other charges.

Yes     No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes     No     Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes     No

(t) A statement describing the student services offered.

Yes     No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes     No     Not Applicable (initial applicants only)

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

**(Sections: 3-1-413, 3-1-421 & Appendices C & D):** A complete explanation of the standards of satisfactory academic progress, a complete policy on the transfer of credit, as well as a complete explanation of the transfer of credit policy were not found in the catalog provided to the team. Refer to Section 4 of this report for specific details.

7.05 Does the campus offer degree programs?

Yes     No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes     No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes     No     Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes     No     Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes     No     Not Applicable

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

Yes     No (If *No*, skip to Question 7.07.)

- 7.07 Does the catalog contain an addendum/supplement?  
 Yes     No (If No, skip to Question 7.08.)
- (a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?  
 Yes     No
- (b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?  
 Yes     No
- (c) Do students receive a copy of the addendum/supplement with the catalog?  
 Yes     No
- 7.08 Is the catalog available online?  
 Yes     No (If No, skip to Question 7.09.)
- If Yes, does it match the hard copy version?  
 Yes     No
- 7.09 Does the campus utilize a multiple-school catalog?  
 Yes     No (If No, skip to Question 7.10.)
- If Yes, answer the following:
- (a) Are all campuses using the same catalog of common ownership?  
 Yes     No
- (b) Are all photographs utilized properly labeled to identify the location depicted?  
 Yes     No
- (c) Are faculty and staff listings properly identified with respect to the campus to which they belong?  
 Yes     No
- 7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?  
 Yes     No
- 7.11 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?  
 Yes     No
- 7.12 Where does the campus advertise (publications, online, etc.)?  
The campus advertises via mailings, the Dubois Business College quasi - annual newspaper, flyers, pamphlets, billboards, mobile ads, as well as the campus official website, Facebook, YouTube, Instagram, and Twitter pages.
- Are all print and electronic advertisements under acceptable headings?  
 Yes     No

- 7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?  
 Yes  No (If No, skip to Question 7.14.)
- 7.14 Does the campus utilize services funded by third parties?  
 Yes  No (If No, skip to Question 7.15.)
- 7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?  
 Yes  No
- 7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?  
 Yes  No  Not Applicable (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?  
The campus routinely reports cost estimates, retention, and placement rates as calculated by ACICS to the public.

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

This information can be found on the DuBois College website; <http://www.dbcollege.edu/about-the-college/student-consumer-information/> and in the student orientation information packet. This information is updated annually.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

- 8.01 Does the campus develop an adequate base of library resources?  
 Yes  No

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

(Section 3-1-800(a)): The campus learning resource center's library collection does not have an adequate base of learning resources. The campus houses a limited number of print references and does not include online collections for the accounting / business administration, computer applications / management, executive assistant, medical assistant, and legal assistant programs, which are offered by the campus.

- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes  No

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

(Section 3-1-800(b)): There is no information posted as to where to go or whom students or faculty should contact when a member of the library staff is not on the premises.

- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?  
 Yes  No

- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?  
 Yes  No

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

**(Section 3-1-800(d)):** The team was unable to determine specific Huntingdon campus staff tasked to support library development, collection organization, and accessibility, and there is no designated individual on site to provide support for the learning resource center.

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

The campus has a library committee who determines what resources and information services are needed. A review of materials by date and instructional or program value is considered. The assessment strategy also takes into account the demand for items by faculty, staff or students.

Are these methods appropriate?

Yes  No

- 8.06 Is the library staff adequately trained to support the library?  
 Yes  No

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

**(Section 3-1-800(d)):** As previously stated, there is no designated individual on site to provide support for the learning resource center.

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

- 8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?  
 Yes  No

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

The current year's library budget is \$2,040.00.

- 8.09 What portion of the current year's library budget has been spent?

To the date of the visit, \$850.00 had been spent.

How has the money been allocated?

Documentation provided to the team shows the campus has allocated \$170.00 a month to acquisitions and subscriptions.

- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No

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

Yes     No

### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.30 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?  
 Yes     No

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

**(Section 3-1-800(d) and 3-3-401):** The team was unable to verify a designated trained individual tasked to maintain the resources, to assist students and faculty, and oversee the library resources.

- 8.31 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?  
 Yes     No

- 8.32 Is there a current inventory of instructional resources, including online resources?  
 Yes     No

- 8.33 Are the resources organized for easy access and usage?  
 Yes     No

- 8.34 Is it evident that faculty encourages the use of the library?  
 Yes     No

- 8.35 Do the library holdings, including online collections, support all of the offerings of the campus?  
 Yes     No

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

**(Section 3-3-405):** The learning resource center does not have professional journals or current periodicals for the medical assistant and legal assistant programs offered by the campus.

## 9. PROGRAM EVALUATION

### Occupational Associate's Degree in Legal Assistant

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

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Ms. Ramey, campus director, is responsible for the administration of all academic programs. As previously noted, she holds a diploma in accounting assistant, and prior to assuming her responsibilities as the director, she gained campus management experience by working in financial aid, student services, and placement. Prior to working at the campus, she worked for 12 years in the garment industry as a department director with approximately 50 employees reporting to her. As department director she was responsible for hiring, evaluating and training staff, assigning work schedules, approving time sheets and monitoring quality control of end-products.

Ms. Ramey is supported at the corporate level by Ms. Jones, corporate academic dean. Ms. Jones holds a bachelor's degree in business education from SUNY New York at Albany and a master's in office technology from Indiana University of Pennsylvania. In addition to her academic training, Ms. Jones has worked as a legal secretary, office manager and is affiliated with the Pennsylvania Association of Private School Administrators.

During the site visit the team was informed that Mr. (b)(6) the only legal program instructor, is designated as the curriculum chair for the legal assistant program. However, on review of his personnel file there was no job description indicating this. Mr. (b)(6) holds a bachelor's degree in political science from Lock Haven University. In addition to his academic training, Mr. (b)(6) has worked as a pro shop attendant with the American Legion Country Club, a stock merchandise clerk with Target, and a sales and marketing specialist with Support My City.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

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

(Section 3-1-511): Mr. (b)(6) academic training and work experience do not provide him with the appropriate academic or experiential qualifications to administer the legal assistant program that gives students "an advanced level of training to develop administrative skills and proficiency in legal terminology, legal transcription, preparing legal correspondence and various court and non-court documents."

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes  No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

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

(Section 3-1-511): According to Mr. (b)(6) ACICS data sheet, he teaches 100 percent of the time; therefore, there is no time allocated for the administration of the legal assistant program. The team requested clarification on this from the campus and did not receive a response during the visit.

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

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Data not available.)

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

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

Yes  No

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
DuBois Business College promotes the "school to work" concept and requires the students to complete community service hours to promote a Community Outreach Day, which was held on March 19, 2015. In addition, legal students in the applied legal terminology course (LE2408) attended a field trip on March 17, 2016, to the Huntingdon County Court of Common Pleas.
- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes  No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes  No
- 9.10 Does the program include an externship?  
 Yes  No (*If No, skip to question 9.11*)
- 9.11 Does the program use independent studies?  
 Yes  No (*If No, skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes  No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes  No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions  
 Yes  No
  - (b) Course numbers  
 Yes  No
  - (c) Course prerequisites and/or corequisites  
 Yes  No
  - (d) Instructional contact hours/credits  
 Yes  No
  - (e) Learning objectives  
 Yes  No
  - (f) Instructional materials and references  
 Yes  No
  - (g) Topical outline of the course  
 Yes  No

(h) Instructional methods

Yes  No

(i) Assessment criteria

Yes  No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No  Not Applicable (Clock hour program)

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

Yes  No  Not Applicable (Clock hour program)

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

Yes  No

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

Yes  No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

There were no graduates reported for this program on the 2015 CAR.

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

Yes  No  Not Applicable (there have been no graduates)

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

Yes  No  Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes  No (If No, skip to question 9.24)

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

Yes  No  Not Applicable (Clock hour programs only)

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

**(Section 2-2-501(a)):** The catalog included a definition of a quarter-hour credit hour as 15 hours theory equal to 1 quarter-hour credit, and 30 hours of laboratory equal to 1 quarter-hour credit. This conversion is equivalent to a semester-hour credit rather than a quarter-hour credit.

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

Yes     No     Not Applicable (Clock hour programs only)

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

The team was provided with an out-of-class graded assignment for the legal terminology class, which was a series of questions on Chapters 8, 9, and 10, complete with instructor's comments and a letter grade.

#### FOR ALL VISITS

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

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

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

(a) Systematic planning.

Yes     No

(b) Well-defined instructional objectives.

Yes     No

(c) The selection and use of appropriate and current learning materials.

Yes     No

(d) Appropriate modes of instructional delivery.

Yes     No

(e) The use of appropriate assessment strategies.

Yes     No

(f) The use of appropriate experiences.

Yes     No

#### FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes     No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes     No

- 9.29 Is the size of the faculty appropriate to the total student enrollment?  
 Yes     No

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

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

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes     No

- 9.33 What is the current student/teacher ratio?  
The current student/teacher ratio is 1:1.

- 9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes     No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes     No

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

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

- 9.38 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes     No

**COMMENDATIONS:**

The team would like to commend the legal assistant program's incorporation of a standard questionnaire for the students to complete to check their knowledge after a field trip.

**9. PROGRAM EVALUATION**

**Occupational Associate's Degree in Accounting / Business Administration**  
**Occupational Associate's Degree in Computer Applications/Management**  
**Occupational Associate's Degree in Executive Assistant**

**FOR ALL PROGRAMS**

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?  
 Yes      No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 Ms. Ramey, campus director, is responsible for the administration of all academic programs. As previously noted, she holds a diploma in accounting assistant, and prior to assuming her responsibilities as the director, she gained campus management experience by working in financial aid, student services, and placement. Prior to working at the campus, she worked for 12 years as a department director with approximately 50 employees reporting to her.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes      No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?  
 Yes      No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes      No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes      No      Not Applicable (Data not available.)
- (b) Student placement rate of 70 percent?  
 Yes      No      Not Applicable (Data not available.)  
 The Occupational Associate's Degree in Executive Assistant program reported a 67 percent placement rate on the 2015 CAR.
- If No, does the campus provide the following:  
 A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?  
 Yes      No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).  
 Examples of community resources utilized for the three programs include guest speakers and field trips. Guest speakers regularly come from Career Link Employment Agency and focus on different aspects of

the hiring process. There are documented annual visits from a representative of Edward Jones Financial Services, letters from employers, and advisory board meeting minutes.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes      No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes      No
- 9.10 Does the program include an externship?  
 Yes      No *(If No, skip to question 9.11)*
- 9.11 Does the program use independent studies?  
 Yes      No *(If No, skip to question 9.13)*
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes      No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes      No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions  
 Yes      No
  - (b) Course numbers  
 Yes      No
  - (c) Course prerequisites and/or corequisites  
 Yes      No
  - (d) Instructional contact hours/credits  
 Yes      No
  - (e) Learning objectives  
 Yes      No
  - (f) Instructional materials and references  
 Yes      No
  - (g) Topical outline of the course  
 Yes      No
  - (h) Instructional methods  
 Yes      No
  - (i) Assessment criteria  
 Yes      No
  - (j) Method of evaluating students  
 Yes      No
  - (k) Date the syllabus was last reviewed  
 Yes      No

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

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

Yes     No     Not Applicable (Clock hour program)

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

Yes     No     Not Applicable (Clock hour program)

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

Yes     No

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

Yes     No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

There were 13 graduates from the Occupational Associate's degree program in Accounting/Business Administration, 5 graduates from the Occupational Associate's degree program in Computer Applications/Management, and 6 graduates from the Occupational Associate's degree program in Executive Assistant.

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

Yes     No     Not Applicable (there have been no graduates)

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

**(Section 3-1-303 (a)):** The team could not verify placement for all placed graduates based on documentation in students' records. In addition, three students were listed on the CAR but not on the list of placed graduates provided to the team. The students were Ms. [REDACTED] in the Accounting/Business Administration program, Ms. [REDACTED] in the Medical Assisting program, and Ms. [REDACTED] in the Executive Assistant program. Also, three student names were on the list of graduates provided to the team and identified as "not employed," but classified on the 2015 CAR as placed. The students were Ms. [REDACTED] in the Medical Assisting program, Mr. [REDACTED] in the Computer Applications/Management program, and Ms. [REDACTED] in the Executive Assistant program. The team concluded that these discrepancies on the CAR challenge the accuracy and ability to verify the CAR.

How many calls to graduates or employers were attempted?

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

Occupational Associate's Degree in Computer Applications/Management: 3

Occupational Associate's Degree in Accounting/Business Administration: 8

Occupational Associate's Degree in Executive Assistant: 3

How many calls to graduates or employers were successful?

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

Occupational Associate's Degree in Computer Applications Management: 3  
 Occupational Associate's Degree in Accounting / Business Administration: 8  
 Occupational Associate's Degree in Executive Assistant: 3

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

While all contacts confirmed employment (verbally) with either the graduate or employer, the campus provided inaccurate information; therefore, the team cannot verify the classification of placement as reported on the 2015 CAR.

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

Yes     No     Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes     No (If No, skip to question 9.24)

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

Yes     No     Not Applicable (Clock hour programs only)

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

(Section 2-2-501(a)): The catalog included a definition of a quarter-hour credit hour as 15 hours theory equal to 1 quarter-hour credit, and 30 hours of laboratory equal to 1 quarter-hour credit. This conversion is equivalent to a semester-hour credit rather than a quarter-hour credit.

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

Yes     No     Not Applicable (Clock hour programs only)

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

The campus utilizes its learning management system, Moodle, to record attendance and grades. The team was shown examples of the applications. Students reported that grading was completed and uploaded to Moodle in a timely manner and that if they had questions or concerns about grades or attendance, instructors were open to meeting with them to discuss the accuracy and methodology of reported data. Students expressed they were particularly appreciative that they could access their academic progress on a 24/7 basis.

## FOR ALL VISITS

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

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes       No

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

(a) Systematic planning.

Yes       No

(b) Well-defined instructional objectives.

Yes       No

(c) The selection and use of appropriate and current learning materials.

Yes       No

(d) Appropriate modes of instructional delivery.

Yes       No

(e) The use of appropriate assessment strategies.

Yes       No

(f) The use of appropriate experiences.

Yes       No

**FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes       No

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

9.30 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes       No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes      No
- 9.33 What is the current student/teacher ratio?  
The current student/teacher ratio is 6:1.
- 9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes      No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes      No
- 9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes      No
- 9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes      No      Not Applicable (no students in the second year)
- 9.38 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes      No

**GENERAL COMMENTS:**

The team congratulates the campus for its emphasis on ensuring that students successfully complete a total of four English classes leading to graduation from all of the associate's degree programs.

**9. PROGRAM EVALUATION****Associate of Occupational Studies in Clinical Medical Assistant****Associate of Occupational Studies in Administrative Medical Assistant**

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?  
 Yes      No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
Ms. Lucinda Neville is the curriculum chair of the administrative medical assistant and clinical medical assistant programs. Ms. Neville holds a bachelor's degree in communication disorders from Pennsylvania State University and an associate degree in nursing from Lock Haven University. Prior to joining the teaching staff at Dubois Business College in 2004, Ms. Neville worked at various health care facilities in

the role of registered nurse and nursing supervisor. In addition, she is an active member of the American Academy of Professional Coders and has earned numerous continuing education units and certifications from the organization.

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

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

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

**(Section 3-1-511):** It was not evident that the individual named as lead instructor/ curriculum chair had the authority or responsibility for the development and administration of the medical programs, as there was no documentation to verify Ms. [REDACTED] role for the position.

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

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

**(Section 3-1-511):** According to documentation provided to the team, Ms. [REDACTED] allocation of time indicates her responsibilities are 100 teaching. Based on this information, the team concluded that the administrator does not have adequate time to fulfill the responsibilities of the development and administration of the programs. The information was presented to the campus during the visit, and the team received no response from the administration.

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes       No       Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?  
 Yes       No       Not Applicable (Data not available.)

9.07 List the community resources and describe how they are utilized to enrich the program(s).  
Community resources utilized to enrich the medical assistant programs include field trips and guest speakers.

For example, in winter 2015, students toured the chemistry, urine, hematology, blood bank, and microbiology departments at J.C. Blair hospital and participated in discussions focused on cultures and sensitivities, DNA probes for gonorrhea and chlamydia, and blood cultures. The hospital tour concluded in the morgue where students observed instruments used during an autopsy and the equipment used to transport bodies. On April 27, 2016, the clinical laboratory class attended the Diseases Around the World exhibit sponsored by the Huntingdon High School, where students learned about a range of diseases.

Guest speakers have included (b)(6) program alumni and employees of Blair Convenient Care Center. On June 2, 2015, the three took part in a panel discussion at which students asked impromptu questions and the organizer asked previously prepared questions. Additionally, 38 medical students participated in a school luncheon where (b)(6) Neville of PA CareerLink discussed the employer expectations.

Finally, minutes from advisory board meetings demonstrate the use of community resources.

- 9.08 Is the utilization of community resources sufficient to enrich the program?  
 Yes     No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?  
 Yes     No
- 9.10 Does the program include an externship?  
 Yes     No *(If No, skip to question 9.11)*
- 9.11 Does the program use independent studies?  
 Yes     No *(If No, skip to question 9.13)*
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions  
 Yes     No
- (b) Course numbers  
 Yes     No
- (c) Course prerequisites and/or corequisites  
 Yes     No
- (d) Instructional contact hours/credits  
 Yes     No
- (e) Learning objectives  
 Yes     No
- (f) Instructional materials and references  
 Yes     No
- (g) Topical outline of the course  
 Yes     No
- (h) Instructional methods  
 Yes     No
- (i) Assessment criteria  
 Yes     No

(j) Method of evaluating students

Yes  No

(k) Date the syllabus was last reviewed

Yes  No

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

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

Yes  No  Not Applicable (Clock hour program)

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

Yes  No  Not Applicable (Clock hour program)

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

**(Section 3-1-513 and Glossary):** Two courses do not have an appropriately detailed syllabus on file that contains all of the required elements as specified below:

1. During student interviews, the team learned that students take part in 40 hours of practice at personally selected health facility. This was confirmed by administration who further explained that students perform this practice during GE6500-Professional Career Planning. A review of the course syllabus found no reference to this experience. There was no mention in the course description, course objectives, specific objectives, neither methodology nor evaluation criteria.
2. The course description for MD2315-Clinical Pharmacology indicates that students in this course will perform dosing conversions and the course objectives lists students will perform adult and pediatric dosages calculations. Though the team was given a course progression outline of the program, which does indicate the basic mathematics course as being offered in Term 1 of the program, there is no prerequisite for MA4106-Basic Mathematics identified on the MD2315-Clinical Pharmacology syllabus.

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

Yes  No

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

Yes  No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

The following total number of graduates, by program, reported in the most recent Campus Accountability Report submitted to the Council is: Clinical Medical Assistant - 15; and Administrative Medical Assistant - 8.

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

Yes  No  Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

The following numbers of calls were made to employers or graduates for the following programs:  
 Occupational Associate's Degree in Clinical Medical Assistant: 11  
 Occupational Associate's degree in Administrative Medical Assistant: 7

How many calls to graduates or employers were successful?

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

Occupational Associate's Degree in Clinical Medical Assistant: 9

Occupational Associate's Degree in Administrative Medical Assistant: 4

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

There were 5 successful contacts that confirmed placement in the Clinical Medical Assistant program  
 There were 3 successful contacts that confirmed placement in the Administrative Medical Assistant program.

**(Section 3-1-303(a)):** The team was unable to verify the employment of the following graduates, listed by program, as reported on the CAR:

Clinical Medical Assistant:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Administrative Medical Assistant:

- [REDACTED]

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?  
 Yes     No     Not Applicable

9.21 Does the campus participate in Title IV financial aid?  
 Yes     No (If No, skip to question 9.24)

9.22 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (Clock hour programs only)

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

**(Section 2-2-501(a)):** The catalog included a definition of a quarter-hour credit hour as 15 hours theory equal to 1 quarter-hour credit, and 30 hours of laboratory equal to 1 quarter-hour credit. This conversion is equivalent to a semester-hour credit rather than a quarter-hour credit.

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

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

The team interviewed students and faculty and reviewed course syllabi and gradebooks to verify out-of-class work by students. Faculty review and assess homework assignments and other assigned projects, and utilizing Moodle teachers record attendance and grades.

**FOR ALL VISITS**

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

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

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

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

**FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

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

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

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes       No

- 9.33 What is the current student/teacher ratio?  
The current student/teacher ratio is 6:1.

- 9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.35 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No
- 9.36 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No
- 9.37 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)
- 9.38 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No

## SUMMARY

Based on the team's review, the following areas require an explanatory response:

<b>Number</b>	<b>Section</b>	<b>Summary Statement</b>
1.	<b>2-2-501(a)</b>	The campus does not have an accurate written policy for the definition of a credit hour for credit hour programs (page 17, 32, 38, and 44).
2.	<b>3-1-202(b)</b>	There was no documentation on file to support the assignment of curriculum chair for the medical and legal program chairs (page 7).
3.	<b>3-1-303(a)</b>	The campus does not keep adequate records related to financial aid and faculty and staff members (page 9).
4.	<b>3-1-303(a)</b>	The team was unable to verify placements as categorized on the 2015 CAR (pages 37 and 44).
5.	<b>3-1-413</b>	The campus does not publicize its policy on accepting transfer credits in the catalog (pages 12 and 25). The campus does not provide notification of its articulation agreements in the campus catalog (pages 12 and 21).
6.	<b>3-1-414</b>	The enrollment agreements used by the campus do not contain all elements required by the council (page 10).
7.	<b>3-1-421, 3-1-701, Appendices C and D</b>	The campus's satisfactory academic progress policy, as written in the catalog, is not complete (pages 13 and 25).
8.	<b>3-1-434(c)</b>	The financial aid administrator is not a member of a state, regional, or national financial aid association (page 17).
9.	<b>3-1-511</b>	Sufficient time and resources are not given to the administration of the medical and legal programs (pages 30 and 41).  The individual assigned to administer the legal program does not possess appropriate academic or experiential qualifications (page 30).
10.	<b>3-1-513 and Glossary</b>	Two syllabi on file did not contain all required elements (page 43).
11.	<b>3-1-800(a) and 3-3-405</b>	The campus's library lacks adequate resources – including journals and periodicals, accessibility, and trained staff (pages 27 and 29).
12.	<b>3-1-800(b)(d) and 3-3-401</b>	The campus does not appropriately staff the learning resource center (pages 27, 28, and 29).

## RECOMMENDATIONS

*Any recommendations provided in this report are not included in the report seen by the Council:*

### Legal Assistant Program

The course LE 2409, legal research "introduces students to performing legal research using online and library materials." While on site, the current lead instructor informed the team that their subscription for their online legal research provided had expired. It is strongly recommended that the campus renew the subscription to provide the legal assistant students with the tools and resources to meet the objectives of LE 2409 when the course is offered.

The team recommends the campus assess the value of continuing to require two shorthand courses.

### Secretarial and Typing Courses

The team recommends the following syllabi be reviewed to consider whether each needs to focus on Microsoft Word to the extent they all currently do: SE2506, TY2111A, TY2117, TY2112A, and TY3333.

### Community Resources

The team recommends a more systematic approach to using community resources to enrich classroom instruction be developed to insure value to all classes, each term. This increased usage of creative, community resources needs to be consistently recorded.

### Capstone Courses

The team recommends that the course numbering of the capstone classes be reviewed to insure that numbering of the capstone courses reflects the advanced content of those courses within the individual programs of study offered by DuBois College.

**Survey Report**

Generated: June 13, 2016

ACICS ID: 00012824

Surveys Between:

May 9, 2016 and May 9, 2016



A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?

A.09. Did you feel pressured into making the decision to enroll?

B.01. Do you receive federal financial aid?

B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

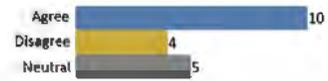
C.01. Are your instructors available to provide additional help, if needed?

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

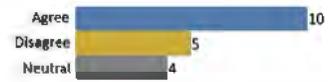
C.03. Were textbooks available when you started classes?

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.



August 26, 2016

VIA E-MAIL AND UPS DELIVERY

Ms. Jackie Syktich  
President/CEO  
DuBois Business College  
One Beaver Drive  
DuBois, PA 15801

*mainc@dbccollege.com*

Dear Ms. Syktich:

DUBOIS BUSINESS COLLEGE, DUBOIS, PA  
DUBOIS BUSINESS COLLEGE, OIL CITY, PA  
DUBOIS BUSINESS COLLEGE, HUNTINGDON, PA  
DUBOIS BUSINESS COLLEGE, PHILIPSBURG, PA

ID CODE 00011225(MC)  
ID CODE 00012819(BC)  
ID CODE 00012824(BC)  
ID CODE 00250238(LS)

**Subject: Renewal of Accreditation Denial Letter**

The Council considered your institution's application for a renewal of accreditation. As a result of its review of the application materials, the on-site evaluation visit reports, and the institutional responses, the Council found the following based on the *Accreditation Criteria*:

DuBois main campus

1. The campus initiated distance education without seeking prior approval from the Council and included reference to this mode of delivery in promotional brochures, its website, student handbook, and catalog (Section 2-2-106 and Appendix H).
2. The campus does not demonstrate that emphasis is placed upon the efficiency and effectiveness of the overall administration of the campus or its learning site. There was insufficient evidence to support that the administrative staff can manage the campus effectively and in compliance with the *Accreditation Criteria*. The administration of the Phillipsburg location was severely lacking, evidenced most notably by the fact that the courses were taught by an unqualified and unprepared faculty member (Section 3-1-202(a)).
3. The team was unable to verify placements as categorized on the 2015 Campus Accountability Report due to the campus not maintaining sufficient documentation to support the classification of two graduates (Section 3-1-303(a)).
4. The campus does not provide evidence that they adhere to a systematic policy for transfer of credit. In one instance, a graduate of the Executive Assistant program took GR7002,

- Digital Photography, in the fall 2015 term and MG6220, Marketing, in the winter 2016 term. Following the graduate's successful completion of these two courses, they were removed from the program and replaced with two different courses: Economics and Computer 2-D Animation. The graduate's transcript awards her outside credit for these two classes as well as credit for Digital Photography in the fall 2015 term and Marketing in the winter 2016 term. The graduate was awarded transfer credits for courses she did not take and a degree by the institution (Section 3-1-413).
5. The campus does not utilize enrollment agreements for its currently enrolled students (Section 3-1-414).
  6. The satisfactory academic progress (SAP) policy does not include an appropriate statement regarding how repeated courses are included and is not compliant with Section 3-30 of the 2015-2016 Federal Student Aid Handbook. The campus, in at least two instances, issued a qualitative grade and awarded credits for the same course that was taken twice. In addition, the campus does not appropriately monitor SAP related to these instances (Section 3-1-421 and Appendix D).
  7. The administration of the Legal Assistant program is not assigned to qualified individuals. The information presented by the institution in its response does not support the qualification of the current curriculum chair of the legal assistant program (Section 3-1-511).
  8. The Computer Systems Support Technician and Information Systems Support Technician programs do not evidence a well-organized sequence of appropriate subjects leading to an occupational objective and do not quantitatively and qualitatively approximate the standards at other institutions offering similar degree programs. The programs include the following course, which does not reflect current industry needs and standards: TY2120, Software Applications—DOS (Sections 3-1-513 and 3-3-203).
  9. Some courses are not scheduled in a way that is educationally appropriate and that meets the necessary contact hours. The campus had a practice of scheduling two courses in the same classroom at the same time. In this instructional situation the focus and quality of instruction is compromised, and it is not possible for students to receive the contact hours listed on the campus's Academic Credit Analysis (Section 3-1-516(a)(i) and 3-1-517).
  10. The campus does not maintain documentation to support that all credit hours awarded are appropriate based on the assessment of knowledge, skills, or competencies acquired. Furthermore, the advanced placement examinations developed by the institution, and available for all courses at the institution, do not evidence collegiate-level standards in every instance (Section 3-1-516(c)(ii)).

11. The catalog does not clearly state certain required elements as listed in the *Accreditation Criteria*, such as information regarding students fees and charges and the mode of delivery for which courses are approved to be offered (Sections 3-1-432(a), 3-1-701, 3-1-702 and Appendix C).
12. There is evidence that one faculty member is teaching in six different courses in the current term, which is an inappropriate number of teaching assignments (Section 3-3-302).
13. There is insufficient documentation that some instructors are qualified to teach their assigned courses or that students, specifically at the Phillipsburg learning site, have any qualified instructor to teach their courses (Section 3-3-302(b)).

#### Oil City branch campus

1. The campus initiated distance education without seeking prior approval from the Council and included reference to this mode of delivery in promotional brochures, its website, student handbook, and catalog (Section 2-2-106 and Appendix H).
2. The campus does not demonstrate that emphasis is placed upon the efficiency and effectiveness of the overall administration of the campus. There was insufficient evidence to support that the administrative staff can manage the campus effectively and in compliance with the *Accreditation Criteria* (Section 3-1-202(a)).
3. The team was unable to verify placements as categorized on the 2015 CAR due to the campus not maintaining sufficient documentation to support the classification of one graduate (Section 3-1-303(a)).
4. The campus does not provide evidence that they adhere to a systematic policy for transfer of credit (Section 3-1-413).
5. The campus does not utilize enrollment agreements for its currently enrolled students (Section 3-1-414).
6. The satisfactory academic progress (SAP) policy does not include an appropriate statement regarding how repeated courses are included within the policy (Section 3-1-421 and Appendix D).
7. The campus does not have a designated on-site administrator for student financial aid (Section 3-1-434(a)).

8. The campus has not completed appropriate graduate or employer follow-up studies (Section 3-1-441(c)).
9. The individual assigned to administer the occupational associate's degree program in Legal Assistant does not have sufficient time to devote to oversight, given her other duties and responsibilities (Section 3-1-511).
10. The Computer Systems Support Technician and Information Systems Support Technician programs do not evidence a well-organized sequence of appropriate subjects leading to an occupational objective and do not quantitatively and qualitatively approximate the standards at other institutions offering similar degree programs. The programs include the following course, which does not reflect current industry needs and standards: TY2120, Software Applications—DOS (Section 3-1-513 and 3-3-203).
11. The prerequisite system does not assure proper qualifications of students. In one instance, a Clinical Medical Assistant graduate was able to take MD2307, Medical Terminology III/Anatomy and Physiology, and MD2308, Pharmacology, before taking MD2301, Medical Terminology I/Anatomy and Physiology, which does not follow its stated prerequisite system (Section 3-1-513(b)).
12. Some courses are not scheduled in a way that is educationally appropriate and that meets the necessary contact hours. The campus had a practice of scheduling two courses in the same classroom at the same time. In this instructional situation the focus and quality of instruction is compromised and it is not possible for students to receive the contact hours listed on the campus's Academic Credit Analysis (Sections 3-1-516(a)(i) and 3-1-517).
13. The campus does not maintain documentation to support that all credit hours awarded are appropriate based on the assessment of knowledge, skills, or competencies acquired. Furthermore, the advanced placement examinations developed by the institution, and available for all courses at the institution, do not evidence collegiate-level standards in every instance (Section 3-1-516(c)(ii)).
14. The campus does not always select and use appropriate learning materials. In one instance, faculty members teaching students in EL4200, Basic Electricity and Electronics, self-published a book which stated in its copyright page that "some information in this book may be misleading or simply wrong." The administration required the students to purchase the book for the course (Section 3-1-532(c)).
15. The campus does not provide evidence of faculty development plans for all faculty members (Section 3-1-543).

16. The catalog does not clearly state certain required elements as listed in the *Accreditation Criteria*, such as information regarding students fees and charges and the mode of delivery for which courses are approved to be offered (Sections 3-1-432(a), 3-1-701, 3-1-702 and Appendix C).
17. Not all advertising and promotional material accurately portrays the current status of the campus. The campus created, displayed, and distributed to students brochures that offered and promoted an unapproved mode of instructional delivery (Section 3-1-703 and Appendix C).
18. Library resources are outdated, and reference and resource material do not enhance, augment, and support the curricular and educational offerings (Section 3-1-800(a) and 3-3-403).
19. There is evidence that one faculty member is teaching in six different courses in the current term, which is an inappropriate number of teaching assignments (Section 3-3-302).
20. There is insufficient documentation that some instructors are qualified to teach their assigned courses. There is no evidence that the Legal Assistant program has a qualified faculty member to teach its courses (Section 3-3-302(b)).

#### Huntingdon branch campus

1. The campus does not have an accurate written policy for out-of-class work (Section 2-2-501(a)).
2. The team was unable to verify placements as categorized on the 2015 CAR due to the campus not maintaining sufficient documentation to support the classification of three graduates (Section 3-1-303(a)).
3. The campus does not utilize enrollment agreements for its currently enrolled students (Section 3-1-414).
4. The catalog does not clearly state certain required elements as listed in the *Accreditation Criteria*, such as the mode of delivery for which courses are approved to be offered. In addition, the satisfactory academic progress (SAP) policy does not include an appropriate statement regarding how repeated courses are included within the policy (Sections 3-1-421, 3-1-700, 3-1-701, and Appendices C and D).

5. The individuals assigned to administer the medical and legal programs do not have sufficient time to devote to oversight, given other duties and responsibilities (Section 3-1-511).

### **Council Action**

Due to the serious nature of the findings discovered during the institution's on-site evaluation visits and the failure of the institution to provide evidence to resolve a significant number of the findings, the Council acted to deny the institution's application for a renewal of accreditation.

Please notify the Council office in writing within ten days of receipt of this notice if you desire to appeal this decision to the Review Board. The appeal notification must include payment of \$10,000 in the form of a cashier's check, which includes the \$5,000 Review Board fee and a \$5,000 deposit on the expense of the Review Board, which will be reconciled based on actual expenses. The payment is also due within ten days of receipt of this notice. If the appeal notice and appropriate fee are not provided within ten days of receipt of this notice, then the Council's decision is final and will be published and disseminated. If the institution elects to appeal this action to the Review Board and remits the appropriate fee by the established deadline, then more detailed appeal procedures and information will be forwarded to the institution.

If the institution elects not to appeal this action, any comments you may wish to make with regard to this decision must be submitted to the Council office within two weeks of the date of this letter. Should you choose to submit any comments, these comments will be included in the summary detailing the reasons for the Council's decision that will be made available to the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the public through [www.acics.org](http://www.acics.org).

### **Institutional Teach-Out Plan**

Finally, in compliance with Section 2-2-303 of the *Accreditation Criteria*, the institution is directed to submit to the Council office by **September 15, 2016**, the ACICS Campus Closing and Teach-Out Application along with all applicable documentation requested by that application. The Council expects that the institution will take the appropriate steps to assist its students through any transition to successfully complete their programs in an orderly manner.

You are advised that Section 2-3-900 of the *ACICS Accreditation Criteria* stipulates that the Council may bar any person or entity from being an owner or senior manager of an ACICS-accredited institution if that person or entity was an owner or manager of an institution that loses its accreditation as a result of a denial or suspension action or that closes without providing a teach-out or refunds to students matriculated at that time of closure.

Ms. Jackie Syktich  
August 26, 2016  
Page 7

**Current Grant Expires December 31, 2016**

The institution is advised that the current grant of accreditation expires on December 31, 2016. Though, should the institution elect to appeal the decision and remit the appropriate fee by the established deadline, the grant of accreditation will be extended through the appeal process.

Please contact Mr. Ian Harazduk at [iharazduk@acics.org](mailto:iharazduk@acics.org) or (202) 336-6795 if you have any questions.

Sincerely,

(b)(6)

A large rectangular area of the document is redacted with a solid blue color. The redaction covers the signature and any text that might have been present below the salutation.

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))
- Ms. Nancy Gifford, U.S. Department of Education, School  
Participation Team, Region III ([nancy.paula.gifford@ed.gov](mailto:nancy.paula.gifford@ed.gov))
- Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools,  
([plandis@pa.gov](mailto:plandis@pa.gov))

# DuBois Business College

Call: 1-800-692-6213

Main DuBois Campus One Beaver Drive DuBois, PA 15801 P: (814) 371-6920 F: (814) 371-3974 mainc@dbccollege.edu	Huntingdon County Campus 1001 Moore Street Huntingdon, PA 16652 P: (814) 641-0440 F: (814) 641-0205 hcc@dbccollege.edu	Oil City Campus 701 East Third Street Oil City, PA 16301 P: (814) 577-4322 F: (814) 577-8237 occ@dbccollege.edu	Phillipsburg Location 200 Shady Lane Suite 100 Phillipsburg, PA 16866 P: (814) 343-6222 F: (814) 343-6169
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[www.dbcollege.edu](http://www.dbcollege.edu)

"But my God shall supply all of your needs according to His riches in glory by Christ Jesus." - Phil. 4:19

September 6, 2016

Mr. Ian Harazduk  
750 First Street  
Suite 980  
Washington, DC 20002-4223

Dear Mr. Harazduk:

DuBois Business College will cease classes after the current term ends on September 22, 2016.

Please e-mail me at [jackie@dbccollege.com](mailto:jackie@dbccollege.com) with any questions.

Sincerely,

(b)(6)

Jackie D. Syktich  
President

**From:** [Jan Harazduk](#)  
**To:** [Jackie Syktich \(syktichjd@dbccollege.com\)](mailto:Jackie_Syktich_(syktichjd@dbccollege.com))  
**Cc:** [mainc@dbccollege.com](mailto:mainc@dbccollege.com); [Roger J Williams](#); [Perliter Walters-Gilliam](#); [Terron King](#)  
**Subject:** ACICS Campus Closure Information: DuBois Business College  
**Date:** Thursday, September 22, 2016 4:24:34 PM

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Jackie,

As we discussed on telephone earlier this week, we are in need of your institution's campus closing applications, which include the teach-out plans for the institution that include appropriate outcomes for each student. Please complete the information through the Member Center account with all required parts and supplemental documentation.

You must complete these applications with the requested information. Otherwise, the owner, senior administrators, and/or governing board members of the institution may be subject to a debarment action for not providing a teach-out or refunds to students matriculating at the time of closure.

If you have any questions, please let me know. Thank you.

**Ian Harazduk**  
Associate Vice President, Accreditation and Institutional Development  
**Accrediting Council for Independent Colleges and Schools**  
750 First Street, NE | Suite 980 | Washington, DC 20002  
[www.acics.org](http://www.acics.org) | 202.336.6795 - p | 202.842.2593 - f



September 23, 2016

VIA E-MAIL

Ms. Jackie Syktich  
President  
DuBois Business College  
One Beaver Drive,  
DuBois, PA 15801

*mainc@dbcollege.com*

Dear Ms. Syktich:

DUBOIS BUSINESS COLLEGE, DUBOIS, PA  
DUBOIS BUSINESS COLLEGE, OIL CITY, PA  
DUBOIS BUSINESS COLLEGE, HUNTINGDON, PA  
DUBOIS BUSINESS COLLEGE, PHILIPSBURG, PA

ID CODE 00011225(MC)  
ID CODE 00012819(BC)  
ID CODE 00012824(BC)  
ID CODE 00250238(LS)

**Subject: Acknowledgement of Campus Closures**

The Council acknowledges that the following institution—consisting of one main campus, two branch campuses and one learning site—ceased operations and closed on September 22, 2016:

- DuBois Business College, One Beaver Drive, DuBois, PA 15801, ACICS ID 00011225
- DuBois Business College, 701 East Third Street, Oil City, PA 16301, ACICS ID 00012819
- DuBois Business College, 1001 Moore Street, Huntingdon, PA 16652, ACICS ID 00012824
- Dubois Business College, 200 Shady Lane, Suite 100, Philipsburg, PA 16866, ACICS ID 00250238

Therefore, ACICS, in accordance with Section 2-3-401 of the *Accreditation Criteria*, has withdrawn your institution's grants of accreditation by way of revocation effective September 22, 2016.

ACICS issued a letter on August 26, 2016, denying the institution's renewal of accreditation application. The institution decided not to appeal this decision and informed ACICS on

Ms. Jackie Syktich  
September 23, 2016  
Page 2

September 6, 2016, that the institution planned to cease operations following the end of its current term on September 22, 2016.

Per Section 2-2-300 of the *Accreditation Criteria*, ACICS requires that provisions are made for presently enrolled students to complete their program of instruction for which they have enrolled, either at their current institution or at another acceptable institution. ACICS has not received the necessary documentation to determine that all campuses have acceptable and approvable teach-out plans that meets Council standards.

You are advised that Section 2-3-900 of the *ACICS Accreditation Criteria* stipulates that Council may bar any person or entity from being an owner or senior manager of an ACICS-accredited institution if that person or entity was an owner or manager of an institution that loses its accreditation without providing a teach-out or refunds to students matriculated at that time of closure.

#### **Public Notification**

The Council's decision is being made available to the U.S. Secretary of Education and the appropriate State licensing or authorizing agency via this communication, and to the public via ACICS' website at [www.acics.org](http://www.acics.org).

If you have any questions about this action, please contact Mr. Ian Harazduk at (202) 336-6795 or [iharazduk@acics.org](mailto:iharazduk@acics.org).

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Ms. Terry Khoury, Oil City branch campus ([occ@dbcollege.com](mailto:occ@dbcollege.com))
- Ms. Susan Ramey, Huntingdon branch campus ([hcc@dbcollege.com](mailto:hcc@dbcollege.com))
- Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))
- Ms. Nancy Gifford, U.S. Department of Education, School Participation Team, Region III ([nancy.paula.gifford@ed.gov](mailto:nancy.paula.gifford@ed.gov))
- Ms. Alekia Campbell, U.S. Department of Education, School Participation Team, Philadelphia Region ([Alekia.campbell@ed.gov](mailto:Alekia.campbell@ed.gov))

Ms. Jackie Syktich  
September 23, 2016  
Page 3

Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools  
(plandis@pa.gov)  
Mr. Ian Harazduk, ACICS Associate Vice President (iharazduk@acics.org)  
Ms. Perliter Walters-Gilliam, ACICS Associate Vice President (pwgilliam@acics.org)



# ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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## → Council Actions

Memorandum to the Field

Initial Applicant Institutions

Institution Closings

Accreditation Conditioned

Voluntary Withdrawal

Evaluation Schedule

Adverse Actions

Direct or Vacate Show Cause

Program Level Actions

Action to Debar



Home > Council Actions

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## Adverse Actions

The following adverse actions were taken by the ACICS Council. Click on the institution's name to review the Council letter.

Adverse actions can be appealed as described in Section 2-3-600 of the *Accreditation Criteria*. An institution who has appealed a denial or withdrawal of accreditation remains accredited until the appeal is resolved.

Click on the institution name to view the Council notification letter.

INSTITUTION NAME	MAIN CAMPUS ADDRESS	ACICS ID	ACTION	NOTIFICATION DATE
<a href="#">Bristol University</a>	2390 East Orangewood Avenue, Suite 485 Anahelm, CA	00015728	Denial of Accreditation	June 14, 2017
<a href="#">Computer Systems Institute</a>	5330 Grand Avenue Gurnee, IL 60031	All locations	Withdrawal of Accreditation by Suspension	May 9, 2017
<a href="#">West Virginia Business College</a>	1052 Main Street Wheeling, WV 26003	00010484	Final Council Action Following Remand	April 10, 2017
<a href="#">Spanish-American Institute</a>	240 West 35th Street, 2nd Floor New York, NY 10001	00010791	Denial of Renewal of Accreditation	March 3, 2017
<a href="#">DuBois Business College</a>	One Beaver Dr. DuBois, PA 15801	00011225	Institution chose not to appeal and ceased operations on 09/22/16	August 26, 2016
<a href="#">CENSA International College</a>	4481 NW 167th St. Miami Gardens, FL 33055	00248377	Denial of Initial Grant of Accreditation	August 26, 2016



December 13, 2016

**VIA E-MAIL ONLY - REVISED**

*mainc@dbcollege.edu*

Ms. Jackie Syktich  
President  
DuBois Business College  
One Beaver Drive  
DuBois, PA 15801

**Subject: Approval of Teach-Out Agreements and Plans - Corrected**

Dear Ms. Syktich:

DUBOIS BUSINESS COLLEGE, DUBOIS, PENNSYLVANIA	ID CODE 00011225(MC)
DUBOIS BUSINESS COLLEGE, OIL CITY, PENNSYLVANIA	ID CODE 00012819(BC)
DUBOIS BUSINESS COLLEGE, HUNTINGDON, PENNSYLVANIA	ID CODE 00012824(BC)

The Council has reviewed the teach-out agreements submitted by the institution with Laurel Technical Institute, Pittsburgh Technical College, South Hills School of Business & Technology, and Butler County Community College, as part of its institutional closure application. In accordance with Section 2-2-303 of the Accreditation Criteria, the Council approves the teach-out agreements and plans.

As described in the teach-out plan and articulated in the agreements, a DuBois Business College credential will be awarded as part of these arrangements, as approved and confirmed by the Pennsylvania State Division of Private Licensed Schools.

Further, the Council acknowledges the completion of all requirements for the campus closure application.

Sincerely,

(b)(6)

Perliter Walters-Gilliam  
Vice President - Accreditation

c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education ([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))  
Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools ([plandis@pa.gov](mailto:plandis@pa.gov))  
Ms. Nancy Gifford, School Participation Division Region III ([nancy.paula.gifford@ed.gov](mailto:nancy.paula.gifford@ed.gov))  
Ms. Alekia Campbell, School Participation Division Pennsylvania ([Alekia.campbell@ed.gov](mailto:Alekia.campbell@ed.gov))



**Real Degrees  
for the Real World.**

Laurel Business Institute, Suite 2014, 847 North Main Street, Meadville, PA 16335, hereby agrees to provide teach-out services to currently enrolled students at DuBois Business College. The following DuBois Business College programs will be completed via teach-out services provided by Laurel Business Institute in accordance with the current Board-approved program description:

Accounting/Business Administration	90 credits	1760 Hours	ASB Degree
Administrative Medical Assistant	90 credits	1760 Hours	ASB Degree
Clinical Medical Assistant	105 credits	2060 Hours	ASB Degree
Computer Applications/Management	90 credits	1760 Hours	ASB Degree
Entertainment Production Business	106 credits	2100 Hours	ASB Degree
Executive Assistant	90 credits	1760 Hours	ASB Degree
Information Systems Support Technician	90 credits	1760 Hours	ASB Degree
Legal Assistant	90 credits	1760 Hours	ASB Degree
Accounting Assistant	46 credits	900 Hours	Diploma
Office Assistant	46 credits	900 Hours	Diploma
Computer Systems Support Technician	61 credits	1200 Hours	Diploma

Training/teach-out services will be provided at Laurel Business Institute locations. DuBois Business College has authorized Laurel Business Institute to award all DuBois Business College degrees for students participating in a teach-out agreement. DuBois Business College will provide transcripts of students participating in the teach-out to Laurel Business Institute for processing.

There is no unearned tuition for DuBois Business College students; therefore DuBois Business College students will be required to apply for loans and/or financial aid, or to privately pay tuition/fees to Laurel Business Institute for the remaining portion of their program.

Date of DuBois Business College Closure: September 22, 2016

Teach-Out Effective Date: September 22, 2016

(b)(6)

Janice D. Syktich, President  
DuBois Business College

(b)(6)

Signature

Laurel Business Institute

# DuBois Business College

Call: 1-800-692-6213

[www.dbcollege.edu](http://www.dbcollege.edu)

Main DuBois Campus  
One Beaver Drive  
DuBois, PA 15801  
P: (814) 371-6920  
F: (814) 371-3974  
main@dbcollege.edu

Huntingdon County Campus  
1001 Moore Street  
Huntingdon, PA 16652  
P: (814) 641-8440  
F: (814) 641-0205  
hcc@dbcollege.edu

Oil City Campus  
701 East Third Street  
Oil City, PA 16301  
P: (814) 677-1322  
F: (814) 677-5237  
ocr@dbcollege.edu

Philipsburg Location  
200 Shady Lane  
Suite 100  
Philipsburg, PA 16966  
P: (814) 343-6222  
F: (814) 343-6169

"But my God shall supply all of your needs according to His riches in glory by Christ Jesus." - Phil. 4:19

Pittsburgh Technical College, 1111 McKee Road, Oakdale, PA 15070, hereby agrees to provide teach-out services to currently enrolled students at DuBois Business College. The following DuBois Business College programs will be completed via teach-out services provided by Pittsburgh Technical College in accordance with the current Board-approved program description:

Accounting/Business Administration	90 credits	1760 Hours	ASB Degree
Administrative Medical Assistant	90 credits	1760 Hours	ASB Degree
Clinical Medical Assistant	105 credits	2060 Hours	ASB Degree
Information Systems Support Technician	90 credits	1760 Hours	ASB Degree

Training/teach-out services will be provided at Pittsburgh Technical College locations or online. Students will have access to all Pittsburgh Technical College services including employment search assistance. DuBois Business College has authorized Pittsburgh Technical College to award all DuBois Business College degrees for students participating in a teach-out agreement. DuBois Business College will provide transcripts of students participating in the teach-out to Pittsburgh Technical College for processing.

There is no unearned tuition for DuBois Business College students; therefore DuBois Business College students will be required to apply for loans and/or financial aid, or to privately pay tuition/fees to Pittsburgh Technical College for the remaining portion of their program.

In addition, Pittsburgh Technical College will assist any student wishing to transfer.

Date of DuBois Business College Closure: September 22, 2016

Teach-Out Effective Date: September 22, 2016

(b)(6)

Signature

Jackie D. Sytkich, President  
DuBois Business College

(b)(6)

Signature

Greg DeFeo, President  
Pittsburgh Technical College

# DuBois Business College

Call: 1-800-692-6213

Main DuBois Campus  
One Beaver Drive  
DuBois, PA 15801  
P: (814) 371-6920  
F: (814) 371-3974  
mainc@dbccollege.edu

Huntingdon County Campus  
1001 Moore Street  
Huntingdon, PA 16652  
P: (814) 641-0440  
F: (814) 641-0205  
hcc@dbccollege.edu

Oil City Campus  
701 East Third Street  
Oil City, PA 16301  
P: (814) 677-1322  
F: (814) 677-8237  
occ@dbccollege.edu

Philipsburg Location  
200 Shady Lane  
Suite 100  
Philipsburg, PA 16866  
P: (814) 343-5222  
F: (814) 343-5169

[www.dbcollege.edu](http://www.dbcollege.edu)

*DuBois College will supply all of your needs according to the needs in glory by Christ Jesus. Phil 2:13*

South Hills School of Business & Technology, 480 Waupelani Drive, State College, PA 16801, hereby agrees to provide teach-out services to currently enrolled students at DuBois Business College. The following DuBois Business College programs will be completed via teach-out services provided by South Hills School of Business & Technology in accordance with the current Board-approved program description:

Accounting/Business Administration	90 credits	1760 Hours	ASB Degree
Administrative Medical Assistant	90 credits	1760 Hours	ASB Degree
Clinical Medical Assistant	105 credits	2060 Hours	ASB Degree
Computer Applications/Management	90 credits	1760 Hours	ASB Degree
Entertainment Production Business	106 credits	2100 Hours	ASB Degree
Executive Assistant	90 credits	1760 Hours	ASB Degree
Information Systems Support Technician	90 credits	1760 Hours	ASB Degree
Legal Assistant	90 credits	1760 Hours	ASB Degree
Accounting Assistant	46 credits	900 Hours	Diploma
Office Assistant	46 credits	900 Hours	Diploma
Computer Systems Support Technician	61 credits	1200 Hours	Diploma

Training/teach-out services will be provided at South Hills School of Business & Technology locations. DuBois Business College has authorized South Hills School of Business & Technology to award all DuBois Business College degrees for students participating in a teach-out agreement. DuBois Business College will provide transcripts of students participating in the teach-out to South Hills School of Business & Technology for processing.

There is no unearned tuition for DuBois Business College students; therefore DuBois Business College students will be required to apply for loans and/or financial aid, or to privately pay tuition/fees to South Hills School of Business & Technology for the remaining portion of their program.

Date of DuBois Business College Closure:

September 22, 2016

Teach-Out Effective Date:

September 22, 2016

(b)(6)

[Redacted Signature]

Signature

Jackie D. Syktich, President  
DuBois Business College

(b)(6)

[Redacted Signature]

Signature

South Hills School of Business & Technology

Butler County Community College, Suite C, 1200 Wood Street, Brockway, PA 15824 hereby agrees to provide teach-out services to currently enrolled students at DuBois Business College. The following DuBois Business College programs will be completed via teach-out services provided by Butler County Community College in accordance with the current Board-approved program description:

Accounting/Business Administration	90 credits	1760 Hours	ASB Degree
Administrative Medical Assistant	90 credits	1760 Hours	ASB Degree
Clinical Medical Assistant	105 credits	2060 Hours	ASB Degree
Computer Applications/Management	90 credits	1760 Hours	ASB Degree
Entertainment Production Business	106 credits	2100 Hours	ASB Degree
Executive Assistant	90 credits	1760 Hours	ASB Degree
Information Systems Support Technician	90 credits	1760 Hours	ASB Degree
Legal Assistant	90 credits	1760 Hours	ASB Degree
Accounting Assistant	46 credits	900 Hours	Diploma
Office Assistant	46 credits	900 Hours	Diploma
Computer Systems Support Technician	61 credits	1200 Hours	Diploma

Training/teach-out services will be provided at Butler County Community College locations. DuBois Business College has authorized Butler County Community College to award all DuBois Business College degrees for students participating in a teach-out agreement. DuBois Business College will provide transcripts of students participating in the teach-out to Butler County Community College for processing.

There is no unearned tuition for DuBois Business College students; therefore DuBois Business College students will be required to apply for loans and/or financial aid, or to privately pay tuition/fees to Butler County Community College for the remaining portion of their program.

Date of DuBois Business College Closure: September 22, 2016

Teach-Out Effective Date: September 22, 2016

(b)(6)

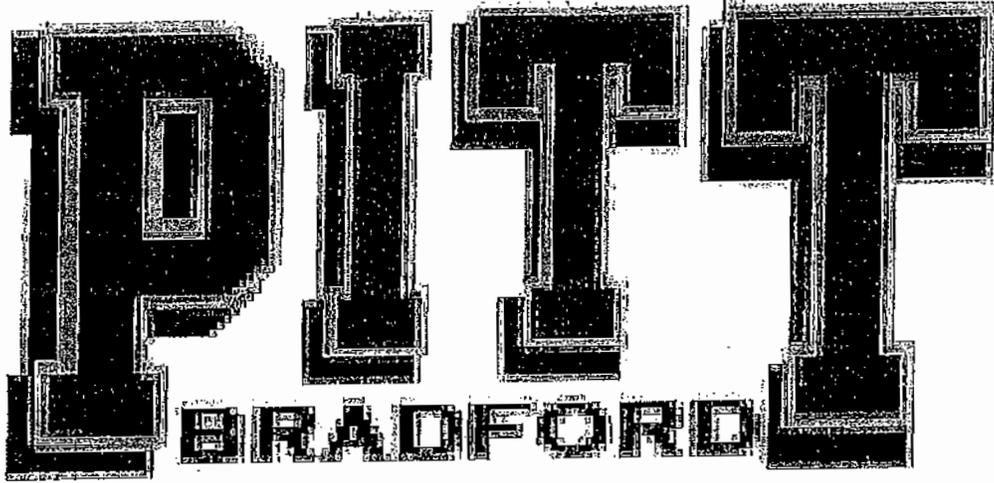
Signature

Jackie D. Syktich, President  
DuBois Business College

(b)(6)

Signature

Dr. Nicholas C. Neupauer  
Butler County Community College



Cindy A Nowacki  
Assistant Director of Admissions  
Transfer and Non Traditional Counselor  
University of Pittsburgh at Bradford  
300 Campus Drive  
Bradford, PA 16701  
[Can18@pitt.edu](mailto:Can18@pitt.edu)  
1-800-872-1787

Will be at DBC Main Campus on  
Wednesday, Sept. 14, 2016  
From 10 a.m. to 2 p.m.

**TWO TOURS SCHEDULED  
FOR COLLEGE VISITS**

**SOUTH HILLS SCHOOL OF BUSINESS  
ALTOONA – 10:30 A.M.  
WEDNESDAY, SEPTEMBER 14<sup>TH</sup>, 2016  
TOUR – HOLLY EMERICK**

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**LOCK HAVEN UNIVERSITY  
CLEARFIELD CAMPUS – 10:00 A.M.  
THURSDAY, SEPTEMBER 15<sup>TH</sup>, 2016  
TOUR – CASEY FRIEBERG**

St. Francis University  
12 NOON  
Visit @DBC

# Saint Francis University

will be at DBC

Main Campus on

*Thursday*

~~Wednesday,~~

September ~~14~~<sup>15</sup> at

lunch time.

**PTI**

WILL BE AT DBC  
TOMORROW,

SEPT. 15 AT 10:30 TO  
SPEAK WITH ALL OF THE  
STUDENTS IN ROOM 115  
AND THEN IN ROOM 109  
ON AN INDIVIDUAL BASIS.

HE WILL BE HERE UNTIL  
APPROX. 12:30



Mt. Aloysius will be here  
Monday, September 19,  
From 11:30 to 1 p.m.

During lunch to talk to the  
students.

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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-123



December 21, 2016

VIA E-MAIL AND CERTIFIED MAIL

Mr. Jack Massimino  
Chief Executive Officer  
Corinthian Colleges, Inc.  
560 Mission Street, 27<sup>th</sup> Floor  
San Francisco, CA 84105

*blanca.young@mtc.com*

**Subject: Debarment Notice – Five Years**

Dear Mr. Massimino:

On April 27, 2015, four (4) branch campuses of Everest College in California ceased operations without providing an appropriate teach-out or refunds to students enrolled at the time of closure. In a letter dated August 26, 2015, the Council notified you of its intent to bar you from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for five (5) years, until December 31, 2020, in accordance with Section 2-3-900 of the *Accreditation Criteria*.

In accordance with Section 2-3-900 of the *Accreditation Criteria*, you were entitled to present information and materials to appeal the intent to bar action. At the scheduled in-writing hearing review on December 2, 2016, the Council reviewed the November 5, 2015, and November 15, 2016, responses provided by your attorney on your behalf.

As a result of its review, the Council has determined that, as the chief executive officer of the corporation, you were responsible for the actions of the institution that preceded the decision to precipitously close the four campuses, and the campuses' failure to submit to ACICS teach-out plans that were to be executed in the interest of students. Therefore, the Council acted to bar you from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for a period of five (5) years from the original date of the *Intent to Bar Notice*, until August 26, 2020.

The final debarment action will be published on the ACICS website. If you have any questions, please contact Ms. Katie Morrison at [kmorrison@acics.org](mailto:kmorrison@acics.org) or (202) 336-6783.

Mr. Jack Massimino  
December 21, 2016  
Page 2

Sincerely,

(b)(6)

A large rectangular area of the document is redacted with a solid blue color, obscuring the signature and any handwritten notes.

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)
- Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education  
(leeza.rifredi@dca.ca.gov)
- Ms. Perliter Walters-Gilliam, ACICS Vice President - Accreditation  
(pwgilliam@acics.org)



December 21, 2016

VIA E-MAIL AND CERTIFIED MAIL

Mr. Earl Weston  
Owner  
Missouri College  
7928 Allot Avenue  
Fort Collins, CO 80525

*4westons@gmail.com*

Dear Mr. Weston:

**Subject: Intent to Bar Notice – Earl Weston**

On November 3, 2016, ACICS received official notification of the closure of Missouri College on November 1, 2016<sup>1</sup>. According to our records, and as indicated in the notification letter, you were the sole shareholder of Missouri College, 1405 South Hanley Road, Brentwood, MO 63144 (ID Code 00040730).

Pursuant to Section 2-2-300, “[i]n all instances of termination of activity at either main or nonmain campuses, ACICS must be assured that provision is made for presently enrolled students to complete the program of instruction for which they have enrolled, either at that institution or at another acceptable institution. In addition, ACICS must be assured that student academic transcripts are safely stored and protected and that the transcripts will be accessible to students and alumni indefinitely. ACICS and the appropriate regulatory agency must be notified of the arrangements made in this regard.” In cases where campuses do not comply with this provision, the Council may, pursuant to Section 2-3-900, bar a person from being an owner, senior administrator, or governing board member of an ACICS-accredited institution.

The following is a description of the specific reasons that Missouri College did not meet Section 2-2-300 of the *Accreditation Criteria*:

1. The institution did not complete a campus closure application, as directed by ACICS, to include the following items:
  - Pertinent student information to evidence that each student enrolled at the time of closure was offered an acceptable educational outcome.
  - An appropriate teach-out plan that provided an acceptable outcome for each student to include teach-out and/or transfer-out agreements.
  - Evidence that the student records would be appropriately maintained.

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<sup>1</sup>Document entitled “Missouri College\_Closure ACICS Notification” received on November 3, 2016.

2. The last information received from Weston Education Group was the written notification of Missouri College's closure, e-mailed to ACICS by the national director of accreditation for Heritage College/Heritage Institute/Missouri College, which indicated the following:
  - o Missouri College sent closure notices to all students, via e-mail. Some students did not originally receive the notice due to a technical error and the students were resent the notice.
  - o Missouri College was working on locating other institutions to teach out its students, and stated it would provide a formal teach-out plan in the coming days.
  - o Contact was made with various state associations.

The Council e-mailed the national director of accreditation for Heritage College/Heritage Institute/Missouri College, to follow-up on the submission and execution of a teach-out plan, but the e-mail was returned as unsuccessful. While some information has been provided by the former campus president, Mr. Karl Petersen, a complete teach-out plan was not provided and attempts to get information about the whereabouts of the students have been unsuccessful. No documentation was uploaded to the campus closure application made available to the institution in the ACICS Member Center.

### **Council Action**

Therefore, the Council has acted to issue an *Intent to Bar Notice* to you, Mr. Earl Weston, for ten years through December 31, 2026.

As per Section 2-3-900 of the Accreditation Criteria, you are entitled to present information and materials in writing or in person to appeal the intent to bar at the next scheduled meeting of the Council. If you intent to appeal the intent to bar notice, you must inform the Council office in writing within ten days of receipt of this notice that you will appeal the intent to bar in writing or in person. The Council also needs any written materials that you wish to be reviewed as a part of this decision to be submitted by **March 1, 2017**.

If you choose not to appeal this *Intent to Bar Notice*, then the Council's decision for debarment is final and no additional appeal rights are available under these procedures. All final debarment actions will be published on the ACICS website.

Mr. Earl Weston  
December 21, 2016  
Page 3

If you have any questions, please contact Ms. Katie Morrison, Accreditation Coordinator, at kmorrison@acics.org or (202) 336-6783.

Sincerely,

(b)(6)

A large rectangular area of the document is redacted with a solid blue color. The redaction covers the signature and any text that might have been present below the salutation.

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Mr. Leroy Wade, Missouri Department of Higher Education (leroy.wade@dhe.mo.gov)  
Ms. Perliter Walters-Gilliam, ACICS Vice President - Accreditation  
(pwgilliam@acics.org)



February 3, 2017

VIA E-MAIL AND CERTIFIED MAIL

Mr. Earl Weston  
Owner  
Missouri College  
7928 Allot Avenue  
Fort Collins, CO 80525

*4westons@gmail.com*

**Subject: Debarment Notice – Ten Years**

Dear Mr. Weston:

On November 1, 2016, Missouri College ceased operations without providing an appropriate teach-out or refunds to students enrolled at the time of closure. Hence, pursuant to Section 2-3-900 of the *Accreditation Criteria*, the Council, in its December 21, 2016, letter, notified you of its intent to bar you from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for ten (10) years.

As a result of this *Intent to Bar* notice, you were entitled to present information and materials to appeal this decision at the Council's next scheduled meeting, if you informed the Council's office of your desire to appeal the intent to bar within ten (10) business days of original receipt of the notice. However, according to our records, you did not provide such notification and have exhausted your right to appeal the *Intent to Bar* action.

Therefore, the Council's decision is final and you are debarred from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for a period of ten (10) years through December 31, 2026. No additional appeal rights are available.

The final debarment action will be published on the ACICS website. If you have any questions, please contact Ms. Katie Morrison at [kmorrison@acics.org](mailto:kmorrison@acics.org) or (202) 336-6783.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

Mr. Earl Weston  
February 3, 2017  
Page 2

c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Mr. Leroy Wade, Missouri Department of Higher Education (leroy.wade@dhe.mo.gov)  
Ms. Perliter Walters-Gilliam, Vice President - Accreditation (pwgilliam@acics.org)



December 27, 2016

VIA E-MAIL AND CERTIFIED MAIL

Ms. Bárbara Alonso  
1256 Ponce de Leon Ave.  
Stop 18 1/2  
San Juan, PR 00907

*balonso@mbtipr.edu*

**Subject: Intent to Bar Notice – MBTI Business Training Institute President**

Dear Ms. Alonso:

On September 26, 2016, ACICS received official notification from you of the imminent closure of MBTI Business Training Institute (MBTI) on September 30, 2016. According to ACICS's records, the MBTI website, and your e-mail notification to the Council, you were one of the MBTI board members and the president of the institution, which included a main campus in Santurce, PR (ID Code 00010107); and three branch campuses in Fajardo, PR (ID Code 00039406), Bayamon, PR (ID Code 00039407), and Mayaguez, PR (ID Code 00070623).

Pursuant to Section 2-2-300, “[i]n all instances of termination of activity at either main or nonmain campuses, ACICS must be assured that provision is made for presently enrolled students to complete the program of instruction for which they have enrolled, either at that institution or at another acceptable institution.” In cases where campuses do not comply with this provision, the Council may, pursuant to Section 2-3-900, bar a person from being an owner, senior administrator, or governing board member of an ACICS-accredited institution.

While the Council acknowledges that the institution provided some options for students by inviting other institutions to visit its campuses to offer transfer and admissions services to the MBTI students, which did occur on September 26 and September 28, 2016, you informed the ACICS representative over the phone that you made the decision not to submit a teach-out plan due to the limited time frame. Additionally, below is a description of the specific reasons that MBTI Business Training Institute did not meet Section 2-2-300 of the *Accreditation Criteria*:

1. The institution ceased academic activities several weeks prior to the noted closure on September 15, 2016, without notice to students until a declaration of academic recess for the week of September 19, 2016.
2. The institution did not complete campus closure applications, as directed by ACICS, to include the following items:

- Pertinent student information to evidence that each student enrolled at the time of closure was offered an acceptable educational outcome.
  - An appropriate teach-out plan that provided an acceptable outcome for each student to include teach-out and/or transfer-out agreements.
  - Evidence that student records would be appropriately maintained.
3. The institution indicated to ACICS that it would provide Consejo de Educación de Puerto Rico (CEPR) and ACICS with a list of students who were enrolled at the time of closing along with their available financial aid balance, those who were able to transfer, and those who could not be transferred or located. However, this information has not been received by ACICS.

### Council Action

Therefore, the Council has acted to issue an *Intent to Bar Notice* to you, Ms. Bárbara Alonso, for ten years through December 31, 2026.

As per Section 2-3-900 of the *Accreditation Criteria*, you are entitled to present information and materials in writing to appeal the intent to bar at the Council's next scheduled meeting. If you intend to appeal this *Intent to Bar Notice*, you must notify the Council, in writing, within ten days of initial receipt of this notice. Any materials that you wish to be considered as part of your appeal must be submitted electronically and in hard-copy by **March 1, 2017**.

If you choose not to appeal this *Intent to Bar Notice*, then the Council's decision for debarment is final, and no additional appeal rights are available under these procedures. All final debarment actions will be published on the ACICS website.

If you have any questions, please contact Ms. Katie Morrison, Accreditation Coordinator, at [kmorrison@acics.org](mailto:kmorrison@acics.org) or (202) 336-6783.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))  
Mr. David Báez Dávila, Consejo de Educación de Puerto Rico ([dbaez@ce.pr.gov](mailto:dbaez@ce.pr.gov))  
Ms. Perliter Walters-Gilliam, ACICS Associate Vice President ([pwgilliam@acics.org](mailto:pwgilliam@acics.org))



April 18, 2017

VIA CERTIFIED E-MAIL

*balonso@mbtipr.edu*

Ms. Bárbara Alonso-Vila  
MBTI Business Training Institute President & Board Member

**Subject: Debarment Notice – Five Years**

Dear Ms. Alonso-Vila:

On September 26, 2016, ACICS received official notification from MBTI Business Training Institute (MBTI), an institution consisting of one main campus and three branch campuses, of its imminent closure on September 30, 2016. An unannounced visit conducted to the institution following the notification indicated that it had ceased academic activity starting on September 15, 2016, with an academic recess declared the week of September 19, 2016. MBTI provided minimal options for students by hosting other institutions at its campuses to offer transfer and admissions services to its students. However, the institution ceased operations without providing an appropriate teach-out or refunds to students enrolled at the time of closure, and without completing appropriate campus closure applications, as directed by ACICS. The institution notified ACICS that it would provide the Consejo de Educación de Puerto Rico (CEPR) and ACICS with a list of students who were enrolled at the time of closing along with their available financial aid balance, those who were able to transfer, and those who could not be transferred or located, but failed to do so.

In a letter dated December 27, 2016, the Council notified you of its intent to bar you from being an owner, senior administrator, or governing board member of an ACICS-accreditation institution for ten (10) years, until December 31, 2026, in accordance with Section 2-3-900 of the *Accreditation Criteria*. Accordingly, you were entitled to present information and materials to appeal the intent to bar action. The Council reviewed your February 25, 2017, response during its April 2017 meeting.

As a result of its review, the Council has determined that, as the institution's president and a member of the board of directors of MBTI, you were responsible for staying up-to-date on the institution's operations and financial responsibilities, independent of the previous on-site administrator's actions, and using your judgment to analyze all matters impacting the institution, which may have led to the board's decision to close the institution. As the impetus for the intent to bar action, however, you were responsible for guiding and supporting the institution in its effort to submit to ACICS a teach-out plan or evidence of refunds for current students at the time of closure. Therefore, the Council acted to bar you from being an owner, senior administrator, or

Ms. Bárbara Alonso-Vila  
April 18, 2017  
Page 2

governing board member of an ACICS-accredited institution for a period of five (5) years from the date of the Council's debarment action, until **April 7, 2022**.

The final debarment action will be published on the ACICS website. If you have any questions, please contact Ms. Katie Morrison at kmorrison@acics.org or (202) 336-6783.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Mr. Emilio E. Huyke, Consultant to MBTI Business Training Institute  
(ehuyke@yahoo.com)  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Mr. David Báez Dávila, Consejo de Educación de Puerto Rico (dbaez@ce.pr.gov)  
Ms. Perliter Walters-Gilliam, Vice President – Accreditation (pwgilliam@acics.org)



June 2, 2017 \*\*REVISED June 13, 2017\*\*

**VIA E-MAIL ONLY**

*candicegriffith@yahoo.com*

Dr. Candice Griffith  
Vice President / Director of Education  
Trumbull Business College  
3200 Ridge Road  
Warren, OH 44484

**Subject: Intent to Bar Notice**

Dear Dr. Griffith:

On March 9, 2017, ACICS prompted Trumbull Business College (ID Code 00010514) to submit a Campus Closure Application immediately, having seen a notice of upcoming closure on the institution's website, but not yet received such application. Following receipt of the application with its required documents, ACICS acknowledged the March 21, 2017, closure but noted that the institution had not provided evidence of its efforts to secure teach-out agreements with other institutions or provide refunds for its students.

According to ACICS' records, you were the vice president and director of education, as well as a 30 percent shareholder, of the institution at the time of its closure. Pursuant to Section 2-2-300, "[i]n all instances of termination of activity at either main or nonmain campuses, ACICS must be assured that provision is made for presently enrolled students to complete the program of instruction for which they have enrolled, either at that institution or at another acceptable institution." In cases where campuses do not comply with this provision, the Council may, pursuant to Section 2-3-900, bar a person from being an owner, senior administrator, or governing board member of an ACICS-accredited institution.

While the Council acknowledges that the institution provided some options for students by inviting three other institutions to visit its campus to be available to students who might have questions about transferring, Trumbull Business College did not meet Section 2-2-300 of the *Accreditation Criteria* because it did not assure ACICS, with evidence, that provision was made for enrolled students to complete the program of study for which they enrolled.

The institution did not have teach-out agreements with other institutions. When asked, via e-mail, for an updated audit of students to indicate which students graduated, withdrew, were refunded, and what institution students would be continuing at if they hadn't yet completed their programs, you identified five students who had graduated but noted that you did not have a list of where the students chose to attend, only some personal knowledge of what institution two

Dr. Candice Griffith

June 13, 2017

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enrolled students were headed to. Hence, the institution is also not tracking where students transferred to, if they were able to do so, to ensure that they are able to complete their programs of study. ACICS also inquired as to whether refunds would be rewarded to the students, as an alternative, but received no information on the matter.

### **Council Action**

Therefore, the Council has acted to issue an *Intent to Bar Notice* to you, Dr. Candice Griffith, for five (5) years through December 31, 2022.

As per Section 2-3-900 of the *Accreditation Criteria*, you are entitled to present information and materials, in writing or in person, to appeal the intent to bar at the Council's next scheduled meeting. If you intend to appeal this *Intent to Bar Notice*, you must notify the Council, in writing, within ten (10) business days of initial receipt of this notice and remit the appropriate hearing fee, according to the [ACICS Schedule of Fees](#). Upon receipt of your intent to appeal notification with the fee, additional information concerning the proceedings will be forwarded to your attention.

If you choose not to appeal this *Intent to Bar Notice*, then the Council's decision for debarment is final, and no additional appeal rights are available under these procedures. All final debarment actions will be published on the ACICS website.

This *Intent to Bar Notice* was previously e-mailed to you at [cgriffith@trumbull.edu](mailto:cgriffith@trumbull.edu) on June 2, 2017, but was returned with a notification that the message could not be delivered to that e-mail address.

If you have any questions, please contact Ms. Katie Morrison, Senior Coordinator, Accreditation Compliance, at [kmorrison@acics.org](mailto:kmorrison@acics.org).

Sincerely,

(b)(6)



Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))
- Mr. John Ware, Ohio State Board of Career Colleges and Schools  
([john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us))
- Ms. Stephanie McCann, Ohio Board of Regents ([smccann@regents.state.oh.us](mailto:smccann@regents.state.oh.us))
- Ms. Perliter Walters-Gilliam, Vice President - Accreditation ([pwgilliam@acics.org](mailto:pwgilliam@acics.org))



July 30, 2017

**VIA E-MAIL AND CERTIFIED MAIL**

candicegriffith@yahoo.com

Dr. Candice Griffith  
Vice President / Director of Education  
Trumbull Business College  
3200 Ridge Road  
Warren, OH 44484

**Subject: Debarment Notice – Five Years**

Dear Dr. Griffith:

On March 21, 2017, Trumbull Business College closed without assuring ACICS that provision had been made for all enrolled students to complete the program of study for which they enrolled. Hence, pursuant to Section 2-3-900 of the *Accreditation Criteria*, the Council, in its June 13, 2017, letter, notified you of its intent to bar you from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for five (5) years.

As a result of this *Intent to Bar Notice*, you were entitled to present information and materials to appeal this decision at the Council's next scheduled meeting, if you informed the Council's office of your desire to appeal the *Intent to Bar* within ten (10) business days of original receipt of the notice. On June 14, 2017, you responded to the e-mailed notice of *Intent to Bar*, summarizing some events and the communications with ACICS leading up to the closure, and provided the name of the institution to which a few additional students transferred to, though many students remained unaccounted for. On June 22, 2017, you e-mailed the same list of students to ACICS, updated with information for two additional students. On both occasions, ACICS replied to the communications, stating that if you would like to appeal the *Intent to Bar* issued to you, you must indicate your intent in writing, as was noted in the *Intent to Bar Notice*. However, you did not provide such notification and have exhausted your right to appeal the *Intent to Bar* action.

Therefore, the Council's decision is final and you are debarred from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for a period of five (5) years through December 31, 2022. No additional appeal rights are available.

The final debarment action will be published on the ACICS website. If you have any questions, please contact Ms. Katie Morrison at [kmorrison@acics.org](mailto:kmorrison@acics.org).

Dr. Candice Griffith

July 30, 2017

Page 2

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Mr. John Ware, Ohio State Board of Career Colleges and Schools  
(john.ware@scr.state.oh.us)  
Ms. Stephanie McCann, Ohio Board of Regents (smccann@regents.state.oh.us)  
Ms. Perliter Walters-Gilliam, Vice President - Accreditation (pwgilliam@acics.org)

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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-124

# **Annual Financial Report (AFR) - 2017**

## **Profile Details:**

AGCSID:

Fiscal Year End: March

Ownership: Privately Held Corporation

## **AFR Contact Details:**

Title: Chief Financial Officer & Chief Administrative Officer

Name:

Phone:

Email:

## **Ownership Disclosure**

## **Senior Entity:**

## **Subsidiary Details**

### **Corporate Officer**

Name:

Title: Chief Financial Officer & Chief Administrative Officer

## **Statement Of Affirmation**

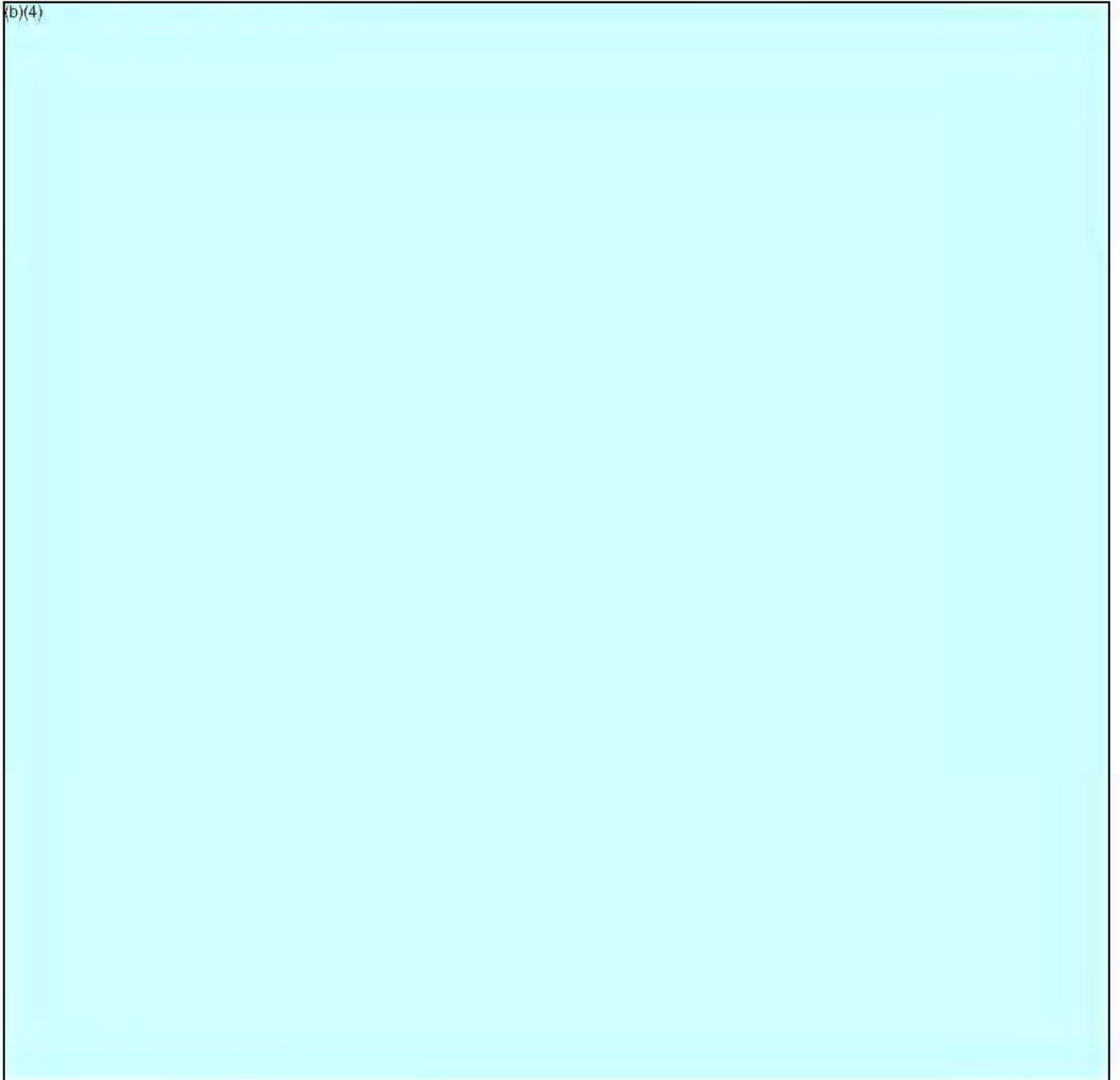
I hereby affirm that I am an officer or stockholder of the above named institution and that this Annual Financial Report has been prepared using the original records of the institution.

The following individual is authorized to be contacted regarding this institution's financial matters:

Annual Financial Report (AFR) - 2017

**Income Statement**

(b)(4)



**Balance Sheet**

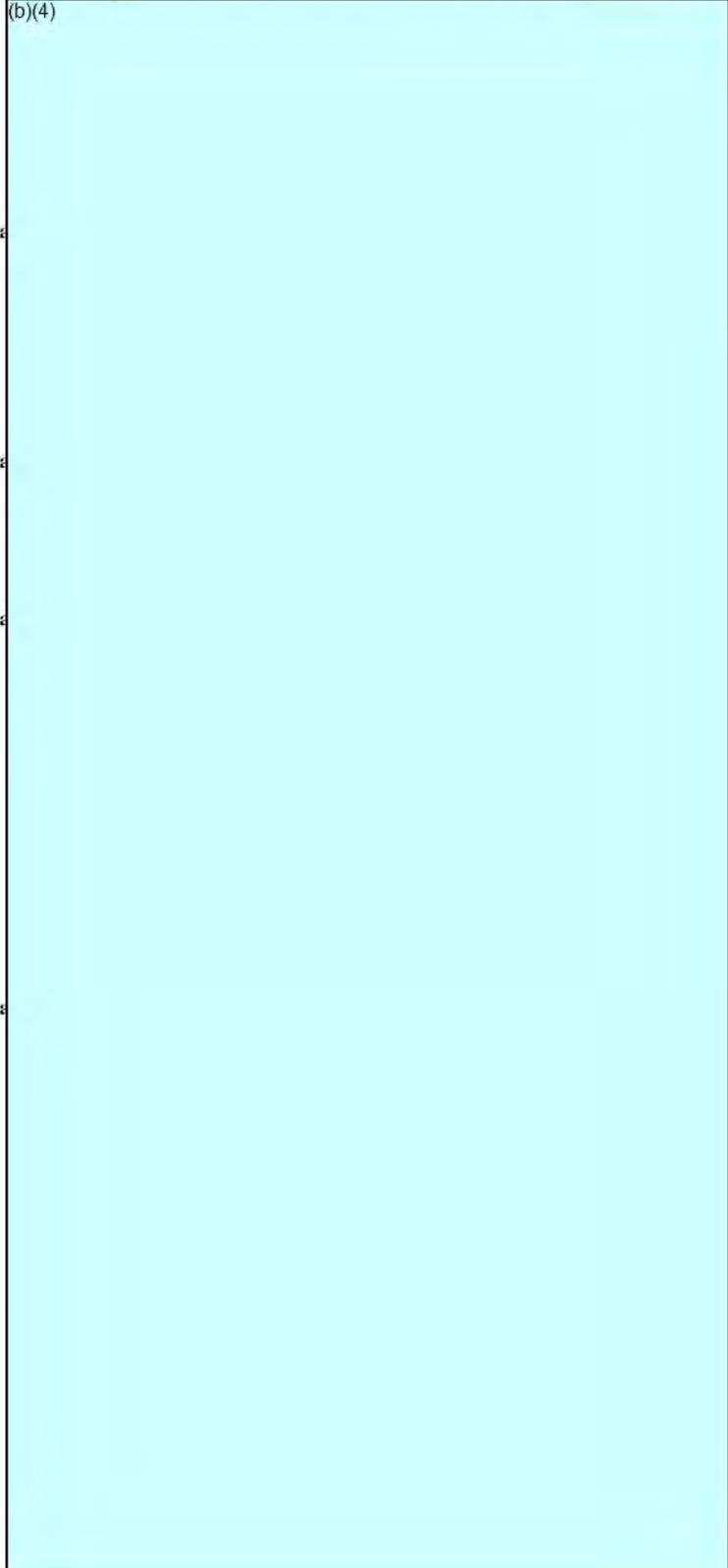
Current Assets

## Annual Financial Report (AFR) - 2017

	Latest Fiscal Year End	Previous Fiscal Year End
Cash - Unrestricted	(b)(4)	
Cash - Restricted		
Accounts Receivable, Students		
Accounts Receivable, Related Parties		
Accounts Receivable, Other		
Accounts Receivable (Gross Total)		
Allowance for Doubtful Accounts		
Accounts Receivable (Net Total)		
Notes Receivable, Related Parties		
Notes Receivable, Other		
Inventory - Books and Supplies		
Short Term Investments		
Prepaid Expenses		
Other Current Assets		
<b>Total Current Assets</b>		
<b>Fixed Assets</b>		
Buildings		
Accumulated Depreciation - Buildings		
Furniture and Equipment		
Accumulated Depreciation - Furniture and Equipment		
Leasehold Improvements		
Amortization of Leasehold Improvements		
Land		
Library		
Accumulated Depreciation - Library		
Other Fixed Assets		
Accumulated Depreciation - Other Fixed Assets		
<b>Total Fixed Assets</b>		
<b>Other Assets</b>		
Deposits		
Other Prepaid Expenses		
Goodwill		
Revolving Book Account		
SFA Matching Funds		
Other Assets		
<b>Total Other Assets</b>		
<b>Total Assets</b>		
<b>Current Liabilities</b>		
Accounts Payable - Trade		
Notes Payable - Equipment		
Notes Payable - Other		
Tuition Refunds Payable		
Current Portion - Long-Term Debt		
Payroll Taxes Payable		

# Annual Financial Report (AFR) - 2017

	Latest Fiscal Year End	Previous Fiscal Year End
Accrued Salaries and Wages	\$0.00	\$0.00
Unearned Tuition		
Unearned Dormitory Fees		
Other Current Liabilities		
<b>Total Current Liabilities</b>		
<b>Long-Term Liabilities</b>		
	Latest Fiscal	
Notes or Bonds Payable		
Mortgage Payable		
Other Long-Term Liabilities		
<b>Total Long-Term Liabilities</b>		
	Latest Fiscal	
<b>Total Liabilities</b>		
<b>Stockholder's Equity</b>		
	Latest Fiscal	
Preferred Stock		
Common Stock		
Other Equity		
Retained Earnings		
Beginning Balance		
Earnings/ Loss for Year		
Dividends		
Other Retained Earnings Changes		
Ending Balance		
<b>Total Stockholder's Equity</b>		
	Latest Fiscal	
<b>Total Liabilities and Stockholder's Equity</b>		
<b>Current Ratio</b>		
Current Assets/Current Liabilities		
<b><u>Disclosure</u></b>		
<b>Methods Used to Determine</b>		
Inventory - Books and Supplies		
Depreciation - Buildings (including useful lives)		



## Annual Financial Report (AFR) - 2017

Depreciation - Furniture and Equipment (including useful lives)	Straight line over 5 years
Depreciation - Library (including useful lives)	Straight line over 5 years
Depreciation - Other Fixed Assets (including useful lives)	Straight line over 5 years
Unearned Tuition (indicate if calculated ratably over period or other method)	Calculated ratably over period

### **Other Disclosures**

Total Accounts Receivable, Students, including the provision for bad debt	413292
Have adjustments been made to the stock, other equity, or other retained earnings line -times in the	No adjustments made
Terms of significant Notes Receivable	None
Terms of significant Notes Payable	None

## **Educational Income Explanation**

**Your Educational Income is not a positive value. Please supply a MANDATORY explanation.**

## **Loss Explanation**

**You have reported a loss. Please supply a MANDATORY explanation:**

# **Annual Financial Report (AFR) - 2017**

## **Profile Details:**

AGCSID:

Fiscal Year End: April

Ownership: Privately Held Corporation

## **AFR Contact Details:**

Title: Senior VP of Finance

Name:

Phone:

Email:

## **Ownership Disclosure**

### **Senior Entity:**

## **Subsidiary Details**

### **oCorporate Officer**

Name:

Title:

Address:

## **Statement Of Affirmation**

I hereby affirm that I am an officer or stockholder of the above named institution and that this Annual Financial Report has been prepared using the original records of the institution.

The following individual is authorized to be contacted regarding this institution's financial matters:

## Annual Financial Report (AFR) - 2017

### Income Statement

#### Educational Revenues

	Latest Fiscal Year End	Operating Ratios	Previous Fiscal Year End
Gross Tuition	\$9,781,479.00	110.30 %	\$11,750,393.00
Gross Contract Revenue	(\$190,800.00)	-2.15 %	(\$83,742.00)
Less: Tuition Refunds	\$0.00	0.00 %	\$0.00
Less: Textbook Expenses	\$722,779.00	8.15 %	\$885,720.00
<b>Total Educational Revenues</b>	<b>\$8,867,900.00</b>	<b>100.00 %</b>	<b>\$10,780,931.00</b>

#### Educational Expenses

	Latest Fiscal Year End	Operating Ratios	Previous Fiscal Year End
Instructional Salaries	\$1,445,153.00	16.30 %	\$1,492,370.00
Instructional Expenses	\$110,149.00	1.24 %	\$175,941.00
Student Recruitment	\$451,119.00	5.09 %	\$493,179.00
Depreciation of Equipment	\$165,159.00	1.86 %	\$306,333.00
Occupancy Expenses	\$1,332,839.00	15.03 %	\$1,298,584.00
Administrative Salaries	\$995,774.00	11.23 %	\$1,314,132.00
Officer Salaries	\$0.00	0.00 %	\$0.00
Administrative Expenses	\$2,979,126.00	33.59 %	\$3,167,130.00
Student Personnel Services	\$523,914.00	5.91 %	\$520,508.00
<b>Total Education Expenses</b>	<b>\$8,003,233.00</b>	<b>90.25 %</b>	<b>\$8,768,177.00</b>

	Latest Fiscal Year End	Previous Fiscal Year End
Educational Income (Loss)	\$864,667.00	\$2,012,754.00
<b>Operational Income (Loss)</b>	<b>\$1,029,826.00</b>	<b>\$2,319,087.00</b>

#### Other Income and Expenses

	Latest Fiscal Year End	Operating Ratios	Previous Fiscal Year End
Net Dormitory Income	\$0.00	0.00 %	\$0.00
Net Bookstore Operations Income	\$0.00	0.00 %	\$0.00
Net Interest Income and Expenses	(\$70,864.00)	-0.80 %	(\$89,185.00)
Net Other Income and Expenses	(\$507,621.00)	-5.72 %	(\$563,883.00)
Net Extraordinary and Unusual Income and Expenses	(\$6,683.00)	-0.08 %	\$0.00
<b>Total Other Income and Expenses</b>	<b>(\$585,168.00)</b>	<b>-6.60 %</b>	<b>(\$653,068.00)</b>

	Latest Fiscal Year End	Previous Fiscal Year End
<b>Net Income (Loss) before Taxes</b>	<b>\$279,499.00</b>	<b>\$1,359,686.00</b>
Federal and State Income Taxes	\$935,041.00	\$376,167.00
<b>Net Income (Loss) after Taxes</b>	<b>(\$655,542.00)</b>	<b>\$983,519.00</b>

### Balance Sheet

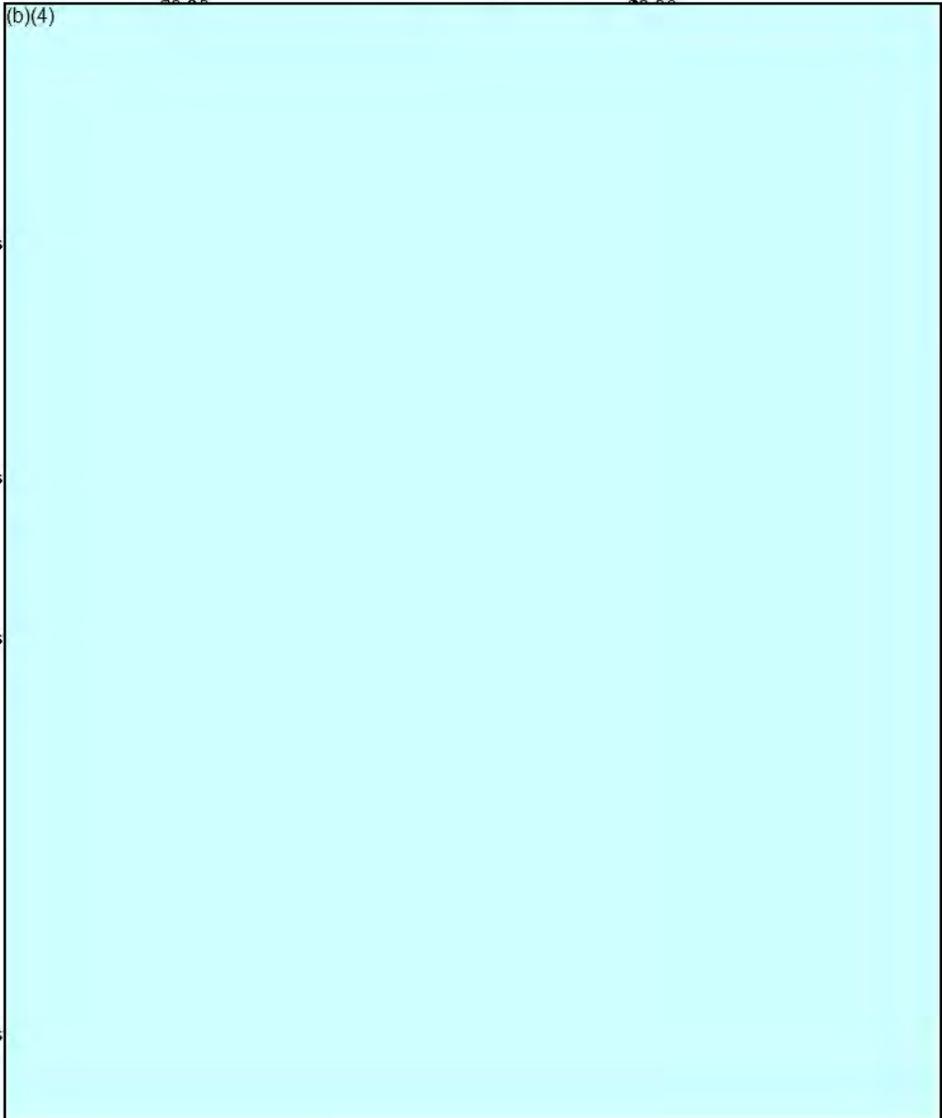
#### Current Assets

## Annual Financial Report (AFR) - 2017

	Latest Fiscal Year End	Previous Fiscal Year End
Cash - Unrestricted	(b)(4)	(b)(4)
Cash - Restricted	(b)(4)	(b)(4)
Accounts Receivable, Students	(b)(4)	(b)(4)
Accounts Receivable, Related Parties	(b)(4)	(b)(4)
Accounts Receivable, Other	(b)(4)	(b)(4)
Accounts Receivable (Gross Total)	(b)(4)	(b)(4)
Allowance for Doubtful Accounts	(b)(4)	(b)(4)
Accounts Receivable (Net Total)	(b)(4)	(b)(4)
Notes Receivable, Related Parties	(b)(4)	(b)(4)
Notes Receivable, Other	(b)(4)	(b)(4)
Inventory - Books and Supplies	(b)(4)	(b)(4)
Short Term Investments	(b)(4)	(b)(4)
Prepaid Expenses	(b)(4)	(b)(4)
Other Current Assets	(b)(4)	(b)(4)
<b>Total Current Assets</b>	(b)(4)	(b)(4)
<b>Fixed Assets</b>		
Buildings	(b)(4)	(b)(4)
Accumulated Depreciation - Buildings	(b)(4)	(b)(4)
Furniture and Equipment	(b)(4)	(b)(4)
Accumulated Depreciation - Furniture and Equipment	(b)(4)	(b)(4)
Leasehold Improvements	(b)(4)	(b)(4)
Amortization of Leasehold Improvements	(b)(4)	(b)(4)
Land	(b)(4)	(b)(4)
Library	(b)(4)	(b)(4)
Accumulated Depreciation - Library	(b)(4)	(b)(4)
Other Fixed Assets	(b)(4)	(b)(4)
Accumulated Depreciation - Other Fixed Assets	(b)(4)	(b)(4)
<b>Total Fixed Assets</b>	(b)(4)	(b)(4)
<b>Other Assets</b>		
Deposits	(b)(4)	(b)(4)
Other Prepaid Expenses	(b)(4)	(b)(4)
Goodwill	(b)(4)	(b)(4)
Revolving Book Account	(b)(4)	(b)(4)
SFA Matching Funds	(b)(4)	(b)(4)
Other Assets	(b)(4)	(b)(4)
<b>Total Other Assets</b>	(b)(4)	(b)(4)
<b>Total Assets</b>	(b)(4)	(b)(4)
<b>Current Liabilities</b>		
Accounts Payable - Trade	(b)(4)	(b)(4)
Notes Payable - Equipment	(b)(4)	(b)(4)
Notes Payable - Other	(b)(4)	(b)(4)
Tuition Refunds Payable	(b)(4)	(b)(4)
Current Portion - Long-Term Debt	(b)(4)	(b)(4)
Payroll Taxes Payable	(b)(4)	(b)(4)

# Annual Financial Report (AFR) - 2017

	Latest Fiscal Year End	Previous Fiscal Year End
Accrued Salaries and Wages		
Unearned Tuition		
Unearned Dormitory Fees		
Other Current Liabilities		
<b>Total Current Liabilities</b>		
 <b>Long-Term Liabilities</b>		
Notes or Bonds Payable		
Mortgage Payable		
Other Long-Term Liabilities		
<b>Total Long-Term Liabilities</b>		
<b>Total Liabilities</b>		
 <b>Stockholder's Equity</b>		
Preferred Stock		
Common Stock		
Other Equity		
Retained Earnings		
Beginning Balance		
Earnings/ Loss for Year		
Dividends		
Other Retained Earnings Changes		
Ending Balance		
<b>Total Stockholder's Equity</b>		
<b>Total Liabilities and Stockholder's Equity</b>		



## Current Ratio

Current Assets/Current Liabilities

2.1:1

## Disclosure

### Methods Used to Determine

Inventory - Books and Supplies  
 Depreciation - Buildings (including useful lives)

FIFO  
 STRAIGHT LINE 2 + 10 YEARS

## Annual Financial Report (AFR) - 2017

Depreciation - Furniture and Equipment (including useful lives)	STRAIGHT LINE 2 + 10 YEARS
Depreciation - Library (including useful lives)	STRAIGHT LINE 2 + 10 YEARS
Depreciation - Other Fixed Assets (including useful lives)	STRAIGHT LINE 2 + 10 YEARS
Unearned Tuition (indicate if calculated ratably over period or other method)	RATABLE OVER PERIOD

### Other Disclosures

Total Accounts Receivable, Students, including the provision for bad debt	(b)(4)
Have adjustments been made to the stock, other equity, or other retained earnings line	0
-times in the	
Terms of significant Notes Receivable	0
Terms of significant Notes Payable	0

### Loss Explanation

**You have reported a loss. Please supply a MANDATORY explanation:**

Reduction in population in the campus has resulted in a reduction in revenue. Costs remain in line with prior year due to fix faculty expenses resulting in a net loss. We are working to offer new programs that enable us to increase revenue.

# Annual Financial Report (AFR) - 2016

## Profile Details:

AGCSID:

Fiscal Year End: December

Ownership: Limited Liability Company

## AFR Contact Details:

Title: Director of Development

Name:

Phone:

Email:

## Ownership Disclosure

### Senior Entity:

## Subsidiary Details

Phone: **Corporate Officer**

Name:

Title:

Address:

## **Statement Of Affirmation**

I hereby affirm that I am an officer or stockholder of the above named institution and that this Annual Financial Report has been prepared using the original records of the institution.

The following individual is authorized to be contacted regarding this institution's financial matters:



## Annual Financial Report (AFR) - 2016

	Latest Fiscal Year End	Previous Fiscal Year End
Net Income (Loss) before Taxes	(b)(4)	
Federal and State Income Taxes	\$0.00	
Net Income (Loss) after Taxes	(b)(4)	

### **Balance Sheet**

#### **Current Assets**

	Latest Fiscal Year End	Previous Fiscal Year End
Cash - Unrestricted	(b)(4)	
Cash - Restricted	\$0.00	
Accounts Receivable, Students	\$0.00	
Accounts Receivable, Related Parties	\$0.00	
Accounts Receivable, Other	\$0.00	
Accounts Receivable (Gross Total)	\$0.00	
Allowance for Doubtful Accounts	\$0.00	
Accounts Receivable (Net Total)	\$0.00	
Notes Receivable, Related Parties	\$0.00	
Notes Receivable, Other	\$0.00	
Inventory - Books and Supplies	\$0.00	
Short Term Investments	\$0.00	
Prepaid Expenses	\$0.00	
Other Current Assets	\$0.00	
<b>Total Current Assets</b>	<b>(b)(4)</b>	

#### **Fixed Assets**

	Latest Fiscal Year End	Previous Fiscal Year End
Buildings	\$0.00	
Accumulated Depreciation - Buildings	\$0.00	
Furniture and Equipment	(b)(4)	
Accumulated Depreciation - Furniture and Equipment	\$0.00	
Leasehold Improvements	\$0.00	
Amortization of Leasehold Improvements	\$0.00	
Land	\$0.00	
Library	\$0.00	
Accumulated Depreciation - Library	\$0.00	
Other Fixed Assets	\$0.00	
Accumulated Depreciation - Other Fixed Assets	\$0.00	
<b>Total Fixed Assets</b>	<b>(b)(4)</b>	

## Annual Financial Report (AFR) - 2016

### Other Assets

	Latest Fiscal Year End	Previous Fiscal Year End
Deposits	\$0.00	
Other Prepaid Expenses	\$0.00	
Goodwill	\$0.00	
Revolving Book Account	\$0.00	
SFA Matching Funds	\$0.00	
Other Assets	(b)(4)	
<b>Total Other Assets</b>	(b)(4)	

	Latest Fiscal Year End	Previous Fiscal Year End
<b>Total Assets</b>	(b)(4)	

### Current Liabilities

	Latest Fiscal Year End	Previous Fiscal Year End
Accounts Payable - Trade	(b)(4)	
Notes Payable - Equipment	\$0.00	
Notes Payable - Other	(b)(4)	
Tuition Refunds Payable	\$0.00	
Current Portion - Long-Term Debt	\$0.00	
Payroll Taxes Payable	\$0.00	
Accrued Salaries and Wages	\$0.00	
Unearned Tuition	(b)(4)	
Unearned Dormitory Fees	\$0.00	
Other Current Liabilities	(b)(4)	
<b>Total Current Liabilities</b>	(b)(4)	

### Long-Term Liabilities

	Latest Fiscal Year End	Previous Fiscal Year End
Notes or Bonds Payable	\$0.00	
Mortgage Payable	\$0.00	
Other Long-Term Liabilities	(b)(4)	
<b>Total Long-Term Liabilities</b>	(b)(4)	

	Latest Fiscal Year End	Previous Fiscal Year End
<b>Total Liabilities</b>	(b)(4)	

# Annual Financial Report (AFR) - 2016

## Stockholder's Equity

	Latest Fiscal Year End	Previous Fiscal Year End
Preferred Stock	\$0.00	
Common Stock	\$0.00	
Other Equity	(b)(4)	
Retained Earnings		
Beginning Balance	\$0.00	
Earnings/ Loss for Year	\$0.00	
Dividends	\$0.00	
Other Retained Earnings Changes	\$0.00	
Ending Balance	\$0.00	
<b>Total Stockholder's Equity</b>	(b)(4)	

	Latest Fiscal Year End	Previous Fiscal Year End
<b>Total Liabilities and Stockholder's Equity</b>	(b)(4)	

## Current Ratio

Current Assets/Current Liabilities 0.11:1

## Disclosure

### Methods Used to Determine

Inventory - Books and Supplies	Google Spreadsheet
Depreciation - Buildings (including useful lives)	n/ a
Depreciation - Furniture and Equipment (including useful lives)	Property and equipment are stated at cost and depreciated over their estimated useful lives using the straight-line method. Routine repairs and maintenance are charged to expense when incurred. When property and equipment are retired or sold, the related cost and accumulated depreciation are removed from the respective accounts, and the resulting gains and losses are included in income.
Depreciation - Library (including useful lives)	n/ a
Depreciation - Other Fixed Assets (including useful lives)	The Company reviews for impairment of long-lived assets in accordance with accounting standards. These standards require companies to determine if changes in circumstances indicate that the carrying amount of its long-lived assets may not be recoverable. If a change in circumstances warrants such an evaluation, undiscounted future cash flows from the use and ultimate disposition of the asset, as well as respective market values, are estimated to determine if an impairment exists. Management believes that there has been no impairment of the carrying value of its long-lived assets at December 31, 2015 and 2014.
Unearned Tuition (indicate if calculated ratably over period or other method)	included in current liabilities

# Annual Financial Report (AFR) - 2016

## **Other Disclosures**

Total Accounts Receivable, Students, including the provision for bad debt	see attached AFS
Have adjustments been made to the stock, other equity, or other retained earnings line -times in the	see attached AFS
Terms of significant Notes Receivable	see attached AFS
Terms of significant Notes Payable	see attached AFS

## **Current Ratio Explanation**

**The current ratio is below 1:1. Please supply a MANDATORY explanation:**

## **Loss Explanation**

**You have reported a loss. Please supply a MANDATORY explanation:**

# **Annual Financial Report (AFR) - 2017**

## **Profile Details:**

AGCSID:

Fiscal Year End: June

Ownership: Privately Held Corporation

## **AFR Contact Details:**

Title: CEO

Name:

Phone:

Email:

## **Ownership Disclosure**

### **Senior Entity:**

## **Subsidiary Details**

### **Corporate Officer**

Name:

Title:

Address:

## **Statement Of Affirmation**

I hereby affirm that I am an officer or stockholder of the above named institution and that this Annual Financial Report has been prepared using the original records of the institution.

The following individual is authorized to be contacted regarding this institution's financial matters:

# Annual Financial Report (AFR) - 2017

## Income Statement

### Educational Revenues

Gross Tuition  
Gross Contract Revenue  
Less: Tuition Refunds  
Less: Textbook Expenses  
**Total Educational Revenues**

### Educational Expenses

Instructional Salaries  
Instructional Expenses  
Student Recruitment  
Depreciation of Equipment  
Occupancy Expenses  
Administrative Salaries  
Officer Salaries  
Administrative Expenses  
Student Personnel Services  
**Total Education Expenses**

Educational Income (Loss)  
**Operational Income (Loss)**

### Other Income and Expenses

Net Dormitory Income  
Net Bookstore Operations Income  
Net Interest Income and Expenses  
Net Other Income and Expenses  
Net Extraordinary and Unusual Income and Expenses  
**Total Other Income and Expenses**

**Net Income (Loss) before Taxes**  
Federal and State Income Taxes  
**Net Income (Loss) after Taxes**

	Latest Fiscal Year End	Operating Ratios	Previous Fiscal Year End
(b)(4)			

## Balance Sheet

### Current Assets

## Annual Financial Report (AFR) - 2017

	Latest Fiscal Year End	Previous Fiscal Year End
Cash - Unrestricted		(b)(4)
Cash - Restricted		
Accounts Receivable, Students		
Accounts Receivable, Related Parties		
Accounts Receivable, Other		
Accounts Receivable (Gross Total)		
Allowance for Doubtful Accounts		
Accounts Receivable (Net Total)		
Notes Receivable, Related Parties		
Notes Receivable, Other		
Inventory - Books and Supplies		
Short Term Investments		
Prepaid Expenses		
Other Current Assets		
<b>Total Current Assets</b>		
<b>Fixed Assets</b>		
	<b>Latest Fiscal</b>	
Buildings		
Accumulated Depreciation - Buildings		
Furniture and Equipment		
Accumulated Depreciation - Furniture and Equipment		
Leasehold Improvements		
Amortization of Leasehold Improvements		
Land		
Library		
Accumulated Depreciation - Library		
Other Fixed Assets		
Accumulated Depreciation - Other Fixed Assets		
<b>Total Fixed Assets</b>		
<b>Other Assets</b>		
	<b>Latest Fiscal</b>	
Deposits		
Other Prepaid Expenses		
Goodwill		
Revolving Book Account		
SFA Matching Funds		
Other Assets		
<b>Total Other Assets</b>		
<b>Total Assets</b>	<b>Latest Fiscal</b>	
<b>Current Liabilities</b>		
	<b>Latest Fiscal</b>	
Accounts Payable - Trade		
Notes Payable - Equipment		
Notes Payable - Other		
Tuition Refunds Payable		
Current Portion - Long-Term Debt		
Payroll Taxes Payable		

## Annual Financial Report (AFR) - 2017

Accrued Salaries and Wages Unearned Tuition Unearned Dormitory Fees Other Current Liabilities <b>Total Current Liabilities</b>	Latest Fiscal Year	(b)(4)
<b>Long-Term Liabilities</b>		
Notes or Bonds Payable Mortgage Payable Other Long-Term Liabilities <b>Total Long-Term Liabilities</b>	Latest Fiscal Year	(b)(4)
<b>Total Liabilities</b>	Latest Fiscal Year	(b)(4)
<b>Stockholder's Equity</b>		
Preferred Stock Common Stock Other Equity Retained Earnings Beginning Balance Earnings/ Loss for Year Dividends Other Retained Earnings Changes Ending Balance <b>Total Stockholder's Equity</b>	Latest Fiscal Year	(b)(4)
<b>Total Liabilities and Stockholder's Equity</b>	Latest Fiscal Year	(b)(4)
<b>Current Ratio</b>		
Current Assets/Current Liabilities		2.08:1

### Disclosure

#### Methods Used to Determine

Inventory - Books and Supplies	Cost
Depreciation - Buildings (including useful lives)	NA

## Annual Financial Report (AFR) - 2017

Depreciation - Furniture and Equipment (including useful lives)	Straight Line Method
Depreciation - Library (including useful lives)	NA
Depreciation - Other Fixed Assets (including useful lives)	Straight Line Method
Unearned Tuition (indicate if calculated ratably over period or other method)	Ratably Over Period

### Other Disclosures

Total Accounts Receivable, Students, including the provision for bad debt  
Have adjustments been made to the stock, other equity, or other retained earnings line -times in the  
Terms of significant Notes Receivable  
Terms of significant Notes Payable

(b)(4)
Stockholders Contributed \$4,425,827 into Capital
NA Standard

### Loss Explanation

**You have reported a loss. Please supply a MANDATORY explanation:**

# **Annual Financial Report (AFR) - 2017**

## **Profile Details:**

AGCSID:

Fiscal Year End: June

Ownership: Privately Held Corporation

## **AFR Contact Details:**

Title:

Name:

Phone:

Email:

## **Ownership Disclosure**

### **Senior Entity:**

## **Subsidiary Details**

### **Corporate Officer**

Name:

Title:

Address:

## **Statement Of Affirmation**

I hereby affirm that I am an officer or stockholder of the above named institution and that this Annual Financial Report has been prepared using the original records of the institution.

The following individual is authorized to be contacted regarding this institution's financial matters:

# Annual Financial Report (AFR) - 2017

## Income Statement

### Educational Revenues

Gross Tuition  
 Gross Contract Revenue  
 Less: Tuition Refunds  
 Less: Textbook Expenses  
**Total Educational Revenues**

### Educational Expenses

Instructional Salaries  
 Instructional Expenses  
 Student Recruitment  
 Depreciation of Equipment  
 Occupancy Expenses  
 Administrative Salaries  
 Officer Salaries  
 Administrative Expenses  
 Student Personnel Services  
**Total Education Expenses**

Educational Income (Loss)  
**Operational Income (Loss)**

### Other Income and Expenses

Net Dormitory Income  
 Net Bookstore Operations Income  
 Net Interest Income and Expenses  
 Net Other Income and Expenses  
 Net Extraordinary and Unusual Income and Expenses  
**Total Other Income and Expenses**

**Net Income (Loss) before Taxes**  
 Federal and State Income Taxes  
**Net Income (Loss) after Taxes**

	Latest Fiscal Year End	Operating Ratios	Previous Fiscal Year End
	(b)(4)		
	Lat		

## Balance Sheet

### Current Assets

## Annual Financial Report (AFR) - 2017

	Latest Fiscal Year End	Previous Fiscal Year End		
Cash - Unrestricted	(b)(4)			
Cash - Restricted				
Accounts Receivable, Students				
Accounts Receivable, Related Parties				
Accounts Receivable, Other				
Accounts Receivable (Gross Total)				
Allowance for Doubtful Accounts				
Accounts Receivable (Net Total)				
Notes Receivable, Related Parties				
Notes Receivable, Other				
Inventory - Books and Supplies				
Short Term Investments				
Prepaid Expenses				
Other Current Assets				
<b>Total Current Assets</b>				
<b>Fixed Assets</b>				
			Late	
Buildings			(b)(4)	
Accumulated Depreciation - Buildings				
Furniture and Equipment				
Accumulated Depreciation - Furniture and Equipment				
Leasehold Improvements				
Amortization of Leasehold Improvements				
Land				
Library				
Accumulated Depreciation - Library				
Other Fixed Assets				
Accumulated Depreciation - Other Fixed Assets				
<b>Total Fixed Assets</b>				
<b>Other Assets</b>				
	Late			
Deposits	(b)(4)			
Other Prepaid Expenses				
Goodwill				
Revolving Book Account				
SFA Matching Funds				
Other Assets				
<b>Total Other Assets</b>				
<b>Total Assets</b>	Late			
<b>Current Liabilities</b>				
	Late			
Accounts Payable - Trade	(b)(4)			
Notes Payable - Equipment				
Notes Payable - Other				
Tuition Refunds Payable				
Current Portion - Long-Term Debt				
Payroll Taxes Payable				

## Annual Financial Report (AFR) - 2017

	Latest Financial Year End	Previous Financial Year End
Accrued Salaries and Wages	(b)(4)	
Unearned Tuition		
Unearned Dormitory Fees		
Other Current Liabilities		
<b>Total Current Liabilities</b>		
 <b>Long-Term Liabilities</b>		
	Latest Financial Year End	Previous Financial Year End
Notes or Bonds Payable	(b)(4)	
Mortgage Payable		
Other Long-Term Liabilities		
<b>Total Long-Term Liabilities</b>		
	Latest Financial Year End	Previous Financial Year End
<b>Total Liabilities</b>	(b)(4)	
 <b>Stockholder's Equity</b>		
	Latest Financial Year End	Previous Financial Year End
Preferred Stock	(b)(4)	
Common Stock		
Other Equity		
Retained Earnings		
Beginning Balance		
Earnings/ Loss for Year		
Dividends		
Other Retained Earnings Changes		
Ending Balance		
<b>Total Stockholder's Equity</b>		
	Latest Financial Year End	Previous Financial Year End
<b>Total Liabilities and Stockholder's Equity</b>	(b)(4)	
	Latest Financial Year End	Previous Financial Year End
<b>Current Ratio</b>	(b)(4)	
	Latest Financial Year End	Previous Financial Year End
<b>Current Assets/Current Liabilities</b>	(b)(4)	

### Disclosure

#### Methods Used to Determine

Inventory - Books and Supplies	Cost
Depreciation - Buildings (including useful lives)	NA

## Annual Financial Report (AFR) - 2017

Depreciation - Furniture and Equipment (including useful lives)	Straight Line Method
Depreciation - Library (including useful lives)	NA
Depreciation - Other Fixed Assets (including useful lives)	Straight Line Method
Unearned Tuition (indicate if calculated ratably over period or other method)	Ratably Over Period

### Other Disclosures

Total Accounts Receivable, Students, including the provision for bad debt  
Have adjustments been made to the stock, other equity, or other retained earnings line -times in the  
Terms of significant Notes Receivable  
Terms of significant Notes Payable

(b)(4)  
Stockholders Contributed (b)(4) to Capital  
NA  
Standard

## Educational Income Explanation

**Your Educational Income is not a positive value. Please supply a MANDATORY explanation.**

## Loss Explanation

**You have reported a loss. Please supply a MANDATORY explanation:**

# **Annual Financial Report (AFR) - 2017**

## **Profile Details:**

AQCSID:

Fiscal Year End:

Ownership: Privately Held Corporation

## **AFR Contact Details:**

Title:

Name:

Phone:

Email:

## **Ownership Disclosure**

### **Senior Entity:**

## **Subsidiary Details**

### **Corporate Officer**

Name:

Title:

Address:

## **Statement Of Affirmation**

I hereby affirm that I am an officer or stockholder of the above named institution and that this Annual Financial Report has been prepared using the original records of the institution.

The following individual is authorized to be contacted regarding this institution's financial matters:

# Annual Financial Report (AFR) - 2017

## Income Statement

### Educational Revenues

Gross Tuition  
Gross Contract Revenue  
Less: Tuition Refunds  
Less: Textbook Expenses  
**Total Educational Revenues**

### Educational Expenses

Instructional Salaries  
Instructional Expenses  
Student Recruitment  
Depreciation of Equipment  
Occupancy Expenses  
Administrative Salaries  
Officer Salaries  
Administrative Expenses  
Student Personnel Services  
**Total Education Expenses**

Educational Income (Loss)  
**Operational Income (Loss)**

### Other Income and Expenses

Net Dormitory Income  
Net Bookstore Operations Income  
Net Interest Income and Expenses  
Net Other Income and Expenses  
Net Extraordinary and Unusual Income and Expenses  
**Total Other Income and Expenses**

**Net Income (Loss) before Taxes**  
Federal and State Income Taxes  
**Net Income (Loss) after Taxes**

Latest Fiscal Year End      Operating Ratios      Previous Fiscal Year End

(b)(4)

Late

Late

Late

Late

## Balance Sheet

### Current Assets

## Annual Financial Report (AFR) - 2017

	Latest Fiscal Year End	Previous Fiscal Year End
Cash - Unrestricted		(b)(4)
Cash - Restricted		
Accounts Receivable, Students		
Accounts Receivable, Related Parties		
Accounts Receivable, Other		
Accounts Receivable (Gross Total)		
Allowance for Doubtful Accounts		
Accounts Receivable (Net Total)		
Notes Receivable, Related Parties		
Notes Receivable, Other		
Inventory - Books and Supplies		
Short Term Investments		
Prepaid Expenses		
Other Current Assets		
<b>Total Current Assets</b>		
<b>Fixed Assets</b>		
	Latest Fiscal Year End	
Buildings		
Accumulated Depreciation - Buildings		
Furniture and Equipment		
Accumulated Depreciation - Furniture and Equipment		
Leasehold Improvements		
Amortization of Leasehold Improvements		
Land		
Library		
Accumulated Depreciation - Library		
Other Fixed Assets		
Accumulated Depreciation - Other Fixed Assets		
<b>Total Fixed Assets</b>		
<b>Other Assets</b>		
	Latest Fiscal Year End	
Deposits		
Other Prepaid Expenses		
Goodwill		
Revolving Book Account		
SFA Matching Funds		
Other Assets		
<b>Total Other Assets</b>		
<b>Total Assets</b>	Latest Fiscal Year End	
<b>Current Liabilities</b>		
	Latest Fiscal Year End	
Accounts Payable - Trade		
Notes Payable - Equipment		
Notes Payable - Other		
Tuition Refunds Payable		
Current Portion - Long-Term Debt		
Payroll Taxes Payable		

## Annual Financial Report (AFR) - 2017

	Latest Fiscal Year End	Previous Fiscal Year End
Accrued Salaries and Wages		(b)(4)
Unearned Tuition		(b)(4)
Unearned Dormitory Fees		(b)(4)
Other Current Liabilities		(b)(4)
<b>Total Current Liabilities</b>		(b)(4)
<b>Long-Term Liabilities</b>		
	Latest Fiscal Year	
Notes or Bonds Payable		(b)(4)
Mortgage Payable		(b)(4)
Other Long-Term Liabilities		(b)(4)
<b>Total Long-Term Liabilities</b>		(b)(4)
	Latest Fiscal Year	
<b>Total Liabilities</b>		(b)(4)
<b>Stockholder's Equity</b>		
	Latest Fiscal Year	
Preferred Stock		(b)(4)
Common Stock		(b)(4)
Other Equity		(b)(4)
Retained Earnings		(b)(4)
Beginning Balance		(b)(4)
Earnings/ Loss for Year		(b)(4)
Dividends		(b)(4)
Other Retained Earnings Changes		(b)(4)
Ending Balance		(b)(4)
<b>Total Stockholder's Equity</b>		(b)(4)
	Latest Fiscal Year	
<b>Total Liabilities and Stockholder's Equity</b>		(b)(4)

### Current Ratio

Current Assets/Current Liabilities

2.08:1

## Disclosure

### Methods Used to Determine

Inventory - Books and Supplies  
 Depreciation - Buildings (including useful lives)

Cost  
 NA

## Annual Financial Report (AFR) - 2017

Depreciation - Furniture and Equipment (including useful lives)	Straight Line Method
Depreciation - Library (including useful lives)	NA
Depreciation - Other Fixed Assets (including useful lives)	Straight Line Method
Unearned Tuition (indicate if calculated ratably over period or other method)	Ratably Over Period

### Other Disclosures

Total Accounts Receivable, Students, including the provision for bad debt	(b)(4)
Have adjustments been made to the stock, other equity, or other retained earnings line	Stockholder Contributed \$4,425,827 into Capital
-times in the	
Terms of significant Notes Receivable	NA
Terms of significant Notes Payable	Standard

### Loss Explanation

**You have reported a loss. Please supply a MANDATORY explanation:**

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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-125



May 5, 2017

ID Code 00010418(MC)

**VIA E-MAIL AND UPS DELIVERY**

*acics.coleman.university.sd@coleman.edu*

Mr. Norbert Kubilus  
President and CEO  
Coleman University  
8888 Balboa Avenue  
San Diego, CA 92123

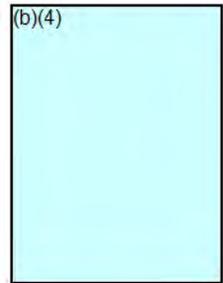
**Subject: Financial Show-Cause Directive**

Dear Mr. Kubilus:

At its April 2017 meeting, the Council considered the audited financial statements submitted by your institution, as well as your Quarterly Financial Report. As a result of its review, the Council found the following based on Section 3-1-203 of the *Accreditation Criteria*:

- The institution's Quarterly Financial Report for the period ended December 31, 2016, does not evidence financial stability based on the Council's review of the following information:

- a. net loss of .....  
on educational revenues of .....  
for a percentage loss of .....
- b. current assets of .....  
and current liabilities of .....  
for a current ratio of .....



**Council Action**

Therefore, pursuant to Section 2-1-808 of the *Accreditation Criteria*, the Council acted to **direct the institution to show cause** why its current grant of accreditation should not be withdrawn by way of suspension due to the institution's weak and deteriorated financial condition. Accordingly, the Council will schedule a review of the institution's response to this action for its August 2017 meeting, for which the institution must provide the appropriate notification of its intent to present its response, along with the required fee, **within ten (10) business days of receipt of this notice, by May 19, 2017.** Failure to do so will be considered a deviation from the directives of ACICS and result in a withdrawal by suspension action in accordance with Section 2-3-402 of the *Accreditation Criteria*.

In response to this action, your institution must submit the following information and take the steps outlined below. All information must be submitted no later than **July 15, 2017**, unless otherwise indicated.

1. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative nine months ending March 31, 2017, and cumulative twelve months ending June 30, 2017.**
2. A Financial Improvement Plan (FIP) worksheet completed on Council forms for the **period beginning July 1, 2017, and ending June 30, 2018.**
3. A complete explanation of any large or unusual accounts listed on your Balance Sheet (e.g. non-liquid assets, notes or loans payable, trade accounts payable, tuition refunds payable, payroll taxes payable).
4. A comprehensive explanation of the items from the auditor's notes to the financial statements, as listed below:
  - a. *We noted the absence of policies and procedures for a financial close process. We received a final trial balance and supporting schedules more than six months after June 30, 2016. We noted that the supporting schedules did not agree with the trial balance presented to us. As such, it was evident that the University did not adjust its trial balance to agree with the supporting schedules. In addition, we noted that certain of the University's supporting schedules were not prepared in accordance with sound accounting practices.*
  - b. *The University's close of its June 30, 2016, general ledger and preparation of supporting schedules was not timely. Material adjustments were not timely prevented, detected and corrected on a timely basis.*
  - c. *The University's procedures with regard to estimating its reserve for doubtful accounts was inadequate, resulting in a material audit adjustment to the reserve for doubtful accounts as a result of our audit.*
  - d. *The University's procedures with regard to establishing an adequate cut-off of its accounts payable and accruals was inadequate, resulting in material audit adjustments to accounts payable, accrued expenses and related accounts as a result of our audit. We also noted a material prior period adjustment as a result of under-accruing expenses in the prior year.*
  - e. *The University's procedures with regard to the reconciliation of its bank accounts was inadequate. As a result, there were material audit adjustments to the University's cash and related accounts as a result of our audit.*

Mr. Norbert Kubilus

May 5, 2017

Page 3 of 4

- f. *The University's procedures with regard to the calculation of deferred tuition revenue was inadequate, resulting in material audit adjustments to deferred tuition revenue and tuition revenue as a result of our audit. We also noted a material prior period adjustment as a result of the understatement of deferred tuition revenue in the prior year.*
  - g. *This finding is a repeat of Findings 2015-001 and 2015-002 from the University's prior year audit.*
5. An analysis of the operational changes and enrollment projections which will allow the institution to fulfill its Financial Improvement Plan.
  6. A report outlining the institution's status regarding participation in Title IV funding programs which includes any actual or potential limitations, suspensions, or terminations from any Title IV funding source for whatever reason, and the institution's plans for dealing with any potential or actual interruption of Title IV revenues.

Council forms can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website.

#### **Request for Institution Teach-Out Plan**

Further, to ensure that students will receive an appropriate outcome, in the event of institutional closure, the institution must provide the Council with an Institutional Teach-Out Plan, utilizing the **online Request for Institutional Teach-out Plan application** in the Member Center. This *Request for Institutional Teach-Out Plan* must be completed as part of the institution's response to this show-cause directive.

The response must be submitted electronically via e-mail to [frc@acics.org](mailto:frc@acics.org) and via the online show-cause application in the institution's Member Center. Failure to provide all information responsive to the Council's action may result in the withdrawal of your institution's accreditation.

If you have any questions about this action, please contact Ms. Julie Euliano at [jueuliano@acics.org](mailto:jueuliano@acics.org).

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

Mr. Norbert Kubilus

May 5, 2017

Page 4 of 4

- c: Financial Review Team ([ffc@acics.org](mailto:ffc@acics.org))
  - Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))
  - Ms. Martina Fernandez-Rosario, U.S. Department of Education, San Francisco/Seattle  
School Participation Team, Regions IX and X ([martina.fernandez-rosario@ed.gov](mailto:martina.fernandez-rosario@ed.gov))
  - Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education  
([leeza.rifredi@dca.ca.gov](mailto:leeza.rifredi@dca.ca.gov))



May 5, 2017

VIA E-MAIL AND UPS DELIVERY

danderson@edaff.com

Mr. Duncan M. Anderson  
CEO  
Education Affiliates, Inc.  
5026-D Campbell Boulevard  
Baltimore, MD 21236

**Subject: Financial Show-Cause Directive**

FORTIS INSTITUTE, ERIE, PENNSYLVANIA  
FORTIS COLLEGE, ORANGE PARK, FLORIDA  
FORTIS COLLEGE, NORFOLK, VIRGINIA

ID CODE 00010934(MC)  
ID CODE 00016005(MC)  
ID CODE 00010770(MC)

Dear Mr. Anderson:

At its April 2017 meeting, the Council considered the audited financial statements submitted by Education Affiliates, Inc. (the “corporation”) for the aforementioned institutions. As a result of its review, the Council found the following based on Section 3-1-203 of the *Accreditation Criteria*:

- The corporation’s annual audited financial statements for the year ended June 30, 2016, do not evidence financial stability based on the Council’s review of the following information:

- a. net loss of ..... (b)(4)
- on educational revenues of .....
- for a percentage loss of .....
- b. current assets of .....
- and current liabilities of .....
- for a current ratio of .....
- c. retained deficit of .....
- d. shareholder’s equity of .....
- on total assets of .....
- for shareholder’s equity as a percentage of total assets of -34 %

### **Council Action**

Therefore, pursuant to Section 2-1-808 of the *Accreditation Criteria*, the Council acted to **direct the institutions to show cause** why their current grants of accreditation should not be withdrawn by way of suspension due to their weak and deteriorated financial condition. Accordingly, the Council will schedule a review of the institutions' response to this action for its August 2017 meeting, for which the institutions must provide the appropriate notification of their intent to present their response, along with the required fee, **within ten (10) business days of receipt of this notice, by May 19, 2017**. Failure to do so will be considered a deviation from the directives of ACICS and result in a withdrawal by suspension action in accordance with Section 2-3-402 of the *Accreditation Criteria*.

In response to this action, the institutions must submit the following information and take the steps outlined below. All information must be submitted no later than **July 15, 2017**, unless otherwise indicated.

1. A Quarterly Financial Report (QFR), for each institution, completed on Council forms for the **cumulative nine months ending March 31, 2017, and cumulative twelve months ending June 30, 2017**.
2. A Financial Improvement Plan (FIP) worksheet, for each institution, completed on Council forms for the **period beginning July 1, 2017, and ending June 30, 2018**.
3. A complete explanation of any large or unusual accounts listed on the corporation's balance sheet (e.g. non-liquid assets, notes or loans payable, trade accounts payable, tuition refunds payable, payroll taxes payable).
4. A comprehensive explanation/response to the items from the audited financial statements, as listed below:
  - a. Your current assets are \$33,027,000 and current liabilities are \$67,781,000, for a current ratio of .48; please demonstrate your ability to meet your current financial obligations, or explain your plan to improve your current ratio.
  - b. DOE Composite score of negative 1.0.
  - c. Note 2, Page 21: *Over the past six years, ED has maintained a 15% letter of credit requirement for the Company during which time the Company's composite score varied from (1.0) to 0.2. If ED were to increase the required balance of the irrevocable letters of credit, we would have to obtain additional credit facilities to satisfy this requirement, which we currently do not have.*

Mr. Duncan M. Anderson

May 5, 2017

Page 3 of 3

5. A report outlining the institutions' status regarding participation in Title IV funding programs which includes any actual or potential limitations, suspensions, or terminations from any Title IV funding source for whatever reason, and the institutions' plans for dealing with any potential or actual interruption of Title IV revenues.

Council forms can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website.

### **Request for Institution Teach-Out Plan**

Further, to ensure that students will receive an appropriate outcome, in the event of institutional closure, the institutions must provide the Council with an Institutional Teach-Out Plan for each institution, utilizing the **online Request for Institutional Teach-out Plan application** in the Member Center. This *Request for Institutional Teach-Out Plan* must be completed as part of the institutions' response to this show-cause directive.

The response must be submitted electronically via e-mail to [frc@acics.org](mailto:frc@acics.org) and via the online show-cause application in the corporation's Member Center. Failure to provide all information responsive to the Council's action may result in the withdrawal of your institutions' accreditation.

If you have any questions about this action, please contact Mr. Steven Gelfound at [sgelfound@acics.org](mailto:sgelfound@acics.org).

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Financial Review Team ([frc@acics.org](mailto:frc@acics.org))  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))  
Mr. Christopher Miller, U.S. Department of Education, Atlanta School Participation Team,  
Region IV ([christopher.miller@ed.gov](mailto:christopher.miller@ed.gov))  
Ms. Nancy Gifford, U.S. Department of Education, Philadelphia School Participation Team,  
Region III ([nancy.paula.gifford@ed.gov](mailto:nancy.paula.gifford@ed.gov))  
Mr. Samuel Ferguson, Florida Department of Education ([joey.smith@fldoe.org](mailto:joey.smith@fldoe.org))  
Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools ([plandis@pa.gov](mailto:plandis@pa.gov))  
Ms. Sylvia Rosa-Casanova, State Council of Higher Education for Virginia  
([sylviarosacasanova@schev.edu](mailto:sylviarosacasanova@schev.edu))



April 19, 2017 \*\*REVISED May 23, 2017\*\*

ID Code 00015443(C)

VIA E-MAIL AND UPS DELIVERY

Mr. Mark McEachen, CEO  
Education Management Corporation  
210 Sixth Avenue, 33<sup>rd</sup> Floor  
Pittsburgh, PA 15222

*materialsreview@edmc.edu*

THE ART INSTITUTE OF YORK-PENNSYLVANIA, YORK, PA  
ART INSTITUTE OF FORT LAUDERDALE, FORT LAUDERDALE, FL  
THE ART INSTITUTES INTERNATIONAL MINNESOTA, MINNEAPOLIS, MN  
THE ART INSTITUTE OF PHOENIX, PHOENIX, AZ  
ART INSTITUTE OF NEW YORK CITY, NEW YORK, NY

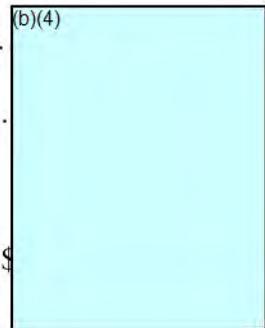
ID CODE 00032159(MC)  
ID CODE 00016231(MC)  
ID CODE 00010751(MC)  
ID CODE 00016228(MC)  
ID CODE 00016235(MC)

Dear Mr. McEachen:

**Subject: Continued Financial Show-Cause Directive**

The Council has reviewed Education Management Corporation's response to the financial show-cause directive previously issued to your institutions, including the March 1, 2017 response to the Continued Financial Show-Cause Directive letter dated December 20, 2016. After a review of all the information related to this matter, the Council found the following based on Section 3-1-204 of the *Accreditation Criteria*:

- The corporation's unaudited financial reports for the twelve months ended June 30, 2016, that were prepared as of July 22, 2016, do not evidence financial stability for the following reasons:
  - a. net loss of .....  
on educational revenues of .....  
for a percentage loss of .....
  - b. current assets .....
  - c. current liabilities .....
  - d. ratio .....
  - e. negative retained earnings .....
  - f. negative stockholders equity .....



### **Council Action**

Therefore, the Council acted to continue the show-cause directive for review during the April 2017 review cycle. The institutions are required to review and follow the Council hearing procedures as detailed in Section 2-3-500 of the *Accreditation Criteria* and the "Schedule of Fees" listing on the ACICS website. The institutions must provide the appropriate notification and fee within ten days of receipt of this notice.

In response to this action, the corporation must provide the following information and take the steps outlined below. All information must be submitted no later than **July 15, 2017**, unless otherwise indicated.

1. Provide an update to your 2017 Financial Improvement Plan (FIP) for Education Management Corporation to reflect the time period through **March 31, 2017**. This should also include a revised narrative analysis discussing the actual results vs. the projected results.
2. Provide a Financial Improvement Plan (FIP) for the entire 2018 fiscal year for Education Management Corporation.
3. Provide an update to your 2017 Financial Improvement Plan (FIP) for each Education Management Corporation institution accredited by ACICS to reflect the time period through **March 31, 2017**. This should also include a revised narrative analysis discussing the actual results vs. the projected results. These reports must be consolidated to include the main campus and its respective branches.
4. Provide a Financial Improvement Plan (FIP) for the entire 2018 fiscal year for each Education Management Corporation institution accredited by ACICS. These reports must be consolidated to include the main campus and its respective branches.
5. A Quarterly Financial Report (QFR) completed on Council forms reporting the cumulative financial results for the nine months ended **March 31, 2017**, for Education Management Corporation and for each ACICS-accredited institution, consolidated to include each main campus and its respective branch campuses.
6. A complete explanation of any large or unusual accounts listed on the balance sheet referred to above (e.g. non-liquid assets, notes or loans payable, trade accounts payable, tuition refunds payable, payroll taxes payable).

7. An analysis of the operational changes and enrollment projections that will allow each institution and the corporation to fulfill its FIP.
8. Unaudited Financial Statements for the fiscal year ending **June 30, 2017**.
9. A report outlining the institution's status regarding participation in Title IV funding programs, which includes any actual or potential limitations, suspensions, or terminations from any Title IV funding source for whatever reason, and the institution's plans for dealing with any potential or actual interruption of Title IV revenues.
10. Copies of any reports to the corporation or to the state Attorneys General prepared by the administrator appointed to oversee the corporation's compliance with the settlement agreement, along with any responses by the corporation to such reports.
11. Updated information concerning the mystery shopping program implemented at the corporation's schools to assess compliance with applicable recruiting guidelines and requirements, including detailed and documented summaries of all corrective actions taken as a result of findings from the program.
12. A summary of each of the corporation's 13 institutions' position with the U.S. Department of Education, including certification status and certification expiration date. Please also indicate whether there have been any program reviews or Office of Inspector General audits at any of these institutions since November 1, 2016, and the current status of any such reviews or audits.
13. An update as of **June 30, 2017** regarding the corporation's institutional or branch campus teach-outs and divestiture plans. For each campus accredited by ACICS, please also provide the following information:
  - a. the number of students enrolled in each academic program identified by anticipated graduation dates; and
  - b. projected campus closure dates.

The Council also requests that the corporation provide subsequent updated teach-out status information within 30 days of the close of each fiscal quarter until the teach-outs planned at ACICS-accredited campuses have been completed.

Please submit eight hard copies of your response and upload the response to the citation documents section of the preexisting show-cause online application by the date indicated above.

Mr. Mark McEachen  
May 23, 2017  
Page 4

If you have any questions regarding this action, please contact Dr. Terron King at (202) 336-6771 or tking@acics.org.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: The Art Institute of York – Pennsylvania (main campus): aibaaccreditation@aii.edu
- Art Institute of Fort Lauderdale (main campus): aiflaccreditation@aii.edu
- The Art Institutes International Minnesota (main campus): aimaccreditation@aii.edu
- Art Institute of New York City (main campus): ainycaccreditation@aii.edu
- The Art Institute of Phoenix (main campus): aipxaccreditation@aii.edu
- Ms. Cathy Sheffield, Accreditation and State Liaison U.S. Department of Education:  
aslrecordsmanager@ed.gov
- Ms. Betty Coughlin, U.S. Department of Education, School Participation Team, Region I  
& II (Betty.coughlin@ed.gov)
- Ms. Nancy Gifford U.S. Department of Education, School Participation Team, Region III  
(Nancy.paula.gifford@ed.gov)
- Mr. Christopher Miller, U.S. Department of Education, School Participation Team,  
Region IV (Christopher.miller@ed.gov)
- Mr. Douglas Parrott, U.S. Department of Education, School Participation Team, Region  
V & VIII (douglas.parrott@ed.gov)
- Ms. Cynthia Thornton, U.S. Department of Education, School Participation Team,  
Region VI (cynthia.thornton@ed.gov)
- Mr. Ralph Lobosco, U.S. Department of Education, School Participation Team, Region  
VII (ralph.lobosco@ed.gov)
- Ms. Martina Fernandez-Rosario, U.S. Department of Education, School Participation  
Team, Region IX (martina.fernandez-rosario@ed.gov)
- Arizona State Board For Private Postsecondary Education: teri.stanfill@azppse.gov
- Commission on Postsecondary Education (Nevada): kdwuest@cpe.state.nv.us
- Florida Department of Education: Joey.Smith@fldoe.org
- Georgia Nonpublic Postsecondary Education Commission: crobinsonc@gnpec.org
- Idaho State Board of Education: valerie.fenske@osbe.idaho.gov
- Indiana Commission on Proprietary Education: rmiller@che.in.gov
- Iowa College Student Aid Commission: Carolyn.small@iowa.gov
- Kansas Board of Regents: jjohnson@ksbor.org
- Kentucky Council On Postsecondary Education: sarah.levy@ky.gov

Mr. Mark McEachen  
May 23, 2017  
Page 5

Minnesota Office of Higher Education: [betsy.talbot@state.mn.us](mailto:betsy.talbot@state.mn.us)  
Missouri Department of Higher Education: [leroy.wade@dhe.mo.gov](mailto:leroy.wade@dhe.mo.gov)  
New Mexico Higher Education Department: [Diane.Vigil@state.nm.us](mailto:Diane.Vigil@state.nm.us)  
New York State Education Department: [Richard.rose@nysed.gov](mailto:Richard.rose@nysed.gov)  
Ohio State Board of Career Colleges and Schools: [john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us)  
Oklahoma Board of Private Vocational Schools: [nhouse@obpvs.ok.gov](mailto:nhouse@obpvs.ok.gov)  
Pennsylvania Division of Private Licensed Schools: [plandis@pa.gov](mailto:plandis@pa.gov)  
South Carolina Commission on Higher Education: [lgoodwin@che.sc.gov](mailto:lgoodwin@che.sc.gov)  
Texas Higher Education Coordinating Board: [cathie.maeyaert@theccb.state.tx.us](mailto:cathie.maeyaert@theccb.state.tx.us)  
Texas Workforce Commission: [career.schools@twc.state.tx.us](mailto:career.schools@twc.state.tx.us)  
Utah Dept. of Commerce: [mwinegar@utah.gov](mailto:mwinegar@utah.gov)  
Wisconsin Educational Approval Board: [David.Dies@eab.wisconsin.gov](mailto:David.Dies@eab.wisconsin.gov)



May 4, 2016

ID Code 00015443(C)

**VIA EMAIL AND UPS DELIVERY**

[mmceachen@edmc.edu](mailto:mmceachen@edmc.edu)

Mr. Mark McEachen  
CEO  
Education Management Corporation  
210 Sixth Avenue  
33<sup>rd</sup> Floor  
Pittsburgh, PA 15222

**Subject: Financial Show-Cause Directive**

<b>THE ART INSTITUTE OF YORK-PENNSYLVANIA, YORK, PA</b>	<b>ID CODE 00032159(MC)</b>
<b>ART INSTITUTE OF FORT LAUDERDATE, FORT LAUDERDALE, FL</b>	<b>ID CODE 00016231(MC)</b>
<b>THE ART INSTITUTES INTERNATIONAL MISSESOTA, MINNEAPOLIS, MN</b>	<b>ID CODE 00010751(MC)</b>
<b>ART INSTITUTE OF PHOENIX, PHOENIX, AZ</b>	<b>ID CODE 00016228(MC)</b>
<b>ART INSTITUTE OF NEW YORK CITY, NEW YORK, NY</b>	<b>ID CODE 00016235(MC)</b>

Dear Mr. McEachen:

The Council has reviewed the financial materials recently submitted by The Art Institute of York-Pennsylvania regarding the institutions' actual and projected revenue, primarily those derived from the enrollment of students; the costs of on-going operations; and the widening gap between the two sets of numbers.

Based on the Council's published standards, an institution must be able to demonstrate financial sustainability in order to remain in good standing with ACICS accreditation:

**3-1-203 – Financial Stability.** The financial well-being of an institution requires constant oversight by competent managers. The institution shall have adequate revenues and assets to meet its responsibilities, to ensure continuity of service, and to accomplish its mission. Budgetary practices should reflect a balanced application of resources to operations; the amount of expenses and debt must not burden the educational objectives of the institution; the proportion of the budget allocated to instructional programs must be adequate; and the financial profile of the institution must support the intent of its objectives.

In view of these expectations and pursuant to Section 2-1-808 of the *Accreditation Criteria*, the Council acted to direct the institutions, defined as the main campuses and their respective branches, to show cause at the **August 2016** meeting of the Council why its current grants of accreditation should not be withdrawn by suspension or otherwise conditioned.

In response to this action, your organization must submit the following information no later than **Thursday, June 30, 2016:**

1. A Financial Improvement Plan (FIP) worksheet completed on Council forms for the **cumulative nine months ended March 31, 2016 including cumulative, year-to-date quarterly projections for Education Management Corporation for the remainder of the 2016 fiscal year.** This should include a detailed narrative analysis of the results in comparison to the plan's projected figures and enrollment numbers.
2. A FIP worksheet completed on Council forms reporting **cumulative, year-to-date quarterly projections for Education Management Corporation for the entire 2017 fiscal year.**
3. A FIP worksheet completed on Council forms reporting the **cumulative nine months ended March 31, 2016 including cumulative, year-to-date quarterly projections for each ACICS accredited institution for the remainder of the 2016 fiscal year.** These reports must be consolidated to include the main campus and its respective branches and include a detailed narrative analysis of the results in comparison to the plans' projected figures and enrollment numbers.
4. A FIP worksheet completed on Council forms reporting **cumulative, year-to-date quarterly projections for each ACICS accredited institution for the entire 2017 fiscal year.** These reports must be consolidated to include the main campus and its respective branches.
5. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative nine months ended March 31, 2016** for 1) each ACICS accredited institution, consolidated to include each main campus and its respective branch campuses, and 2) Education Management Corporation.
6. A complete explanation of any large or unusual accounts listed on the balance sheets referred to above (e.g. non-liquid assets, notes or loans payable, trade accounts payable, tuition refunds payable, payroll taxes payable).
7. A report outlining each ACICS accredited institution's status regarding participation in Title IV funding programs which includes any actual or potential limitations, suspensions, or terminations from any Title IV funding source for whatever reason, and

- the institution's plans for dealing with any potential or actual interruption of Title IV revenues.
8. An update with regard to the following discussed in the notes to the Audited Financial Statements for the fiscal years ended June 30, 2015 and 2014:
    - a. Uncertainty as to the Company's ability to continue as a going concern discussed in Note 2 – Summary of Significant Accounting Policies.
    - b. State Attorneys General investigations discussed in note 14 – Commitments and Contingencies.
  9. A full description of the depth and breadth of the organization's efforts to mitigate incurred losses and facilitate a positive net income including, but not limited to campus closures, discontinuing programs, and operational changes.
  10. A plan for the continued operations of its campuses that includes:
    - a. A listing, by campus, of students with the student name; program of study; and expected graduation date.
    - b. An aggregate total, by campus, of the status of unearned tuition, status of refunds due, and current student account balances.
    - c. A listing, by campus including all online activity, of comparable programs offered at other institutions in case teach-out agreements or transfer arrangements are needed for students to complete their programs elsewhere.
    - d. A custodian for all permanent academic records in case of closure that includes contact information for this individual or entity and the process by which students can obtain their records.
    - e. A description of the financial resources available to ensure that students can complete their programs or receive refunds in the event that the institution does suspend or cease operations.

Also in response to this action, the following information is due no later than **Wednesday, July 20, 2016**:

A QFR completed on Council forms for the **cumulative twelve months ending June 30, 2016** for 1) each ACICS accredited institution, consolidated to include each main campus and its branch campuses, and 2) Education Management Corporation.

You must notify the Council office in writing within ten days of receipt of this notice whether you desire a personal appearance before the Council at its next meeting scheduled for **August 2016**, or whether you will show cause in writing. There is a \$5,000 fee for personal appearances before the Council and a \$2,000 fee to show cause in writing. The appropriate fee is due within ten days of

receipt of this notice. Please submit one copy of your response via email to [frc@acics.org](mailto:frc@acics.org) and ten copies via hard copy binder by the date indicated above.

Council forms can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website. Failure to provide all the requested information within the established deadline will result in a \$500 late fee.

If you have any questions regarding this action, please contact Ms. Katy Fisher at (202) 336-6842 or [kfisher@acics.org](mailto:kfisher@acics.org).

Sincerely,

(b)(6)

Anthony S. Bieda  
Executive in Charge

- c: The Art Institute of York – Pennsylvania (main campus): [aibaaccreditation@aii.edu](mailto:aibaaccreditation@aii.edu)  
Art Institute of Fort Lauderdale (main campus): [aiflaccreditation@aii.edu](mailto:aiflaccreditation@aii.edu)  
The Art Institutes International Minnesota (main campus): [aimaccreditation@aii.edu](mailto:aimaccreditation@aii.edu)  
The Art Institute of New York City (main campus): [ainyaccreditation@aii.edu](mailto:ainyaccreditation@aii.edu)  
Art Institute of Phoenix (main campus): [aipxaccreditation@aii.edu](mailto:aipxaccreditation@aii.edu)  
U.S. Department of Education: [aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov)  
Arizona State Board For Private Postsecondary Education: [teri.stanfill@azppse.gov](mailto:teri.stanfill@azppse.gov)  
Commission on Postsecondary Education (Nevada): [kdwuest@cpe.state.nv.us](mailto:kdwuest@cpe.state.nv.us)  
Florida Department of Education: [Susan.Hood@fldoe.org](mailto:Susan.Hood@fldoe.org)  
Georgia Nonpublic Postsecondary Education Commission: [billc@npec.state.ga.us](mailto:billc@npec.state.ga.us)  
Idaho State Board of Education: [valerie.fenske@osbe.idaho.gov](mailto:valerie.fenske@osbe.idaho.gov)  
Indiana Commission On Proprietary Education: [rmiller@che.in.gov](mailto:rmiller@che.in.gov)  
Iowa College Student Aid Commission: [Carolyn.small@iowa.gov](mailto:Carolyn.small@iowa.gov)  
Kansas Board of Regents: [jnickoley@ksbor.org](mailto:jnickoley@ksbor.org)  
Kentucky Council On Postsecondary Education: [aaron.thompson@ky.gov](mailto:aaron.thompson@ky.gov)  
Minnesota Office of Higher Education: [betsy.talbot@state.mn.us](mailto:betsy.talbot@state.mn.us)  
Missouri Department of Higher Education: [leroy.wade@dhe.mo.gov](mailto:leroy.wade@dhe.mo.gov)  
New Mexico Higher Education Department: [Diane.Vigil@state.nm.us](mailto:Diane.Vigil@state.nm.us)  
New York State Education Department: [carole.yates@nysed.gov](mailto:carole.yates@nysed.gov)  
Ohio State Board of Career Colleges and Schools: [john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us)  
Oklahoma Board of Private Vocational Schools: [nhouse@obpvs.ok.gov](mailto:nhouse@obpvs.ok.gov)  
Oklahoma Career and Technology Education Board of Education:  
[Robert.Sommers@okcareertech.org](mailto:Robert.Sommers@okcareertech.org)  
Pennsylvania Division of Private Licensed Schools: [plandis@pa.gov](mailto:plandis@pa.gov)  
South Carolina Commission On Higher Education: [lgoodwin@che.sc.gov](mailto:lgoodwin@che.sc.gov)  
Texas Higher Education Coordinating Board: [cathie.maeyaert@theccb.state.tx.us](mailto:cathie.maeyaert@theccb.state.tx.us)

Texas Workforce Commission: [michael.delong@twc.state.tx.us](mailto:michael.delong@twc.state.tx.us)  
Utah Dept. of Commerce: [mwinegar@utah.gov](mailto:mwinegar@utah.gov)  
Wisconsin Educational Approval Board: [Linda.Heidtman@eab.wisconsin.gov](mailto:Linda.Heidtman@eab.wisconsin.gov)  
Jeffrey S. Olszewski, Vice President of Finance: [jolszewski@acics.org](mailto:jolszewski@acics.org)



August 22, 2016

ID Code 00262633(C)

VIA E-MAIL AND UPS DELIVERY

Mr. Peter Taylor  
CEO  
Zenith Education Group, Inc.  
1 Imation Place, Building 2  
Oakdale, MN 55128

*zenith\_acics@cci.edu*

EVEREST UNIVERSITY – TAMPA, TAMPA, FL  
EVEREST COLLEGE, CHESAPEAKE, VA  
EVEREST COLLEGE, WOODBRIDGE, VA  
EVEREST COLLEGE, SPRINGFIELD, MO  
EVEREST COLLEGE, COLORADO SPRINGS, CO  
EVEREST COLLEGE, THORNTON, CO  
EVEREST COLLEGE, HENDERSON, NV  
EVEREST COLLEGE, PORTLAND, OR  
EVEREST COLLEGE, EVERETT, WA

ID CODE 00011334(MC)  
ID CODE 00016100(MC)  
ID CODE 00147010(MC)  
ID CODE 00010748(MC)  
ID CODE 00010219(MC)  
ID CODE 00011101(MC)  
ID CODE 00011333(MC)  
ID CODE 00010678(MC)  
ID CODE 00010407(MC)

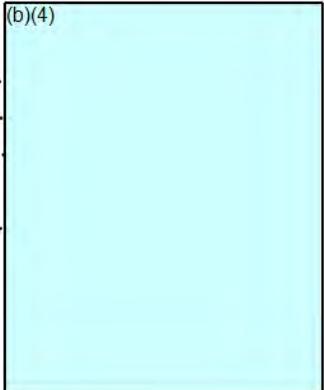
Dear Mr. Taylor:

**Subject: Financial Show-Cause Directive  
Issue Probation Order**

The Council has reviewed Zenith Education Group's response to the financial show-cause directive and probation order for student achievement review previously issued to your institutions on May 4, 2016, and April 21, 2016, respectively, including the June 30, 2016, initial response, the supplemental financial information filed in July, and the testimony provided at the hearing held on August 3, 2016. After a review of all the information related to this matter, the Council found the following based the *Accreditation Criteria*:

- The corporation's unaudited financial reports for the twelve months ended June 30, 2016, that were prepared as of July 21, 2016, do not evidence financial stability for the following reasons (Section 3-1-204):

- a. net loss of .....  
on educational revenues of .....  
for a percentage loss of .....
- b. net assets of .....
- c. net assets of .....  
on total assets of .....  
for net assets as a percentage of total assets of .....



- The retention and placement rates reported in the 2014 and 2015 Campus Accountability Reports (CARs) by Everest University campuses located in Tampa, Florida; South Orlando, Florida; and Pompano Beach, Florida evidence a weak and deteriorating level of student achievement for programs offered at the campus for the past two years (Section 2-1-809).

**Council Action**

Therefore, the Council acted to continue the show-cause directive and to place each of the ACICS-accredited institutions on probation, for review during the December 2016 review cycle. The institutions are required to review and follow the Council hearing procedures as detailed in Section 2-3-500 of the *Accreditation Criteria* and the “Schedule of Fees” listing on the ACICS website. The institutions must provide the appropriate notification and fee within ten days of receipt of this notice.

In response to this action, the corporation must provide the following information and take the steps outlined below. All information must be submitted no later than **November 1, 2016**, unless otherwise indicated.

1. A Financial Improvement Plan (FIP) worksheet completed on Council forms reporting the cumulative financial results of Zenith Education Group for the nine months ending **September 30, 2016**, as well as cumulative year-to-date quarterly projections for the balance of fiscal year 2017. This must include a detailed narrative analysis of the results in comparison to the plan’s projected figures and enrollment numbers.
2. A FIP worksheet completed on Council forms reporting the cumulative financial results of each Zenith Education Group institution accredited by ACICS for the nine months ending **September 30, 2016**, as well as cumulative year-to-date quarterly projections for the balance of fiscal year 2017. These reports must be consolidated to include the main

campus and its respective branches and include a detailed narrative analysis of the results in comparison to the plans' projected figures and enrollment numbers.

3. A Quarterly Financial Report completed on Council forms reporting the cumulative financial results for the nine months ended **September 30, 2016**, for Zenith Education group and for each ACICS-accredited institution, consolidated to include each main campus and its respective branch campuses.
4. A complete explanation of any large or unusual accounts listed on the balance sheet referred to above (e.g. non-liquid assets, notes or loans payable, trade accounts payable, tuition refunds payable, payroll taxes payable).
5. A report outlining the institution's ongoing status regarding participation in Title IV funding programs, which includes any actual or potential limitations, suspensions, or terminations from any Title IV funding source for whatever reason, and the institution's plans for dealing with any potential or actual interruption of Title IV revenues.
6. An update regarding the group's institutional or branch campus teach-out plans. For each campus accredited by ACICS, please also provide the following information:
  - a. the number of students enrolled in each academic program identified by anticipated graduation dates;
  - b. the status of all current refunds due;
  - c. a description of the comparable programs provided at all institutions in close proximity to your institution that could teach out your students, should it be necessary; and
  - d. a plan for the disposition and servicing of all student records.

Specifically, the institution must provide evidence that the students that are being taught-out at the Brandon, Pompano Beach, and South Orlando campuses are receiving appropriate and approved outcomes in order to complete their program of instruction.

7. The agreement between the United States Department of Education, ECMC, and Zenith Education Group, Inc., as well as the name and contact information of the United States Department of Education monitor assigned to the Zenith Education Group, Inc.
8. An analysis of how the (b)(4) endowment will be allocated and a description of how ECMC will infuse further to the Zenith Education Group to strengthen its financial viability in 2017.

Mr. Peter Taylor  
August 22, 2016  
Page 4

### **Probation Notice**

All current and prospective students must be advised of the probation status. Please provide the following statement and place it prominently on the institutions' websites of all ACICS-accredited institutions:

Notice to students and prospective students: Zenith Education Group campuses have been placed on probation by their accreditor, the Accrediting Council for Independent Colleges and Schools ("ACICS"), based on financial stability standards.

The Council forms can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website.

Please submit one copy of your response via e-mail to [frc@acics.org](mailto:frc@acics.org) and eight copies via hard copy binder by the date indicated above.

If you have any questions regarding this action, please contact Dr. Terron King at (202) 336-6771 or [tking@acics.org](mailto:tking@acics.org).

Sincerely,

(b)(6)



Roger J. Williams  
Interim President

- c:
- Everest University – Tampa (main campus): [tampa\\_acics@zenith.org](mailto:tampa_acics@zenith.org)
  - Everest College (main campus): [chesapeake\\_acics@zenith.org](mailto:chesapeake_acics@zenith.org)
  - Everest College (main campus): [woodbridge\\_acics@zenith.org](mailto:woodbridge_acics@zenith.org)
  - Everest College (main campus): [springfield\\_acics@zenith.org](mailto:springfield_acics@zenith.org)
  - Everest College (main campus): [coloradosprings\\_acics@zenith.org](mailto:coloradosprings_acics@zenith.org)
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  - Everest College (main campus): [henderson\\_acics@zenith.org](mailto:henderson_acics@zenith.org)
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  - Everest College (main campus): [everett\\_acics@zenith.org](mailto:everett_acics@zenith.org)
  - U.S. Department of Education: [aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov)
  - Atlanta School Participation Division- Region IV: [christopher.miller@ed.gov](mailto:christopher.miller@ed.gov)
  - Boston/New York School Participation Team- Region I & II: [Betty.coughlin@ed.gov](mailto:Betty.coughlin@ed.gov)
  - Chicago/Denver School Participation Team- Region V & VIII: [douglas.parrott@ed.gov](mailto:douglas.parrott@ed.gov)
  - Dallas School Participation Team- Region VI: [cynthia.thornton@ed.gov](mailto:cynthia.thornton@ed.gov)

Mr. Peter Taylor  
August 22, 2016  
Page 5

Kansas City School Participation Team- Region VII: ralph.lobosco@ed.gov  
Philadelphia School Participation Team- Region III: Nancy.paula.gifford@ed.gov  
San Francisco/Seattle School Participation Team- Region IX: martina.fernandez-rosario@ed.gov  
Colorado Department of Higher Education: lorna.candler@dhe.state.co.us  
Commission on Postsecondary Education (Nevada): kdwuest@cpe.state.nv.us  
Florida Department of Education: susan.hood@fldoe.org  
Missouri Department of Higher Education: leroy.wade@dhe.mo.gov  
Oregon Student Assistance Commission: juan.baez-arevalo@state.or.us  
State Council of Higher Education For Virginia: sylviarosacasanova@schev.edu  
Washington Student Achievement Council: michaelb@wsac.wa.gov  
Mr. Jeffrey S. Olszewski, Vice President of Finance: jolszewski@acics.org

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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-126



May 8, 2018

ID Code 00027446(MC)

**VIA E-MAIL ONLY**

*JHerrmann@broadviewuniversity.edu*

Ms. Jeanne Herrmann  
Chief Executive Officer  
Broadview University – West Jordan  
1902 West 7800 South  
West Jordan, UT 84088

**Subject: Financial Review – Special Visit**

Dear Ms. Herrmann:

At its April 2018 meeting, the Council reviewed the financial materials and information submitted by your institution as part of its Annual Financial Report, along with the current Financial Improvement Planning action. The evaluation drew some additional questions; and the Council noted that the institution was in the process of training out and closing a number of its campuses, which has had a negative impact on the audited financial statements.

Therefore, in addition to the ongoing requirement of the Financial Improvement Plan (FIP) communicated under separate cover, the institution will host a special visit by a member of the Financial Review Committee to engage in a broad discussion on the breadth of the institution's resources and its plans to continue to serve its constituents. You will be contacted directly by a member of the Financial Review Committee to schedule this visit during the Spring 2018 review cycle.

If you have any questions regarding this action, please contact Ms. Julie Euliano at (202) 905-6940 or [jueuliano@acics.org](mailto:jueuliano@acics.org).

Sincerely,

(b)(6)

Michelle Edwards  
President

c: Financial Review Committee  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov)) ([CaseTeams@ed.gov](mailto:CaseTeams@ed.gov))

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

**Docket No.:** 16-44-O

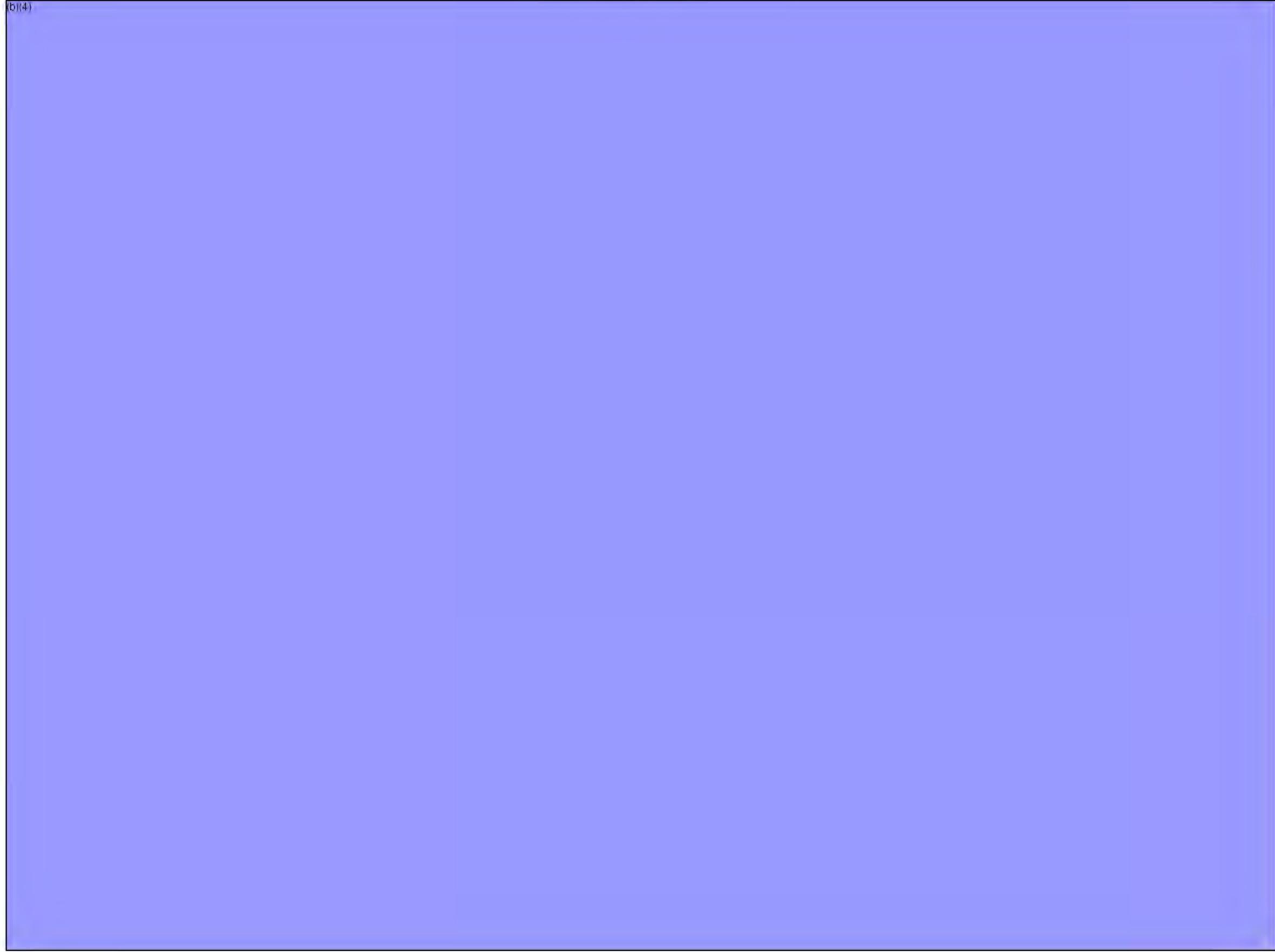
**Filing Party:** Respondent, Accrediting Council for Independent Colleges and Schools

**Exhibit No.:** B-O-127

(b)(4)



(b)(4)



(b)(4)



(b)(4)



(b)(4)



b(7)(4)



(b)(4)



(b)(4)



(b)(4)



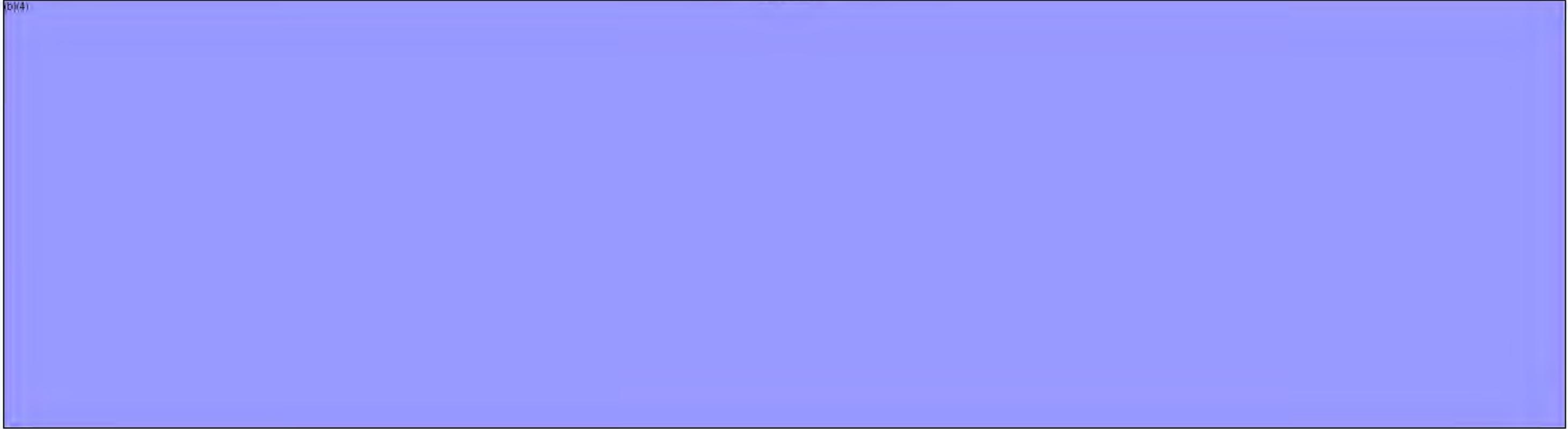
(b)(4)



(b)(4)



(b)(4)



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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-128

FINANCIAL REVIEW COMMITTEE MINUTES  
Monday, April 9, 2018  
3:00 PM – 5:00 PM

Committee Members

(b)(6)

Staff Liaison

(b)(6)

Additional Attendees

(b)(6)

CALL TO ORDER

Chair (b)(6) called the meeting to order at 3:33 p.m., Monday, April 9, 2018.

I. OLD BUSINESS

A. Consent Agenda for Institutions Previously on QFR

1. (60173) Bay Area Medical Academy, San Francisco, CA – 0 points
2. +(10306) Daymar College, Owensboro, KY – 19 points
3. (10469) Duluth Business University, Duluth, MN – 4 points
4. (238949) Hope College of Arts & Sciences, Pompano Beach, FL – 0 points
5. (10950) Lincoln Technical Institute, Edison, NJ – 0 points
6. \*(24852) Peloton College, Dallas, TX – 0 points
7. Premier Education Group:
  - a. (178224) Branford Hall Career Institute, Amityville, NY – 0 points
  - b. (10547) Harris School of Business, Cherry Hill, NJ – 0 points
  - c. (10357) Salter College, West Boylston, MA – 1 point
8. +(11161) Sanford-Brown College (CEC), Tampa, FL – 13 points
9. (10657) Southern Technical College, Fort Myers, FL – 0 points
10. \*(20720) Southern Technical College, Orlando, FL – 7 points
11. (28284) SAE Institute of Technology, Los Angeles, CA – 3 points
12. (32108) SAE Institute of Technology, N. Miami Beach, FL – 0 points

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

MOTION: Continue QFR  
MOVED: Swartzwelder  
SECONDED: Leak  
ACTION: Approved  
ABSTAIN: Bennett on 9 and 10

B. Consent Agenda for Institutions Previously on FIP

1. (225143) East West College of Natural Medicine, Sarasota, FL – 4 points
2. (22465) Jose Maria Vargas University, Pembroke Pines, FL – 6 points
3. (70534) Pittsburgh Career Institute, Pittsburgh, PA – 12 points
4. (15803) Sullivan College of Technology and Design, Louisville, KY – 6 points
5. (28864) Tribeca Flashpoint Media Arts Academy, Chicago, IL – 4 points

MOTION: After discussion on #2, direct institutions to continue FIP  
MOVED: Bennett  
SECONDED: Fateri  
ACTION: Approved  
ABSTAIN: Euliano on 1

C. Institutions Previously on FIP

Delta Career Education Corporation

1. +(11194) McCann School of Business and Technology, Pottsville, PA – 9 points
2. +(10911) Miller-Motte Technical College, Clarksville, TN – 8 points
3. +(10317) Miller-Motte Technical College, Lynchburg, VA – 8 points

MOTION: Continue FIP  
MOVED: Bennett  
SECONDED: Fateri  
ACTION: Approved

Fortis Institute

4. (10934) Fortis Institute, Erie, PA – 2 points
5. (16005) Fortis College, Orange Park, FL – 0 points
6. (10770) Fortis College, Norfolk, VA – 13 points

MOTION: Continue FIP  
MOVED: Fateri  
SECONDED: Bennett  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

D. Institutions Subject to Change in Review Status – Previously QFR

1. (32315) American International Academy of Arts and Sciences, Antigua, West Indies – 6 points (*Recommend FIP*)

MOTION: Place on FIP  
MOVED: Leak  
SECONDED: Fateri  
ACTION: Approved

E. Institutions Subject to Change in Review Status – Previously FIP

1. (27446) Broadview University-West Jordan, UT – 13 points
2. (10418) Coleman University, San Diego, CA – 3 points (*Recommend QFR*)
3. (11105) National Latino Education Institute, Chicago, IL – 0 points (*Recommend QFR*)

Correction: Location for #1

MOTION: Continue FIP for #1; order a special visit. The institution is teaching out multiple campuses, which has a negative effect on the financial statements. During the visit, questions will be asked regarding the institution's plans moving forward.

MOVED: Bennett  
SECONDED: Swartzwelder  
ACTION: Approved

MOTION: Place #2 on QFR  
MOVED: Bennett  
SECONDED: Fateri  
ACTION: Approved  
ABSTAIN: Swartzwelder

MOTION: Place #3 on QFR  
MOVED: Swartzwelder  
SECONDED: Bennett  
ACTION: Approved

Dream Center

4. (16231) The Art Institute of Fort Lauderdale, Fort Lauderdale, FL – 19 points
5. (16228) Art Institute of Phoenix, Phoenix, AZ – 0 points

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

- MOTION: Continue FIP; Require that the institutions submit the previously omitted final section of the 12/31/17 FIP which describes the plan for improvement. The corporation must provide a description of the \$5 million listed as Other Income, as well as a 2017 corporate audit.
- MOVED: Bennett
- SECONDED: Swartzwelder
- ACTION: Approved

F. Institutions on Financial Show Cause

1. None

G. Institutions Closed or Officially Withdrawn (Informational Only)

1. +(10751) The Art Institutes International Minnesota, Minneapolis, MN
2. (10123) Beckfield College, Florence, KY – 0 points
3. (114473) Berks Technical Institute, Wyomissing, PA
4. (270273) GROOVE U, Columbus, OH
5. (12706) IBMC, Fort Collins, CO
6. (262761) Madison Media Institute, Madison, WI
7. (10506) Spencerian College, Lexington, KY
8. (15907) Texas County Technical College, Houston, MO
9. (21958) Bolivar Technical College, Houston, MO

H. Policy Discussion Items

1. None

II. NEW BUSINESS

- A. Consent Agenda for Institutions with triggers on AFR and/or Audited Financial Statements:
1. None
- B. Institutions Subject to Review due to triggers on AFR and/or Audited Financial Statements
1. (11286) Florida Technical College, Orlando, FL – 1 point
  2. (254209) Process Work Institute, Portland, OR – 3 points
  3. (11303) Ridley-Lowell Business and Technical Institute, New London, CT – 1 point
  4. (10730) Santa Barbara Business College, Bakersfield, CA – 2 points
  5. (10731) Santa Barbara Business College, Santa Maria, CA – 2 points
  6. (20699) Santa Barbara Business College, Ventura, CA – 1 point

It was noted that #3 has closed. There was discussion of the institution's Title IV Compliance Audit and the declining financial status. No action was taken.

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

MOTION: Place #1 on QFR  
MOVED: Fateri  
SECONDED: Leak  
ACTION: Approved

MOTION: Place #2 on QFR  
MOVED: Bennett  
SECONDED: Fateri  
ACTION: Approved

MOTION: After much discussion of the unique circumstances of #4, #5, and #6,  
there was a motion of No Action  
MOVED: Leak  
SECONDED: Fateri  
ACTION: Approved

- C. Change of Ownership/Control
  - 1. None
- D. Title IV Compliance Audits
  - 1. Compliance Audit Report attached

Regarding all Brightwood institutions listed on the report, the recommendation is for site visit teams to ask financial aid directors about NSLDS reports cited on their Title IV Compliance audits.

- E. HCM Reporting
  - 1. See Report

Of the three institutions on HCM2, it was noted that the accreditation of Northwest Suburban College has been revoked; Lincoln University has voluntarily withdrawn; and California University of Management and Sciences is under consideration for renewal of their grant and will be discussed during file review.

- F. 90/10 Reviews
  - 1. (22322) College of Business and Technology, Miami, FL – failed 90/10 test at 93.21% -  
“The institution is taking the necessary steps to comply with the 90/10 requirements to continue participating in the Title IV SFA programs.”

+denotes closure plan

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MOTION: The institution must provide a 90/10 status update as of 03/31/18, as well as any recent correspondence from the Department of Education.  
MOVED: Leak  
SECONDED: Bennett  
ACTION: Approved

G. 2016 Composite scores

1. None

H. Financial Adverse Information

1. (275488) BAU International University – AFR due 12/31/17; no submission
2. (10106) Cope Institute – AFR due 02/28/18; no submission
3. (24852) Peloton College, Dallas, TX – LOC issued for 25% or \$21,862
4. (20720) Southern Technical College, Orlando, FL – LOC increased from \$2.2M to \$5.6M

Correction: The line of credit on #4 was decreased from \$5.9 million to \$5.6 million. No action was taken.

MOTION: Direct #1 to show-cause  
MOVED: Swartzwelder  
SECONDED: Leak  
ACTION: Approved

Institution #2 has stated that they will submit their AFR by 04/30/18. If there is no submission by that date, staff will notify Michelle Edwards, who will report this to the Executive Committee.

I. Unpaid Sustaining Fees

1. See report

There were no unpaid sustaining fees; no action was taken.

J. Policy Discussion

1. None

**ADJOURNMENT**

Chair Euliano adjourned the meeting at 5:25 p.m., Monday, April 9, 2018.

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

## Title IV Audit Findings April 2018 FRC Meeting

Findings below meet one or more of the following:

- Considered “material” by the auditor
- Repeat finding
- Greater than 10% of files affected
- Questioned costs are a significant amount
- *(new)* Refunds issued more than 30 days late

(170646) Brightwood College, Arlington, TX

- Finding 16-3 (Repeat): Student file contained conflicting information with respect to discrepant name on government issued identification document.
  - 1 of 70 files
  - Questioned costs: \$6,115
  - Isolated case; policy is in place but wasn't followed.
  - Questioned costs were refunded to Title IV.
- Finding 16-5 (Repeat): Ineligible funds were not returned for certain students.
  - 2 of 70 files
  - Questioned costs: \$5,856
  - Procedures were not followed; questioned costs were returned.

(170949) Brightwood Career Institute, Broomall, PA

- Finding 16-1: The Institution did not report the enrollment status and/or effective date to the NSDS for certain students.
  - 16 of 61 FDLF files – not reported
  - 23 of 61 FDLF files – reported incorrectly
  - Procedures were not always closely followed; the Institution corrected the statuses and effective dates in the NSLDS for the 39 students in this finding.
  - Sample was expanded by 59 files:
    - 18 were not reported
    - 28 were reported incorrectly
    - 3 were reported late
    - Institution corrected these files.
  - Corrective Action Plan
    - 1. Reporting guidelines were reviewed with Personnel.
    - 2. Internal review process with quality checks was implemented
    - 3. Historical data was reviewed to ensure accuracy.
    - 4. Third party service is being used to ensure future accuracy.

(170992) Brightwood College, Dallas, TX

- Finding 16-3 (Repeat): Verification was not completed prior to disbursement of funds.
  - 1 of 70 files
  - Questioned costs: \$6,115
  - Isolated case; procedures were not always followed.
  - Institution returned questioned costs to Title IV.

- Finding 16-5 (Repeat): Ineligible funds were not returned for certain students.
  - 2 of 70 files
  - Questioned costs: \$5,856
  - Procedures were not always followed; questioned costs were returned to Federal Direct Loan program.

(170998) Brightwood College, El Paso, TX

- Finding 16-5: Ineligible funds were not returned in a timely manner for certain students.
  - 2 of 75 files
  - Student 1: \$1,443 was returned 57 days late
  - Student 2: \$1,393 was returned 139 days late
  - Control procedures were not always followed
  - Corrective Action Plan
    - Additional personnel training
    - Internal controls reviewed; expanded internal audit process to monitor this process.

(171010) Brightwood College, San Antonio, TX

*All of the below findings are isolated instances.*

- Finding 16-2 (Repeat): A return of Title IV funds calculation was not completed correctly when a student withdrew from an instructional program.
  - 1 of 25 files
  - \$746 was refunded to Federal Direct Plus Loan Program
- Finding 16-3 (Repeat): Ineligible funds were not returned for one student.
  - 1 of 75 files
  - \$168 was refunded to the Federal Direct Loan Program.
- Finding 16-4 (Repeat): A award disbursement was made to one student who was not eligible at the time of disbursement.
  - 1 of 75 files
  - \$1,356 was refunded to the Federal Direct Loan Program.
- Finding 16-7 (Repeat): For one student, a Federal Work Study (FWS) timesheet was not consistent with the disbursement records.
  - 1 of 4 files
  - \$391 was returned to FWS.

(171031) Brightwood College, Van Nuys, CA

- Finding 16-3 (Repeat): A return of Title IV funds calculation was not completed correctly when a student withdrew from the instructional program.
  - 1 of 25 files
  - \$573 was returned to Federal Loan Programs
- Finding 16-4: The institution did not report the enrollment status and/or status effective date to the National Student Loan Data System (NSLDS) for certain students.
  - 7 of 65 were not reported; 12 were reported incorrectly.
  - Sample was expanded by 59 files; 6 additional students were not reported and 8 were not reported timely.
  - NSLDS guidelines have been reviewed with staff. Guidelines were analyzed and an internal review process was implemented on a monthly basis with quality checks to

identify and reduce any late and inaccurate reporting. Historical data is also being reviewed.

(171034) Brightwood College, Nashville, TN

- Finding 16-1 (Repeat): The Institution reported the enrollment status and/or status effective dates to the National Student Loan Data System (NSLDS) for certain students in error.
  - 3 of 64 files
  - Corrections were made
- Finding 16-3: One student was underawarded in Federal Direct Loan funds.
  - 1 of 64 files; \$3,134 in question.
  - Isolated instance; procedures were not followed.
  - Funds were paid to the student's account.
- Finding 16-4: Ineligible funds were not returned in a timely manner for one student.
  - 1 of 75 files
  - Refund of \$1,499 was issued 93 days after the due date
- Finding 16-5: A return of Title IV funds payment for one student was not made in a timely manner.
  - 1 of 25 files
  - Refund of \$2,471 was made 92 days late.

(171049) Brightwood College, Vista, CA

- Finding 16-2 (Repeat): A return of Title IV funds calculation was not completed correctly when a student withdrew from an instructional program.
  - 1 of 25 files
  - \$289 was refunded to Federal Pell Grant Program.
- Finding 16-3 (Repeat): Ineligible funds were not returned for one student.
  - 1 of 75 files
  - \$2,727 was returned to the Federal Pell Grant Program.

(173481) Brightwood College, San Diego, CA

- Finding 16-1: The Institution did not report the enrollment status and/or status effective date to the National Student Loan Data System (NSLDS) for certain students.
  - 7 of 64 students not reported; 9 students reported incorrectly
  - Sample expanded by 59 students; 2 additional students were reported incorrectly and 16 were not reported timely.
  - Corrections were made. NSLDS guidelines were reviewed with personnel and were analyzed. Monthly internal review process with quality checks was implemented. Historical data is being reviewed.

(173484) Brightwood College, San Antonio, TX

- Finding 16-2 (Repeat): Ineligible funds were not returned in a timely manner for certain students.
  - 2 of 75 files
  - \$7,650 refunded 192 days late
  - \$969 refunded 36 days late

- Finding 16-3 (Repeat): The Institution did not always update the enrollment status effective dates to the National Student Loan Data System (NSLDS) for certain students in an accurate and timely manner.
  - 2 of 66 effective dates were not reported timely; 1 was not reported.
- Finding 16-5 (Repeat): Federal Work Study (FWS) timesheets were not always consistent with the disbursement records.
  - 2 of 5 files
  - Sample expanded by 4 students; no additional findings
  - Questioned costs: \$773; \$580 was returned to FWS

(223669) Brightwood College, Salida, CA

- Finding 16-3: The Institution reported the enrollment status and/or effective date to the National Student Loan Data System (NSLDS) for certain students in error.
  - 6 of 58 files; sample was expanded by 59 files and 6 more instances were found, as well as 2 which were not reported at all.
  - Institution reviewed guidelines with personnel and analyzed policies & procedures. Internal review process was implemented. Historical data is being reviewed. Also, enrollment reporting is being moved to Clearinghouse.

(223674) Brightwood College, Towson, MD

- Finding 16-1 (Repeat): The Institution did not always update the enrollment status to the National Student Loan Data System (NSLDS) in an accurate and timely manner.
  - 1 of 51 was reported incorrectly; 1 was not reported timely
  - Data has been corrected
- Finding 16-2 (Repeat): One student was overawarded in Federal Direct Loan funds.
  - 1 of 51; isolated case
  - Questioned costs: \$2,150; this has been returned.

(235508) Brightwood College, Baltimore, MD

- Finding 16-4 (Repeat): Return to Title IV funds calculations were not completed correctly when certain students withdrew from an institutional program.
  - 2 of 50 files
  - Recalculations resulted in additional refunds totaling \$1,550.
- Finding 16-5 (Repeat): Ineligible funds were not returned for one student.
  - 1 of 75 files; isolated incident; \$68 was returned.

(10770) Fortis College, Norfolk, VA

*On all of the below findings, Institution has procedures in place to ensure compliance with requirements*

- Finding 2017-001 (Repeat): Refunds made under the R2T4 provisions were not paid in a timely manner
  - 1 of 27 students
- Finding 2017-003 (Repeat): FDLP exit counseling was not performed in a timely manner
  - 2 of 76 files

(10934) Fortis Institute, Erie, PA

*On all of the below findings, Institution has procedures in place to ensure compliance with requirements.*

- Finding 2017-003 (Repeat): Federal Pell Grant disbursements were incorrect for three students.
  - 3 of 60 files; over-disbursed net \$2,417
- Finding 2017-005 (Repeat): FDLP exit counseling was not performed in a timely manner for four students.
  - 4 of 88 files; reported from 5 to 51 days late
- Finding 2017-009: A refund made under the R2T4 provisions was not paid in a timely manner for one student.
  - 1 of 60 files; check written 149 days late and was cleared 163 days late.
- Finding 2017-010 (Repeat): R2T4 calculations were not properly computed when 4 students withdrew from the Institution.
  - 4 of 60 files; Questioned costs \$486
  - Monies in question were refunded

(33024) Living Arts Institute, Winston Salem, NC

- Finding 16.1 (Repeat): Late resolution of a credit balance
  - 1 of 33 students; \$1,292 was refunded one day late.
  - Isolated incident

(179009) Miami Regional University, Miami Springs, FL

- Finding 16-4: Institution did not timely determine a student's date of determination when the student ceased to attend MRU without proper notification.
  - 5 of 25 files; between 4 and 7 days late
  - Oversight by the registrar's dept. to timely monitor these records.

(11303) Ridley-Lowell Business & Technical Institute, New London, CT

*(New Business on Agenda)*

- Finding 2016-1 (Repeat): R2T4 repayments were paid late.
  - 4 of 25 files; sample expanded by 10 and there were no other findings.
  - 3 were between 8 and 18 days late
  - 1 was 127 days late
  - Total of \$20,998
  - It was determined that Financial Aid Dept. was understaffed; more attention was given to some campuses and not others. A new Director was hired to monitor them more closely, and this has corrected the problem going forward.

**FINANCIAL REVIEW COMMITTEE MINUTES**  
**Monday, December 4, 2017**  
**3:00 PM – 5:00 PM**

Committee Members

Mr. John Euliano, Chair  
Dr. Fardad Fateri  
Dr. Lawrence Leak  
Mr. Roger Swartzwelder

Staff Liaison

Ms. Julie Euliano

Additional Attendees

Ms. Michelle Edwards  
Mr. Steve Gelfound  
Ms. Perliter Walters-Gilliam  
Ms. Linda Lundberg  
Ms. Beth Daggett

CALL TO ORDER

John Euliano called the meeting to order at 3:11 p.m., Monday, December 4, 2017.

I. OLD BUSINESS

A. Consent Agenda for Institutions Previously on QFR

1. (60173) Bay Area Medical Academy, San Francisco, CA – 0 points
2. +(10306) Daymar College, Owensboro, KY – 19 points
3. (10469) Duluth Business University, Duluth, MN – 1 point
4. \*(238949) Hope College of Arts & Sciences, Pompano Beach, FL – 0 points
5. (12706) IBMC, Fort Collins, CO – 2 points
6. (24852) Peloton College, Dallas, TX – 0 points
7. Premier Education Group:
  - a. (178224) Branford Hall Career Institute, Amityville, NY – 0 points
  - b. (10547) Harris School of Business, Cherry Hill, NJ – 0 points
  - c. (10357) Salter College, West Boylston, MA – 1 point
8. +(11161) Sanford-Brown College (CEC), Tampa, FL – 13 points
9. (10657) Southern Technical College, Fort Myers, FL – 1 point
10. (20720) Southern Technical College, Orlando, FL – 4 points
11. (15907) Texas County Technical College, Houston, MO – 0 points
12. (21958) Bolivar Technical College, Houston, MO – 0 points

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

13. (28284) SAE Institute of Technology, Los Angeles, CA – 4 points
14. (32108) SAE Institute of Technology, N. Miami Beach, FL – 0 points

MOTION: Continue QFR  
 MOVED: Swartzwelder  
 SECONDED: Fateri  
 ACTION: Approved  
 ABSTAIN: Euliano on 9 and 10

B. Consent Agenda for Institutions Previously on FIP

1. (27446) Broadview University-West Jordan, Woodbury, MN – 7 points
2. (10418) Coleman University, San Diego, CA – 1 point
3. (225143) East West College of Natural Medicine, Sarasota, FL – 5 points
4. (22465) Jose Maria Vargas University, Pembroke Pines, FL – 7 points
5. (11105) National Latino Education Institute, Chicago, IL – 1 point
6. (10506) Spencerian College, Lexington, KY – 6 points
7. (15803) Sullivan College of Technology and Design, Louisville, KY – 6 points
8. (28864) Tribeca Flashpoint Media Arts Academy, Chicago, IL – 7 points

MOTION: Continue FIP  
 MOVED: Fateri  
 SECONDED: Leak  
 ACTION: Approved  
 ABSTAIN: Euliano on 3; Swartzwelder on 2

C. Institutions Previously on FIP

Delta Career Education Corporation

1. (11194) McCann School of Business and Technology, Pottsville, PA – 11 points
2. (114473) Berks Technical Institute, Wyomissing, PA – 1 point
3. +(10911) Miller-Motte Technical College, Clarksville, TN – 0 points
4. +(10317) Miller-Motte Technical College, Lynchburg, VA – 0 points

MOTION: Continue FIP  
 MOVED: Fateri  
 SECONDED: Leak  
 ACTION: Approved  
 ABSTAIN: Swartzwelder

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

Education Management Corporation

1. (16231) The Art Institute of Fort Lauderdale, Fort Lauderdale, FL – not reported
2. +(10751) The Art Institutes International Minnesota, Minneapolis, MN – 13 points
3. (16228) Art Institute of Phoenix, Phoenix, AZ – not reported

MOTION: Continue FIP  
MOVED: Swartzwelder  
SECONDED: Fateri  
ACTION: Approved

Fortis Institute

1. (10934) Fortis Institute, Erie, PA – 2 points
2. (16005) Fortis College, Orange Park, FL – 0 points
3. (10770) Fortis College, Norfolk, VA – 13 points

MOTION: Continue FIP  
MOVED: Leak  
SECONDED: Swartzwelder  
ACTION: Approved

D. Institutions Subject to Change in Review Status – Previously QFR

1. \*(10123) Beckfield College, Florence, KY – 5 points
2. (10950) Lincoln Technical Institute, Edison, NJ – 5 points
3. (262761) Madison Media Institute, Madison, WI – 7 points

MOTION: Continue QFR  
MOVED: Swartzwelder  
SECONDED: Leak  
ACTION: Approved  
ABSTAIN: Euliano on 3

E. Institutions Subject to Change in Review Status – Previously FIP

1. (70534) Pittsburgh Career Institute, Pittsburgh, PA – 12 points

MOTION: Continue FIP  
MOVED: Fateri  
SECONDED: Leak  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

F. Institutions on Financial Show Cause

1. (270273) GROOVE U, Columbus, OH – 7 points

MOTION:

MOVED:

SECONDED:

ACTION:

G. Institutions Closed, Officially Withdrawn, or Denied ACICS Accreditation (Informational Only)

1. +(12400) Colorado Heights University, Denver, CO
2. (36481) Global Health College, Alexandria, VA – 11 points
3. +(10898) Globe University, Woodbury, MN
4. +(48705) Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ
5. +(19019) Le Cordon Bleu College of Culinary Arts, Pasadena, CA
6. +(48280) Le Cordon Bleu College of Culinary Arts, San Francisco, CA
7. +(38375) Le Cordon Bleu College of Culinary Arts, Portland, OR
8. +(21352) Le Cordon Bleu College of Culinary Arts, Austin, TX
9. +\*(16303) MDT College of Health and Science, Highland Heights, OH
10. +(11103) Minnesota School of Business, Richfield, MN
11. (11332) Ridley-Lowell Business & Technical Institute, Binghampton, NY – 6 points
12. (24422) SOLEX College (*Denial*)
13. +(32159) The Art Institute of York – Pennsylvania, York, PA
14. +(16235) Art Institute of New York City, New York, NY
15. +(12392) Tucson College, Tucson, AZ  
Zenith Education Group, Inc.
16. (11101) Everest College, Thornton, CO
17. (147010) Everest College, Woodbridge, WA
18. (11333) Everest College, Henderson, NV

INFORMATIONAL ONLY

H. Policy Discussion Items

1. None

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

II. NEW BUSINESS

- A. Consent Agenda for Institutions with triggers on AFR and/or Audited Financial Statements:  
1. (32315) American International College of Arts and Sciences – 3 points

MOTION: Place on QFR  
MOVED: Leak  
SECONDED: Swartzwelder  
ACTION: Approved

- B. Institutions Subject to Review due to triggers on AFR and/or Audited Financial Statements  
1. None
- C. Change of Ownership/Control  
1. (10751) The Art Institutes of Fort Lauderdale, Fort Lauderdale, FL  
2. (16228) Art Institute of Phoenix, Phoenix, AZ

INFORMATIONAL ONLY

- D. Title IV Compliance Audits  
1. Audit Report attached

MOTION: Accept Report  
MOVED: Leak  
SECONDED: Fateri  
ACTION: Approved  
ABSTAIN: Euliano on 9 and 10

- E. Cohort Default Rates

MOTION: Revise policy and update report; take appropriate actions  
MOVED: Euliano  
SECONDED: Fateri  
ACTION: Approved

- F. 90/10 Reviews  
1. No 90/10 failures since last reporting period

MOTION: Accept Report  
MOVED: Leak  
SECONDED: Fateri  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

- G. 2016 Composite scores
  - 1. (238949) Hope College of Arts and Sciences
    - New Composite score of -.2
    - Letter of Credit \$178,615

INFORMATIONAL ONLY

- H. Financial Adverse Information
  - 1. Beckfield College
    - a. 10% Letter of Credit due to 2016 Composite Score of -1.0
  - 2. SAE Institute of Technology: Reclassification from HCM2 to HCM1
  - 3. AFRs due 06/30/17 but not received
    - a. (19408) Silicon Valley University, San Jose, CA
      - i. They request an extension until 02/10/18 due to audit delays
    - b. (247637) Express Training Services, Gainesville, FL
      - i. Accreditation previously revoked

MOTION: Revoke accreditation on 3a  
 MOVED: Leak  
 SECONDED: Fateri  
 ACTION: Approved

- I. Unpaid Sustaining Fees
  - 1. See report

MOTION: Send letter notifying institutions that accreditation will be revoked if fees are not paid by 12/18/17  
 MOVED: Euliano  
 SECONDED: Leak  
 ACTION: Approved

- J. Policy Discussion
  - 1. None

**ADJOURNMENT**

Chair Euliano adjourned the meeting at 5:19 p.m., Monday, December 4, 2017.

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

## Title IV Audit Findings December 2017 FRC Meeting

Findings below meet one or more of the following:

- Considered “material” by the auditor
- Repeat finding
- Greater than 10% of files affected
- Questioned costs are a significant amount

11208 Beal Education - Bangor, ME

- Finding 16-1: The institution did not have evidence of exit counseling for 15 students
  - 15 of 54 files
  - Policies & procedures have been updated, counseling materials were mailed to identified students, and they reviewed all withdrawn & graduated students to ensure exit counseling is maintained.

11179 Brightwood Career Institute – Harrisburg, PA

- Finding 16-1 (Repeat): An award disbursement was made to one student who was not eligible at the time of the disbursement.
  - 1 of 75; isolated case
  - \$56 was returned to the FSEOG program
- Finding 16-4: Federal Work Study (FWS) Program compliance requirements were not always met.
  - 2 of 5 FWS files tested
  - \$250 was returned to the FWS program

11256 Brightwood Career Institute – Pittsburgh, PA

- Finding 16-1 (Repeat): Return of Title IV funds calculations were not completed correctly when students withdrew from the instructional program.
  - 2 of 50 files
  - Total of \$2,059 was refunded to various federal programs
- Finding 16-3 (Repeat): The Institution did not always update the enrollment status and/or status effective date to the National Student Loan Data System (NSLDS) in an accurate manner.
  - 3 of 68 FDLF files
  - Records were corrected
- Finding 16-4 (Repeat): Returns of Title IV funds for certain students were not paid when the students withdrew from the instructional program.
  - 8 of 109 files
  - Total of \$959 was refunded to various federal programs
- Finding 16-5 (Repeat): Ineligible funds were not returned in a timely manner for one student.
  - 1 of 75 files; isolated instance; total not refunded timely: \$4,699

10363 Brightwood College – Hammond, IN

- Finding 16-3 (Repeat): Federal Work Study (FWS) Program compliance requirements were not always met.
  - 4 of 7 FWS files (100% of FWS population) tested
  - Total overpaid amount: \$13,218; federal share is \$9,913

- \$9,913 was refunded to FWS

11298 Brightwood College – Sacramento, CA

- Finding 16-2 (Repeat): The Institution did not always update the enrollment status effective date to the National Student Loan Data System (NSLDS) for certain students in an accurately and timely manner.
  - 2 of 71 FDLP files
  - Corrective Action taken: NSLDS guidelines and policies & procedures reviewed. Internal review process implemented. Historical data being reviewed for accuracy.

235912 Brightwood College – Dayton, OH

- Finding 16-2 (Repeat): The Institution did not always report student enrollment statuses to the National Student Loan Data System (NSLDS).
  - 4 of 55 FDLP files
  - Corrective Action taken: NSLDS guidelines and policies & procedures reviewed. Internal review process implemented. Historical data being reviewed for accuracy.

10602 Empire College - Santa Rosa, CA

- Finding 16-1: National Student Loan System (NSLDS) Roster Files were not transmitted to the NSLDS in a timely manner.
  - 4 of 4 files. “Due to the high error rate associated with this finding, we consider it to be a material instance of non-compliance. The sample was not expanded since it is not possible for the error rate to drop below 10% and reduce this to an immaterial finding.”
  - There was a misunderstanding about a date used by the servicer. Has been corrected going forward.

11909 Gwinnett College – Lilburn, GA

- Finding 2016-001: The return of Title IV funds, as a result of the students dropping out of school, was not made within the required 45 days.
  - 6 of 18 students
  - Complications due to change in ownership. Resolved because “the Institution now submits refunds directly to DOE and no longer has a fiscal agent.”

11199 International Business College – Indianapolis, IN

- Finding 16-1 (Repeat) The Pell award was incorrectly calculated and disbursed resulting in an underaward.
  - 2 of 43 students; Total amount: \$1,743
  - Was corrected while the audit was ongoing. Institution will follow procedures more closely in the future.

20839 Newmont College of Computer Science – Salt Lake City, UT

- Finding 16-1 (Repeat): Federal Direct Loan awards were incorrectly pro-rated for certain students.
  - 2 of 59 FDLP files tested; questioned costs: \$1,042
  - Refunded to Federal Direct Loan Program

10647 Schiller University Largo, FL

- Finding 16-2 (Repeat): The Institution did not report the enrollment status to the National Student Loan Data System (NSLDS) for certain students.
  - 3 of 39 files tested. 2 not reported; 1 reported incorrectly.
  - Data has been corrected
- Finding 16-3 (Repeat): Verification was not completed prior to disbursement of funds in one student file.
  - 1 of 50 files tested. Isolated instance.
  - Verification completed

**FINANCIAL REVIEW COMMITTEE AGENDA**  
**Monday, July 31, 2017**  
**3:00 PM – 5:00 PM**

Committee Members

Mr. John Euliano, Chair  
Mr. Richard Bennett  
Dr. Fardad Fateri  
Dr. Lawrence Leak  
Mr. Roger Swartzwelder

Staff Liaisons

Ms. Julie Euliano – Primary Liaison

Additional Staff:

Mr. Steven Gelfound  
Ms. Michelle Edwards

CALL TO ORDER

John Euliano called the meeting to order at 3:13 p.m., Monday, July 31, 2017.

I. OLD BUSINESS

A. Consent Agenda for Institutions Previously on QFR

1. +(12400) Colorado Heights University, Denver, CO – 13 points
2. +(10306) Daymar College, Owensboro, KY – 19 points
3. (10469) Duluth Business University, Duluth, MN – 4 points
4. +(10898) Globe University, Woodbury, MN – 19 points
5. (10950) Lincoln Technical Institute, Edison, NJ – 1 point
6. +(11103) Minnesota School of Business, Richfield, MN – 6 points
7. (24852) Peloton College, Dallas, TX – 0 points
8. (15907) Texas County Technical College, Houston, MO – 0 points
9. (21958) Bolivar Technical College, Houston, MO – 0 points
10. (28284) SAE Institute of Technology, Los Angeles, CA – 4 points
11. (32108) SAE Institute of Technology, N. Miami Beach, FL – 0 points

MOTION: Continue QFR  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

B. Consent Agenda for Institutions Previously on FIP

1. (27446) Broadview University-West Jordan, Woodbury, MN – 4 points
2. (22465) Jose Maria Vargas University, Pembroke Pines, FL – 7 points
3. (11105) National Latino Education Institute, Chicago, IL – 1 point
4. (11332) Ridley-Lowell Business & Technical Institute, Binghampton, NY – 6 points
5. (10506) Spencerian College, Lexington, KY – 6 points
6. (15803) Sullivan College of Technology and Design, Louisville, KY – 3 points
7. (28864) Tribeca Flashpoint Media Arts Academy, Chicago, IL – 7 points

MOTION: Continue FIP  
MOVED: Fateri  
SECONDED: Bennett  
ACTION: Approved

C. Institutions Previously on FIP

1. None

D. Institutions Subject to Change in Review Status – Previously QFR

1. (10602) Empire College, Santa Rosa, CA – 0 points
2. (44818) Felbry College School of Nursing, Columbus, OH – 0 points
3. (11150) Florida Career College, Miami, FL – 0 points
4. (10399) Metro Business College, Cape Girardeau, MO – 0 points
5. +(10292) Stone Academy, West Haven, CT – 0 points

MOTION: Remove from QFR  
MOVED: Swartzwelder  
SECONDED: Leak  
ACTION: Approved  
ABSTAIN: Fateri on 3

E. Institutions Subject to Change in Review Status – Previously FIP

1. \*(70534) Pittsburgh Career Institute, Pittsburgh, PA – 12 points
2. \*(10657) Southern Technical College, Fort Myers, FL – 1 point
3. \*(20720) Southern Technical College, Orlando, FL – 4 points

MOTION: #1 - Continue FIP  
#2 and #3 - Place on QFR  
MOVED: Swartzwelder  
SECONDED: Fateri

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

ACTION: Approved  
ABSTAIN: Bennett and Euliano- #2 and #3

Career Education Corporation – Previously QFR

1. +(48705) Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ – 7 points
2. +(19019) Le Cordon Bleu College of Culinary Arts, Pasadena, CA – 13 points
3. +(48280) Le Cordon Bleu College of Culinary Arts, San Francisco, CA – 10 points
4. +(38375) Le Cordon Bleu College of Culinary Arts, Portland, OR – 9 points
5. +(21352) Le Cordon Bleu College of Culinary Arts, Austin, TX – 4 points
6. +(11161) Sanford-Brown College, Tampa, FL – 13 points

MOTION: Continue QFR  
MOVED: Euliano  
SECONDED: Fateri  
ACTION: Approved

Delta Career Education Corporation – Previously FIP

1. (11194) McCann School of Business and Technology, Pottsville, PA – 10 points
2. +(12392) Tucson College, Tucson, AZ – 13 points
3. (114473) Berks Technical Institute, Wyomissing, PA – 3 points
4. (10911) Miller-Motte Technical College, Clarksville, TN – 1 point
5. (10317) Miller-Motte Technical College, Lynchburg, VA – 1 point

MOTION: Continue FIP  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved  
ABSTAIN: Swartzwelder

Zenith Education Group, Inc. – Previously on FIP

1. (11101) Everest College, Thornton, CO – 13 points
2. (147010) Everest College, Woodbridge, WA – 13 points
3. (11333) Everest College, Henderson, NV – 16 points

MOTION: Continue FIP  
MOVED: Fateri  
SECONDED: Leak  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

F. Institutions on Financial Show Cause

1. \*(10418) Coleman University, San Diego, CA – 0 points

MOTION: Vacate Show-Cause; place on FIP  
MOVED: Bennett  
SECONDED: Blake  
ACTION: Approved

2. +(16303) MDT College of Health and Science, Highland Heights, OH – 9 points

ACTION: MDT has voluntarily withdrawn accreditation.

Education Management Corporation (Financial Show-Cause directed in 04/16)

1. +(32159) The Art Institute of York – Pennsylvania, York, PA – 6 points
2. (16231) The Art Institute of Fort Lauderdale, Fort Lauderdale, FL – 15 points
3. +(10751) The Art Institutes International Minnesota, Minneapolis, MN – 15 points
4. +(16235) Art Institute of New York City, New York, NY – 7 points
5. (16228) Art Institute of Phoenix, Phoenix, AZ – 4 points

MOTION: Vacate Show-Cause; place on FIP  
MOVED: Bennett  
SECONDED: Hobdy  
ACTION: Approved

Fortis Institute – (Financial Show-Cause directed in 04/17)

1. (10934) Fortis Institute, Erie, PA – 1 point
2. (16005) Fortis College, Orange Park, FL – 1 point
3. (10770) Fortis College, Norfolk, VA – 13 points

MOTION: Vacate Show-Cause; place on FIP  
MOVED: Leak  
SECONDED: Fateri  
ACTION: Approved

G. Institutions Closed or Officially Withdrawn from ACICS Accreditation

1. (15728) Bristol University, Anaheim, CA
2. +(20271) Court Reporting Institute of St. Louis, Clayton, MO

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

3. +(10748) Everest College, Springfield, MO
4. (11328) New York Institute of English and Business, New York, NY
5. +(11116) Prince Institute, Southeast, Elmhurst, IL
7. +(70523) Sanford-Brown College, Mendota Heights, MN
8. +(11132) Sanford-Brown College-Chicago, Chicago, IL

MOTION: No Action

H. Policy Discussion Items

1. None

II. NEW BUSINESS

A. Consent Agenda for Institutions with triggers on AFR and/or Audited Financial Statements: No Action Recommended

1. (136114) Ambria College of Nursing, Hoffman Estates, IL – 1 point
2. (146787) Bryan University, Tempe, AZ – 1 point
3. (24921) California Miramar University, San Diego, CA – 1 point
4. (11217) Daymar College, Clarksville, TN – 1 point
5. (10355) Instituto de Banca y Comercio, Hato Rey, Puerto Rico – 1 point
6. (171290) Niels Brock Copenhagen Business College, Copenhagen, Denmark – 1 point
7. (10096) Pinnacle Career Institute, Lawrence, KS – 1 point
8. (12775) Professional Golfers Career College, Temecula, CA – 1 point
9. (24346) Sentara College of Health Sciences, Chesapeake, VA – 3 points
10. (27075) Spartan College of Aeronautics and Technology, Broomfield, CO – 1 point
11. (148277) Universal Technology of Puerto Rico, Augadilla, Puerto Rico – 1 point

MOTION: No Action

MOVED: Bennett

SECONDED: Leak

ACTION: Approved

B. Consent Agenda for Institutions with triggers on AFR and/or Audited Financial Statements: QFR Recommended

1. (60173) Bay Area Medical Academy, San Francisco, CA – 3 points
2. \*(10123) Beckfield College, Florence, KY – 3 points
3. (21648) Digital Media Arts College, Boca Raton, FL – 1 point
4. (238949) Hope College of Arts & Sciences, Pompano Beach, FL – 4 points
5. (12706) IBMC, Fort Collins, CO – 3 points

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\*denotes institution also has a financial adverse included in this agenda

MOTION: #3 - No Action  
MOVED: Leak  
SECONDED: Swartzwelder  
ACTION: Approved

MOTION: #1, #2, #4, and #5 - Place on QFR  
MOVED: Leak  
SECONDED: Bennett  
ACTION: Approved

C. Institutions Subject to Review due to triggers on AFR and/or Audited Financial Statements

1. AHED:
  - i. (225143) East West College of Natural Medicine, Sarasota, FL – 7 points
  - ii. (262761) Madison Media Institute, Madison, WI – 2 points
2. (225377) California Institute of Advanced Management, El Monte, CA – 6 points
3. (36481) Global Health College, Alexandria, VA – 11 points
4. \*(270273) GROOVE U – 7 points
5. Premier Education Group:
  - i. (178224) Branford Hall Career Institute, Amityville, NY – 1 point
  - ii. (10547) Harris School of Business, Cherry Hill, NJ – 1 point
  - iii. (10357) Salter College, West Boylston, MA – 4 points
6. \*(24422) SOLEX College – 19 points
7. Virginia College:
  - i. (10363) Brightwood College, Hammond, IN – 2 points
  - ii. (11179) Brightwood Career Institute, Harrisburg, PA – 2 points
  - iii. (11256) Brightwood Career Institute, Pittsburgh, PA – 7 points
  - iv. (11298) Brightwood College, Sacramento, CA – 2 points
  - v. (170949) Brightwood Career Institute, Broomall, PA – 2 points
  - vi. (170992) Brightwood College, Dallas, TX – 2 points
  - vii. (171004) Brightwood Career Institute, Philadelphia, PA – 2 points
  - viii. (171010) Brightwood College, San Antonio, TX – 2 points
  - ix. (171049) Brightwood College, Vista, CA – 2 points
  - x. (223669) Brightwood College, Salida, CA – 2 points
  - xi. \*(235508) Brightwood College, Baltimore, MD – 2 points
  - xii. (235912) Brightwood College, Dayton, OH – 4 points

MOTION: #1i - Place on FIP  
#1ii - Place on QFR  
#2 - No Action

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

#5 - Place on QFR  
#7 - No Action  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved  
ABSTAIN: Swartzwelder - #7; Euliano - #1

MOTION: #3 - Place on Financial Show-Cause  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved

MOTION: #4 - Place on Financial Show-Cause  
MOVED: Swartzwelder  
SECONDED: Bennett  
ACTION: Approved

MOTION: #6 - Place on Financial Show-Cause; add to current Show-Cause  
MOVED: Euliano  
SECONDED: Swartzwelder  
ACTION: Approved

- D. Change of Ownership/Control  
1. None

E. Title IV Compliance Audits

1. Update on implementation and audits reviewed

Staff reviewed the audits and only noted those with an issue that rose to the level of needing action. At this meeting, there was no such items. Going forward, staff has created a new report for this section that is much more detailed about action items on Title IV compliance audits

2. (24422) SOLEX has voluntary withdrawn from Title IV
3. Cohort Default Rates  
i. Released in September so these rates will be reviewed at the December 2017 meeting for monitoring action.
4. 90/10 Reviews  
i. (235508) Brightwood College, Baltimore, MD – 90/10 is at 90.80%

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

- ii. (223674) Brightwood College, Towson, MD – 90/10 is at 90.48%

No action was recommended on these failures because of how closely they failed the 90/10 review.

5. 2016 Composite scores

- i. (60173) Bay Area Medical Academy 0.0
- ii. (10123) Beckfield School -1.0
- iii. (10253) Colegio Tecnológico y Comercial de PR 0.0
- iv. (36481) Global Health College -.90
- v. (16303) MDT College of Health and Science, Inc. -.30
- vi. (70534) Pittsburgh Career Institute -.20
- vii. (10657) Southern Technical College Suncoast -.40
- viii. (20720) Southern Technical College -.60

This is a DOE metric that is included in most audits would be included in taking accreditation actions, as appropriate. Only institutions with composite scores below 0 are listed and have been previously discussed for other financial concerns.

MOTION: No Action

F. Financial Adverse Information

- 1. (24422) SOLEX: FAD letter totaling \$3,823,346 on 09/30/16; SOLEX is contesting and in negotiations with ED.
- 2. AFRs due 06/30/17 but not received as of 07/26/17
  - a. (19408) Silicon Valley University, San Jose, CA
    - i. Waiting for auditor to complete audit; expected completion is 8/31
  - b. (39183) Herguan University, Sunnyvale, CA
    - i. No known contact from them
  - c. (248783) UAC School of Global Management, Miami, FL
    - i. Requested a password reset; this was done on 7/25
  - d. (250872) Life Line Med Training
    - i. No known contact from them
  - e. (225702) Guglielmo Marconi University, Rome, Italy
    - i. Requested password on 7/21; provided same day
  - f. (242565) Universal Vocational Institute, Hialeah, FL
    - i. No known contact from them
  - g. (247637) Express Training Services, Gainesville, FL
    - i. No known contact from them

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\*denotes institution also has a financial adverse included in this agenda

ACTION: Michelle Edwards, President will call all schools above except 2b to obtain a status on their AFRs.

3. Other:

- a. (270273) GROOVE U – 12/31/15 audit submitted; 12/31/16 not available

G. Policy Discussion Items

- 1. New institutions: First AFR due

ACTION: Table discussion until ACICS resumes accepting new schools.

**ADJOURNMENT**

Chair Euliano adjourned the meeting at 5:23 p.m., Monday, July 31, 2017.

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

FINANCIAL REVIEW COMMITTEE AGENDA  
Wednesday, April 5, 2017  
3:00 PM – 5:00 PM

Committee Members

Mr. John Euliano, Chair  
Mr. Richard Bennett  
Ms. Julie Blake  
Dr. Fardad Fateri  
Dr. Lawrence Leak  
Mr. Roger Swartzwelder

Staff Liaisons

Ms. Julie Euliano – Primary Liaison  
Mr. Quentin Dean – Secondary Liaison

Additional Staff:

Mr. Steven Gelfound  
Ms. Linda Lundberg

CALL TO ORDER

John Euliano called the meeting to order at 2:58 p.m., Wednesday, April 5, 2017.

I. OLD BUSINESS

A. Consent Agenda for Institutions Previously on QFR

1. +(20271) Court Reporting Institute of St. Louis, Clayton, MO – 0 points
2. (10469) Duluth Business University, Duluth, MN – 1 point
3. (10190) EDIC College, Caguas, PR – 1 point

Vote on item 3 above separately:

MOTION:	Remove from QFR
MOVED:	Leak
SECONDED:	Fateri
ACTION:	Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

4. \*(10602) Empire College, Santa Rosa, CA – 0 points
5. (44818) Felbry College School of Nursing, Columbus, OH – 0 points
6. (11150) Florida Career College, Miami, FL – 0 points
7. (10950) Lincoln Technical Institute, Edison, NJ – 1 point
8. (10399) Metro Business College, Cape Girardeau, MO – 1 point
9. +(11103) Minnesota School of Business, Richfield, MN – 0 points
10. +(10292) Stone Academy, West Haven, CT – 0 points

11. (28284) SAE Institute of Technology, Los Angeles, CA – 4 points
12. (32108) SAE Institute of Technology, N. Miami Beach, FL – 0 points

Vote on items 11 and 12 above separately:

MOTION: Continue on QFR  
 MOVED: Swartzwelder  
 SECONDED: Fateri  
 ACTION: Approved

MOTION: Items 1-2 and 4-10 continue on QFR

MOVED: Leak  
 SECONDED: Bennett  
 ACTION: Approved  
 ABSTAIN: Fateri on item 6 above, Florida Career College

**B. Consent Agenda for Institutions Previously on FIP**

1. (27446) Broadview University-West Jordan, Woodbury, MN – 4 points
2. (11105) National Latino Education Institute, Chicago, IL – 0 points
3. (11332) Ridley-Lowell Business & Technical Institute, Binghamton, NY – 6 points
4. (11303) Ridley-Lowell Business & Technical Institute, New London, CT – 1 point

Vote on item 4 above separately:

MOTION: Remove from Reporting  
 MOVED: Swartzwelder  
 SECONDED: Bennett  
 ACTION: Approved

**+denotes closure plan**

**\*denotes institution also has a financial adverse included in this agenda**

5. (10657) Southern Technical College, Fort Myers, FL – 3 points
6. (20720) Southern Technical College, Orlando, FL – 3 points
7. (10506) Spencerian College, Lexington, KY – 6 points
8. (15803) Sullivan College of Technology and Design, Louisville, KY – 3 points

MOTION: Items 1-3 and 5-8 Continue on FIP  
 MOVED: Swartzwelder  
 SECONDED: Blake  
 ACTION: Approved  
 Abstain: Bennett, Items 5-6

C. Institutions Previously on FIP

1. (22465) Jose Maria Vargas University, Pembroke Pines, FL – 7 points

MOTION: Continue on FIP  
 MOVED: Bennett  
 SECONDED: Leak  
 ACTION: Approved

2. (11328) New York Institute of English and Business, New York, NY – 7 points

MOTION: Continue on FIP  
 MOVED: Euliano  
 SECONDED: Bennett  
 ACTION: Approved

3. (28864) Tribeca Flashpoint Media Arts Academy, Chicago, IL – 7 points

MOTION: Continue on FIP  
 MOVED: Bennett  
 SECONDED: Fateri  
 ACTION: Approved

D. Institutions Subject to Change in Review Status – Previously QFR

1. (11238) American National University, Lexington, KY – 0 points
2. (10278) American National University, Salem, VA – 0
3. (10683) National College, Nashville, TN – 0 points

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

4. \*(10418) Coleman University, San Diego, CA – 9 points

Vote on item 4 above separately:

MOTION: Place on show-cause. Request institution to demonstrate financial stability given the losses based on December numbers that were self-reported and auditor's findings, including inadequate accounting practices. Include a FIP. Provide update on corrective action plan.

MOVED: Bennett  
SECONDED: Blake  
ACTION: Approved  
ABSTAIN: Swartzwelder

5. +(10306) Daymar College, Owensboro, KY – 19 points
6. (24852) Peloton College, Dallas, TX – 7 points
7. (11116) Prince Institute, Southeast, Elmhurst, IL – 7 points

MOTION: Remove items 1-3 from reporting. Items 5-7 Continue on QFR  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved

#### E. Institutions Subject to Change in Review Status – Previously FIP

1. (20292) California Intl Business University, San Diego, CA – 0 points
2. +\*(12400) Colorado Heights University, Denver, CO – 10 points
3. +(10898) Globe University, Woodbury, MN – 16 points
4. (70534) Pittsburgh Career Institute, Pittsburgh, PA – 13 points

MOTION: Item 1, remove from reporting. Items 2-3 place on QFR. Item 4, continue on FIP.  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

Career Education Corporation

1. +(48705) Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ – 8 points
2. +(19019) Le Cordon Bleu College of Culinary Arts, Pasadena, CA – 8 points
3. +(48280) Le Cordon Bleu College of Culinary Arts, San Francisco, CA – 10 points
4. +(38375) Le Cordon Bleu College of Culinary Arts, Portland, OR – 4 points
5. +(21352) Le Cordon Bleu College of Culinary Arts, Austin, TX – 0 points
6. +(11161) Sanford-Brown College, Tampa, FL – 10 points
7. +(11132) Sanford-Brown College-Chicago, Chicago, IL – 1 point
8. +(70523) Sanford-Brown College, Mendota Heights, MN – 13 points

MOTION: Place on QFR  
MOVED: Euliano  
SECONDED: Bennett  
ACTION: Approved

Delta Career Education Corporation

1. (11194) McCann School of Business and Technology, Pottsville, PA – 10 points
2. (12392) Tucson College, Tucson, AZ – 13 points
3. (114473) Berks Technical Institute, Wyomissing, PA – 0 points
4. (10911) Miller-Motte Technical College, Clarksville, TN – 1 point
5. (10317) Miller-Motte Technical College, Lynchburg, VA – 1 point

MOTION: Continue on FIP  
MOVED: Fateri  
SECONDED: Blake  
ACTION: Approved  
ABSTAIN: Swartzwelder

Fortis Institute

1. (10934) Fortis Institute, Erie, PA – 1 point
2. (16005) Fortis College, Orange Park, FL – 0 points
3. (10770) Fortis College, Norfolk, VA – 10 points

MOTION: Place institution on show-cause (Education Affiliates)  
MOVED: Leak  
SECONDED: Fateri  
ACTION: Approved  
ABSTAIN: Euliano

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

Zenith Education Group, Inc.

1. +(10748) Everest College, Springfield, MO – 14 points
2. (11101) Everest College, Thornton, CO – 16 points
3. (147010) Everest College, Woodbridge, WA – 10 points
4. (11333) Everest College, Henderson, NV – 14 points

MOTION: Continue on FIP  
MOVED: Euliano  
SECONDED: Blake  
ACTION: Approved

F. Institutions on Financial Show Cause

1. (15728) Bristol University, Anaheim, CA – 10 points

MOTION: The hearing panel recommends continuing the financial show-cause, and vacating the student achievement show-cause. Keep school on student achievement reporting, ask for full CAR, retention update, due July 10, 2017. Request corporate ownership chart / ownership structure disclosure.

MOVED: Edwards  
SECONDED: Fateri  
ACTION: Approved

2. +(16303) MDT College of Health and Science, Highland Heights, OH – 12 points

MOTION: The hearing panel recommends continuing the financial show-cause, vacating the student achievement show-cause, but continuing school on reporting (requesting a full year CAR through June 30, 2017, to be provided to the Council by July 10, 2017).

MOVED: Blake  
SECONDED: Guinan  
ACTION: Approved

3. \*(22447) Pinchot University, Seattle, WA – NO SUBMISSION

MOTION: FRC recommends revocation of the institutions accreditation, for not submitting an AFR, per Accrediting Criteria section 2-3-401 (c).

MOVED: Swartzwelder  
SECONDED: Leak  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

Education Management Corporation (Financial Show-Cause directed in 04/16)

1. +(32159) The Art Institute of York – Pennsylvania, York, PA – 3 points
2. (16231) The Art Institute of Fort Lauderdale, Fort Lauderdale, FL – 6 points
3. +(10751) The Art Institutes International Minnesota, Minneapolis, MN – 13 points
4. (16235) Art Institute of New York City, New York, NY – 7 points
5. (16228) Art Institute of Phoenix, Phoenix, AZ – 0 points

MOTION: Continue Show-Cause. Conduct unannounced visits to 2-3 schools that have received complaints.

MOVED: Bennett

SECONDED: Hobdy

ACTION: Approved

G. Institutions Closed or Officially Withdrawn from ACICS Accreditation

1. (10219) Everest College, Colorado Springs, CO
2. (11314) Everest College, Newport News, VA
3. +(10678) Everest College, Portland, OR
4. +(10564) Everest College, Bremerton, WA
5. (10679) Everest University, Orlando, FL
6. (10845) Key College, Dania Beach, FL
7. (245680) SAE Institute of Technology, Nashville, TN
8. +(20950) Sanford-Brown College, Atlanta, GA
9. +(20968) Sanford-Brown College, Dallas, TX
10. (11096) Taylor Business Institute, Chicago, IL
11. (241563) Victory Trade School, Springfield, MO

MOTION: Remove from Reporting

MOVED: Bennett

SECONDED: Leak

ACTION: Approved

H. Policy Discussion Items

1. Title IV Compliance Audits

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

II. NEW BUSINESS

A. Consent Agenda for Institutions with triggers on AFR and/or Audited Financial Statements

1. (31581) North American University, Stafford, TX – 1 point
2. (12769) Pacific States University, Los Angeles, CA—1 point
3. (20699) Santa Barbara Business College, Ventura, CA – 1 point
4. (10560) Sierra Valley College of Court Reporting, Fresno, CA – 1 point
5. (10596) Vet Tech Institute of Houston, Houston, TX – 3 points

MOTION: No Action  
MOVED: Swartzwelder  
SECONDED: Bennett  
ACTION: Approved

B. Institutions Subject to Review due to triggers on AFR and/or Audited Financial Statements

1. (24539) Bon Secours Memorial College of Nursing, Richmond, VA – 7 points
2. (10544) Cheryl Fell’s School of Business, Niagara Falls, NY – 1 point
3. +(10273) Jones College, Jacksonville, FL – 3 points
4. (15907) Texas County Technical College, Houston, MO – 4 points

MOTION: No action on items 1-3. Place item 4 on QFR.  
MOVED: Euliano  
SECONDED: Blake  
ACTION: Approved

C. Change of Ownership/Control

1. (237211) Pacific Institute of Technology, Morrow, GA

MOTION: Approve change of ownership  
MOVED: Fateri  
SECONDED: Bennett  
ACTION: Approved

D. Financial Adverse Information

1. (12400) Colorado Heights University – Line of Credit \$61,641 due to the decision to close and not seek to renew accreditation
2. (24765) Community Care College – Composite Score is 0.28
3. (10602) Empire College – Line of Credit \$392,060 due to a Composite Score of 1.0
4. AFRs due but not submitted as of 03/28/17:

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\*denotes institution also has a financial adverse included in this agenda

- a. (10418) Coleman University
  - i. Due 12/31/16; extension until 3/24 (submitted)
- b. (10431) International College of the Cayman Islands (submitted)
  - i. Due 02/28/17; extension until 3/31
- c. (22447) Pinchot University (voted on)
  - i. Due 12/31/16
  
- d. (254209) Process Work Institute
  - i. Due 01/31/17; letter sent 3/28; 2<sup>nd</sup> due date 4/4

MOTION: (Letter to school from Julie Euliano and Phone call from Roger Williams)

- e. (26129) Southern California Health Institute (SOCHI)
  - i. Due 12/31/16; 2<sup>nd</sup> due date 02/22

MOTION: No Action; AFR is in progress.

- E. Policy Discussion Items
  - 1. None

**FINANCIAL REVIEW COMMITTEE AGENDA - ADDENDUM**  
 Wednesday, April 5, 2017  
 3:00 PM – 5:00 PM

C. Institutions Subject to Change in Review Status – Previously QFR

II. NEW BUSINESS

B. Institutions Subject to Review due to triggers on AFR and/or Audited Financial Statements

- 5. (232604) Bethesda College of Health Sciences, Boynton Beach. FL – 6 points

MOTION: No action  
 MOVED: Swartzwelder  
 SECONDED: Leak  
 ACTION: Approved

D. Financial Adverse Information (update)

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\*denotes institution also has a financial adverse included in this agenda

(10431) International College of the Cayman Islands

- Submitted AFR on 03/30/17
- Zero points

MOTION: No Action.

Additional Late AFRs, due 03/31/17; not submitted as of 04/05/17

- (23888) Bergin University of Canine Studies, Rohnert Park, CA
- (10680) Consolidated School of Business, York, PA
- (11153) Consolidated School of Business, Lancaster, PA
- (148277) Universal Technology of Puerto Rico, Aguadilla, Puerto Rico
- (148280) Universal Technology of Puerto Rico, Camuy, Puerto Rico

MOTION: No action. Send late notice.

ADJOURNMENT

Chair Euliano adjourned the meeting at 5:31 p.m., Wednesday, April 5, 2017.

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\*denotes institution also has a financial adverse included in this agenda

FINANCIAL REVIEW COMMITTEE MINUTES  
Monday, December 5, 2016  
9:00 AM – 12:00 PM

Committee Members

Mr. John Euliano, Chair  
Mr. Richard Bennett  
Ms. Julie Blake  
Dr. Fardad Fateri  
Dr. Lawrence Leak  
Mr. Roger Swartzwelder

Observer:

Ms. Judee Timm

Staff Liaisons

Ms. Julie Euliano – Primary Liaison  
Mr. Quentin Dean – Secondary Liaison

Additional Staff:

Mr. Roger J. Williams  
Mr. Steven Gelfound  
Ms. Perliter Walters-Gilliam  
Ms. Kay Ropko  
Ms. Linda Lundberg

I. CALL TO ORDER

Chair Euliano called the meeting to order at 9:00 A.M. Monday, December 5, 2016.

I. OLD BUSINESS

- A. Consent Agenda for Institutions Previously on QFR
1. (11238) American National University, Lexington, KY – 1 point
  2. (10278) American National University, Salem, VA – 0 points
  3. (10683) National College, Nashville, TN – 0 points

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4. (20271) Court Reporting Institute of St. Louis, Clayton, MO – 1 point

Vote on item 4 above separately:

MOTION: Continue QFR  
MOVED: Euliano  
SECONDED: Bennett  
ACTION: Approved  
ABSTAINED: Fateri

5. (10469) Duluth Business University, Duluth, MN – 1 point
6. (10190) EDIC College, Caguas, PR – 1 point
7. (10602) Empire College, Santa Rosa, CA – 1 point
8. (44818) Felbry College School of Nursing, Columbus, OH – 0 points
9. (11150) Florida Career College, Miami, FL – 1 point
10. (10845) Key College, Dania Beach, FL – 2 points
11. (10950) Lincoln Technical Institute, Edison, NJ – 2 points
12. (10399) Metro Business College, Cape Girardeau, MO – 1 point
13. (11303) Minnesota School of Business, Richfield, MN – 0 points
14. (10292) Stone Academy, West Haven, CT – 0 points

MOTION: Items 1-3 and 5-14 above, continue on QFR  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved  
ABSTAINED: Fateri, Item 9 above: Florida Career College

#### B. Consent Agenda for Institutions Previously on FIP

1. (11105) National Latino Education Institute, Chicago, IL – 1 point
2. (11332) Ridley-Lowell Business & Technical Institute, Binghamton, NY – 3 points
3. (11303) Ridley-Lowell Business & Technical Institute, New London, CT – 1 point
4. (10657) Southern Technical College, Fort Myers, FL – 1 point
5. (20720) Southern Technical College, Orlando, FL – 1 points
6. (11096) Taylor Business Institute, Chicago, IL – 1 point

MOTION: Continue on FIP  
MOVED: Swartzwelder  
SECONDED: Leak  
ACTION: Approved  
ABSTAINED: Bennett, on items 4 and 5

*The mission of the Financial Review Committee ("FRC") is to monitor the financial stability of accredited institutions in order to ensure they maintain sufficient financial resources to deliver a quality education to their students.*

**+denotes closure plan**

**\*denotes institution also has a financial adverse included in this agenda**

C. Institutions Directed to Continue on FIP

1. (20292) California Intl Business University, San Diego, CA – 5 points

MOTION: Continue FIP  
MOVED: Fateri  
SECONDED: Leak  
ACTION: Approved

2. (28864) Tribeca Flashpoint Media Arts Academy, Chicago, IL – 7 points

MOTION: Continue FIP  
MOVED: Fateri  
SECONDED: Blake  
ACTION: Approved

D. Institutions Subject to Change in Review Status – Previously QFR

1. (10740) Cambria-Rowe Business College, Johnstown, PA – CLOSED

MOTION: Remove from QFR  
MOVED: Blake  
SECONDED: Leak  
ACTION: Approved

2. (10418) Coleman University, San Diego, CA – 6 points

MOTION: Continue on QFR  
MOVED: Euliano  
SECONDED: Blake  
ACTION: Approved  
ABSTAINED: Swartzwelder

3. (10306) Daymar College, Owensboro, KY – 10 points

MOTION: Continue QFR  
MOVED: Blake  
SECONDED: Fateri  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

4. (73849) EMSTA College, Santee, CA – NO SUBMISSION

MOTION: Remove from QFR  
MOVED: Blake  
SECONDED: Bennett  
ACTION: Approved

5. (10898) Globe University, Woodbury, MN – 7 points

MOTION: Place on FIP  
MOVED: Swartzwelder  
SECONDED: Fateri  
ACTION: Approved

6. (11116) Prince Institute, Southeast, Elmhurst, IL – 7 points

MOTION: Continue QFR  
MOVED: Bennett  
SECONDED: Blake  
ACTION: Approved

7. (28284) SAE Institute of Technology, Los Angeles, CA – 4 points

MOTION: Continue QFR  
MOVED: Leak  
SECONDED: Bennett  
ACTION: Approved

8. (32108) SAE Institute of Technology, N. Miami Beach, FL – 0 points

MOTION: Continue QFR  
MOVED: Leak  
SECONDED: Blake  
ACTION: Approved

9. (245680) SAE Institute of Technology, Nashville, TN – 1 point

MOTION: Continue QFR  
MOVED: Leak  
SECONDED: Blake  
ACTION: Approved

+denotes closure plan

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E. Institutions Subject to Change in Review Status – Previously FIP

1. (73857) Bay Area College of Nursing, Palo Alto, CA – CLOSED

MOTION: Remove from FIP  
MOVED: Fateri  
SECONDED: Blake  
ACTION: Approved

2. (19459) Brooks Institute, Ventura, CA – CLOSED

MOTION: Remove from FIP  
MOVED: Blake  
SECONDED: Leak  
ACTION: Approved

3. (12400) Colorado Heights University, Denver, CO – 10 points

MOTION: Continue on FIP  
MOVED: Euliano  
SECONDED: Blake  
ACTION: Approved

4. (22465) Jose Maria Vargas University, Pembroke Pines, FL – 7 points

MOTION: Continue on FIP  
MOVED: Swartzwelder  
SECONDED: Fateri  
ACTION: Approved

5. (16303) MDT College of Health and Science, Highland Heights, OH – 10 points

MOTION: Place on show-cause.  
MOVED: Fateri  
SECONDED: Swartzwelder  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

6. (40730) Missouri College, Brentwood, MO – CLOSED

MOTION: Remove from FIP  
MOVED: Leak  
SECONDED: Blake  
ACTION: Approved

7. (11328) New York Institute of English and Business, New York, NY – 8 points

MOTION: Continue on FIP  
MOVED: Euliano  
SECONDED: Fateri  
ACTION: Approved

8. (22447) Pinchot University, Seattle, WA – NO SUBMISSION

MOTION: Place on show-cause  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved

9. (15661) Spencerian College, Lexington, KY – 13 points

MOTION: Continue on FIP  
MOVED: Blake  
SECONDED: Swartzwelder  
ACTION: Approved

10. (15803) Sullivan College of Technology and Design, Louisville, KY – 4 points

MOTION: Continue on FIP  
MOVED: Blake  
SECONDED: Swartzwelder  
ACTION: Approved

11. (27446) Broadview University-West Jordan, Woodbury, MN – 7 points

MOTION: Continue on FIP  
MOVED: Fateri  
SECONDED: Euliano  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

12. (70534) Pittsburgh Career Institute, Pittsburgh, PA – 13 points

MOTION: Continue on FIP  
MOVED: Euliano  
SECONDED: Fateri  
ACTION: Approved

Career Education Corporation

1. +(48705) Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ – 4 points
2. +(19019) Le Cordon Bleu College of Culinary Arts, Pasadena, CA – 7 points
3. +(48280) Le Cordon Bleu College of Culinary Arts, San Francisco, CA – 7 points
4. +(38375) Le Cordon Bleu College of Culinary Arts, Portland, OR – 1 point
5. +(21352) Le Cordon Bleu College of Culinary Arts, Austin, TX – 4 points
6. +(10798) SBI Campus-An Affiliate of Sanford-Brown, Melville, NY – CLOSED
7. +(15768) Sanford-Brown Institute, Jacksonville, FL – CLOSED
8. +(11161) Sanford-Brown College, Tampa, FL – 13 points
9. +(20950) Sanford-Brown College, Atlanta, GA – 13 points
10. +(20968) Sanford-Brown College, Dallas, TX – 13 points
11. +(11132) Sanford-Brown College-Chicago, Chicago, IL – 10 points
12. +(70523) Sanford-Brown College, Mendota Heights, MN – 13 points

MOTION: Continue on QFR, and remove schools 6 and 7  
MOVED: Euliano  
SECONDED: Bennett  
ACTION: Approved

Delta Career Education Corporation

1. (11194) McCann School of Business and Technology, Pottsville, PA – 4 points
2. (12392) Tucson College, Tucson, AZ – 8 points
3. (114473) Berks Technical Institute, Wyomissing, PA – 0 point
4. (10911) Miller-Motte Technical College, Clarksville, TN – 0 points
5. (10317) Miller-Motte Technical College, Lynchburg, VA – 0 points

MOTION: Continue on FIP  
MOVED: Euliano  
SECONDED: Blake  
ACTION: Approved  
ABSTAINED: Swartzwelder

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

Fortis Institute

1. (10934) Fortis Institute, Erie, PA – 1 points
2. (16005) Fortis College, Orange Park, FL – 1 point
3. (10770) Fortis College, Norfolk, VA – 10 points

MOTION: Continue on FIP  
MOVED: Euliano  
SECONDED: Fateri  
ACTION: Approved

F. Institutions on Financial Show Cause

1. (15728) Bristol University, Anaheim, CA – 16 points

MOTION: The hearing panel recommends continuing the show-cause.  
MOVED: Fateri  
SECONDED: Edwards  
ACTION: Approved

2. (21231) Medtech College, Indianapolis, IN – NO SUBMISSION  
School closed. At the time of closure the institution was on show-cause.

MOTION: Remove from Show-Cause  
MOVED: Euliano  
SECONDED: Blake  
ACTION: Approved

3. (33239) Radians College, Washington, DC – NO SUBMISSION  
School closed. At the time of closure the institution was on show-cause.

MOTION: Remove from Show-Cause  
MOVED: Bennett  
SECONDED: Leak  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

Education Management Corporation (Financial Show-Cause directed in 04/16)

1. +(32159) The Art Institute of York – Pennsylvania, York, PA – 3 points
2. (16231) The Art Institute of Fort Lauderdale, Fort Lauderdale, FL – 6 points
3. (10751) The Art Institutes International Minnesota, Minneapolis, MN – 13 points
4. (16235) Art Institute of New York City, New York, NY – 8 points
5. (16228) Art Institute of Phoenix, Phoenix, AZ – 4 points

MOTION: The hearing panel recommends continuing show-cause  
MOVED: Swartzwelder  
SECONDED: Bennett  
ACTION: Approved

Zenith Education Group, Inc. (Financial Show-Cause directed in 04/16)

1. (10219) Everest College, Colorado Springs, CO – 4 points
2. (10748) Everest College, Springfield, MO – 10 points
3. (11101) Everest College, Thornton, CO – 13 points
4. (11314) Everest College, Newport News, VA – 8 points
5. (147010) Everest College, Woodbridge, WA – 7 points
6. (11333) Everest College, Henderson, NV – 14 points
7. +(10678) Everest College, Portland, OR – 7 points
8. +(10564) Everest College, Bremerton, WA – 7 points
9. (10679) Everest University, Orlando, FL – 3 points

MOTION: The hearing panel recommends vacating the financial show-cause directive and probation order and placing the institution on quarterly financial reporting.  
MOVED: Edwards  
SECONDED: Jones  
ACTION: Approved

G. Policy Discussion Items

1. Submission of the Title IV compliance audit

MOTION: Adopt Option 1: Accept the proposed Policy requesting schools to submit Title IV Compliance Audits; and publish as final to the Memo to the Field and the Accreditation Criteria, effective January 1, 2017  
MOVED: Swartzwelder  
SECONDED: Bennett  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

II. NEW BUSINESS

A. Consent Agenda for Institutions Directed to Submit Quarterly Financial Reports

1. (32315) American International College of Arts and Sciences, St. John's, Antigua, West Indies – 1 point

MOTION: No Action  
MOVED: Swartzwelder  
SECONDED: Blake  
ACTION: Approved

B. Institutions Subject to Review due to triggers on AFR and/or Audited Financial Statements

1. (24852) Peloton College, Dallas, TX – 3 points

MOTION: Place on QFR  
MOVED: Euliano  
SECONDED: Fateri  
ACTION: Approved

2. (241563) Victory Trade School, Springfield, MO – 7 points

MOTION: Place on QFR  
MOVED: Bennett  
SECONDED: Blake  
ACTION: Approved

C. Change of Ownership/Control - NONE

D. Financial Adverse Information

1. (903200) Empire College – Letter of Credit
2. No AFR Submission, due 06/30/16:
  - a. (61155) Universidad San Ignacio Loyola, Lima, Peru
  - b. (233044) Universidad San Ignacio De Loyola S.A. , Lima, Peru

The institution uploaded the audited financial statement but didn't submit an AFR. The school hasn't paid their sustaining fees. Send a letter to the institution, stating the school's accreditation will be revoked if the Council does not receive their AFR and sustaining fee by a certain date.

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\*denotes institution also has a financial adverse included in this agenda

3. See attached FRC Adverse Report – NONE

E. Policy Discussion Items

1. New QFR form

Julie Euliano will test ACICS new financial IT platform. In the interim, Excel QFR and FIP forms were approved for the web site.

IV. ADJOURNMENT

Chair Euliano adjourned the meeting at 12:15 p.m., Monday, December 5, 2016.

+denotes closure plan

\*denotes institution also has a financial adverse included in this agenda

# FINANCIAL REVIEW COMMITTEE MINUTES

Tuesday, August 2, 2016

1:00 PM – 4:00 PM

## Committee Members

Mr. John Euliano, Chair  
Mr. Richard Bennett  
Ms. Julie Blake  
Dr. Fardad Fateri  
Dr. Lawrence Leak  
Mr. Roger Swartzwelder

## Commissioners

Mr. Jay Fund

## Staff Liaisons

Ms. Katy Fisher – Primary Liaison  
Mr. Quentin Dean – Secondary Liaison  
Mr. Jeff Olszewski – VP Liaison

## Others

Mr. Ian Harazduk  
Ms. Anne Bennett

## **I. CALL TO ORDER**

Chair Euliano called the meeting to order at 1:01pm on Tuesday, August 2, 2016.

## **II. OLD BUSINESS**

### A. Consent Agenda for Institutions Directed to Submit Quarterly Financial Reports

1. (10128) Bryan University, Topeka, KS – 0 points
2. (10306) Daymar College, Owensboro, KY – 2 points
3. (10469) Duluth Business University, Duluth, MN – 1 point
4. (11200) Eagle Gate College, Murray, UT – 0 points
5. \*(10190) EDIC College, Caguas, PR – 3 points
6. \*(10602) Empire College, Santa Rosa, CA – 1 point
7. (10431) International College of the Cayman Islands – 1 point
8. (10845) Key College, Dania Beach, FL – 1 point
9. (10950) Lincoln Technical Institute, Edison, NJ – 1 point
10. (171290) Niels Brock Copenhagen Business College, Denmark – 1 point
11. (12651) Pioneer Pacific College, Wilsonville, OR – 1 point
12. (23874) University of Antelope Valley, Lancaster, CA – 1 point

*The mission of the Financial Review Committee ("FRC") is to monitor the financial stability of accredited institutions in order to ensure they maintain sufficient financial resources to deliver a quality education to their students.*

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

MOTION: Accept Consent Agenda and direct institutions #2, 7, 8, and 9 to continue on Quarterly Financial Reporting

MOVED: Bennett

SECONDED: Leak

ACTION: Approved

MOTION: After discussion, direct institutions #3, 5, and 6 to continue on Quarterly Financial Reporting

MOVED: Euliano

SECONDED: Fateri

ACTION: Approved

MOTION: After discussion, remove institutions #1, 10, 11, and 12 from financial reporting

MOVED: Swartzwelder

SECONDED: Bennett

ACTION: Approved

MOTION: After discussion, remove institution #4 from financial reporting

MOVED: Swartzwelder

SECONDED: Leak

RECUSED: Blake

ACTION: Approved

**B. Consent Agenda for Institutions Directed to Submit Financial Improvement Plans**

1. (73857) Bay Area College of Nursing, Inc., Palo Alto, CA – 3 points
2. (12400) Colorado Heights University, Denver, CO – 0 points
3. (40730) Missouri College, Brentwood, MO – 0 points
4. (11332) Ridley-Lowell Business & Technical Institute, Binghamton, NY – 3 points
5. (11303) Ridley-Lowell Business & Technical Institute, New London, CT – 1 point
6. (10357) Salter College, West Boylston, MA – 0 points
7. (10657) Southern Technical College, Fort Myers, FL – 1 point
8. (20720) Southern Technical College, Orlando, FL – 2 points

MOTION: Accept Consent Agenda and direct institutions #1, 2, 3, 4, 5, 7, and 8 to continue on Financial Improvement Plan reporting

MOVED: Swartzwelder

SECONDED: Leak

ABSTAINED: Bennett

ACTION: Approved

MOTION: After discussion, remove institution #6 from financial reporting

MOVED: Blake

SECONDED: Bennett

ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

C. Institutions Directed to Submit Financial Improvement Plans

1. (19459) Brooks Institute, Ventura, CA – 5 points
2. (22465) Jose Maria Vargas University, Pembroke Pines, FL – 6 points
3. \*(11096) Taylor Business Institute, Chicago, IL – 5 points

MOTION: Direct institutions to continue on Financial Improvement Plan reporting  
MOVED: Euliano  
SECONDED: Blake  
ACTION: Approved

D. Institutions Subject to Change in Review Status

*Institutions directed to Continue on Quarterly Financial Reporting*

1. (28284) SAE Institute of Technology, Los Angeles, CA – 8 points
2. \*(32108) SAE Institute of Technology, N. Miami Beach, FL – 0 points
3. (245680) SAE Institute of Technology, Nashville, TN – 0 points

*Institutions directed to Continue on Financial Improvement Plan reporting*

1. (20292) California International Business University, San Diego, CA – 13 points
2. (10934) Fortis Institute, Erie, PA – 1 point
3. (16005) Fortis College, Orange Park, FL – 1 point
4. (10770) Fortis College, Norfolk, VA – 4 points
5. (11328) New York Institute of English and Business, New York, NY – 4 points
6. (22447) Pinchot University, Seattle, WA – 10 points
7. (28864) Tribeca Flashpoint College, Chicago, IL – 7 points

*Institutions directed to submit a Financial Improvement Plan (previously on Quarterly Financial Reporting)*

1. \*(16303) MDT College of Health and Science, Highland Heights, OH – 4 points – request additional information with regard to quarterly reports in comparison to the audited financial statements.
2. (11105) National Latino Education Institute, Chicago, IL – 6 points

*Institutions directed to submit a Financial Improvement Plan (previously directed to Show-Cause)*

1. (27446) Broadview University, West Jordan, UT – 4 points
2. (70534) Pittsburgh Career Institute, Pittsburgh, PA – 12 points

*Institutions removed from Financial Reporting*

1. (60173) Bay Area Medical Academy, San Francisco, CA – 0 points
2. (40343) Charter College, Canyon Country, CA – CLOSED
3. (10355) Instituto de Banca y Comercio, Hato Rey, PR – 1 point

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

4. (27636) Millennia Atlantic University, Doral, FL – 0 points
5. (10647) Schiller International University, Largo, FL – 0 points
6. (23864) Southern States University, San Diego, CA – 0 points
7. +\*(11180) Wright Career College, Overland Park, KS – CLOSED

MOTION: Accept directives in Item D. above  
 MOVED: Euliano  
 SECONDED: Leak  
 ACTION: Approved

*Institutions directed to show cause for financial instability*

1. \*(15728) Bristol University, Anaheim, CA – Financial Show-Cause directed in 08/15, Accreditation denied 03/18/16

MOTION: Direct Bristol University to show cause at the December 2016 meeting of the Council  
 MOVED: Swartzwelder  
 SECONDED: Bennett  
 ACTION: Approved

2. (21231) Medtech College, Indianapolis, IN – 7 points

MOTION: Direct Medtech College to show cause at the December 2016 meeting of the Council  
 MOVED: Swartzwelder  
 SECONDED: Leak  
 ACTION: Approved

3. (33239) Radians College, Washington, DC – 0 points

MOTION: Direct Radians College to show cause at the December 2016 meeting of the Council  
 MOVED: Swartzwelder  
 SECONDED: Leak  
 ACTION: Approved

Career Education Corporation (QFR directed in 04/16)

1. +(48705) Le Cordon Bleu College of Culinary Arts, Scottsdale, AZ – 4 points
2. +(19019) Le Cordon Bleu College of Culinary Arts, Pasadena, CA – 7 points
3. +(48280) Le Cordon Bleu College of Culinary Arts, San Francisco, CA – 4 points
4. +(38375) Le Cordon Bleu College of Culinary Arts, Portland, OR – 1 points
5. +(21352) Le Cordon Bleu College of Culinary Arts, Austin, TX – 2 points

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

Career Education Corporation (CQFR directed in 04/16)

6. +(10798) SBI Campus-An Affiliate of Sanford-Brown, Melville, NY – 13 points
7. +(15768) Sanford-Brown Institute, Jacksonville, FL – 13 points
8. +(11161) Sanford-Brown College, Tampa, FL – 7 points
9. +(20950) Sanford-Brown College, Atlanta, GA – 13 points
10. +(20968) Sanford-Brown College, Dallas, TX – 7 points
11. +(11132) Sanford-Brown College-Chicago, Chicago, IL – 8 points
12. +(70523) Sanford-Brown College, Mendota Heights, MN – 8 points

MOTION: Direct institutions continue on Quarterly Financial reporting and request additional information with regard to a potential loss of Title IV funds

MOVED: Euliano

SECONDED: Leak

ACTION: Approved

*Financial Show-Cause Directive Hearings*

1. (27446) Broadview University, West Jordan, UT – 4 points

The hearing panel recommends vacating the financial show-cause directive, placing the institution on compliance warning and continuing the financial reporting at the Financial Improvement Plan level.

Delta Career Education Corporation

1. (11194) McCann School of Business and Technology, Pottsville, PA – 3 points
2. (12392) Tucson College, Tucson, AZ – 16 points
3. (114473) Berks Technical Institute, Wyomissing, PA – 1 point
4. (10911) Miller-Motte Technical College, Clarksville, TN – 0 points
5. (10317) Miller-Motte Technical College, Lynchburg, VA – 0 points

The hearing panel recommends vacating the financial show-cause directive and placing the institution on financial reporting at the Financial Improvement Plan level.

Education Management Corporation

1. +(32159) The Art Institute of York – Pennsylvania, York, PA – 1 point
2. (16231) The Art Institute of Fort Lauderdale, Fort Lauderdale, FL – 0 points
3. (10751) The Art Institutes International Minnesota, Minneapolis, MN – 10 points
4. (16235) Art Institute of New York City, New York, NY – 7 points
5. (16228) Art Institute of Phoenix, Phoenix, AZ – 3 points

The hearing panel recommends continuing the financial show-cause directive and placing the institution on probation.

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

1. (70534) Pittsburgh Career Institute, Pittsburgh, PA – 12 points

The hearing panel recommends vacating the financial show-cause directive and placing the institution on financial reporting at the Financial Improvement Plan level.

Zenith Education Group, Inc.

1. (11177) Everest Institute, Pittsburgh, PA – 19 points
2. (10219) Everest College, Colorado Springs, CO – 13 points
3. (10748) Everest College, Springfield, MO – 14 points
4. (11101) Everest College, Thornton, CO – 16 points
5. (11314) Everest College, Newport News, VA – 16 points
6. +(24720) Everest College, Seattle, WA – 16 points
7. (11333) Everest College, Henderson, NV – 14 points
8. +(10678) Everest College, Portland, OR – 16 points
9. +(10564) Everest College, Bremerton, WA – 14 points
10. (10679) Everest University, Orlando, FL – 16 points

The hearing panel recommends continuing the financial show-cause directive and placing the institution on probation.

E. Financial Adverse Information Update

Staff provided an update on the financial adverse report and will provide further updates at the next meeting.

**III. NEW BUSINESS**

A. Consent Agenda for Institutions Directed to Submit Quarterly Financial Reports

1. (235912) Brightwood College, Dayton, OH – 1 point
2. (170949) Brightwood College, Broomall, PA – 1 point
3. (10164) Brightwood College, Houston, TX – 1 point
4. (10418) Coleman University, San Diego, CA – 3 points
5. (20271) Court Reporting Institute of St. Louis, Clayton, MO – 3 points
6. (73849) EMSTA College, Santee, CA – 2 points
7. (44818) Felbry College – School of Nursing, Columbus, OH – 3 points
8. (10898) Globe University, Woodbury, MN – 1 point
9. (10399) Metro Business College, Cape Girardeau, MO – 3 points
10. (11103) Minnesota School of Business, Richfield, MN – 1 point
11. (11116) Prince Institute – Southeast, Elmhurst, IL – 3 points
12. (10292) Stone Academy, West Haven, CT – 1 point

MOTION: Accept Consent Agenda and direct institutions #5-12 to submit Quarterly Financial Reports  
MOVED: Leak  
SECONDED: Fateri  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

MOTION: After discussion, take no action on institutions #1-3  
MOVED: Bennett  
SECONDED: Blake  
RECUSED: Swartzwelder  
ACTION: Approved

MOTION: After discussion, direct institution #4 to submit a Quarterly Financial Report  
MOVED: Euliano  
SECONDED: Bennett  
ABSTAINED: Swartzwelder  
ACTION: Approved

B. Institutions Subject to Review due to triggers on AFR and/or Audited Financial Statements

1. (21741) American National University, Indianapolis, IN – 3 points
2. (10278) American National University, Salem, VA – 4 points
3. (10683) National College, Nashville, TN – 4 points
4. (10740) Cambria-Rowe Business College, Johnstown, PA – 16 points
5. (11150) Florida Career College – Miami, Miami, FL – 4 points
6. (15661) Spencerian College, Lexington, KY – 7 points
7. (15803) Sullivan College of Technology and Design, Louisville, KY – 3 points

MOTION: Direct institutions #1-4 to submit Quarterly Financial Reports  
MOVED: Blake  
SECONDED: Leak  
ACTION: Approved

MOTION: Direct institution #5 to submit Quarterly Financial Reports  
MOVED: Leak  
SECONDED: Blake  
RECUSED: Fateri  
ACTION: Approved

MOTION: Direct institutions #6 and 7 to submit a Financial Improvement Plan  
MOVED: Blake  
SECONDED: Leak  
ACTION: Approved

C. Change of Ownership/Control

1. (22447) Pinchot University, Seattle, WA (Ownership)

No action was taken on these institutions as not all the required information was submitted for review by the FRC.

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

## D. Financial Adverse Information

Staff to provide update on the adverse report at next meeting.

## E. Policy Discussion Items

### 1. FRC 08.16-01 Require submission of Title IV compliance audit annually

#### ISSUE

As indicated in ACICS's response to the Department ASL Analyst's draft staff report on June 3, 2016, ACICS indicated that it enhanced its review of an institution's compliance with Title IV regulations by reviewing the annual compliance audit and determining whether these actions need to be reviewed by the At-Risk Institution Group (ARIG), as well as conveyed to the Council for accreditation decision purposes. This requires modification to the *Accreditation Criteria*.

#### OVERVIEW

Compliance issues derived from the administration of federal student aid by member schools is an important aspect of the ACICS program of review and creates the need for the Council to review member institutions' adherence to Title IV compliance requirements in between the routine renewal of accreditation process. An institution that participates in any Title IV, HEA program must at least annually have an independent auditor conduct a compliance audit of its administration of that program. ACICS would require this compliance audit to be submitted at the same time the institution submits its annual financial statement audit. Staff will review the audit and report any adverse findings to the ARIG for consideration.

#### CRITERIA

**2-1-803. Compliance Audits and Audited Financial Statements.** Title IV compliance audits and audited financial statements, certified by an independent certified public accountant, are essential instruments in the determination by ACICS of an institution's compliance with Title IV requirements and financial stability. All Institutions are required to submit audited financial statements within 180 days of the end of their fiscal year. All institutions that participate with Title IV are required to submit the compliance audit within 180 days of the end of their fiscal year.

MOTION: Approve the proposed policy with amendments and publish it in the Memorandum to the Field  
MOVED: Bennett  
SECONDED: Blake  
ACTION: Approved

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

2. Financial Review Policies – Altman Z-Score

After discussion, staff was directed to apply the Altman Z-Score to institutions with varying levels of financial risk for a three year period and bring this information to the FRC at the December 2016 meeting.

3. Special FRC meeting in September to allow for ample time to review June Submissions

After discussion, staff was directed to bring a detailed plan to the December meeting of the Council that specifies what institutions would be reviewed at the August meeting and September meeting.

**IV. ADJOURNMENT**

Chair Euliano 3:56pm on Tuesday, August 2, 2016.

+denotes closure plan

\*denotes institution also has a financial adverse included in these minutes

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

**Docket No.:** 16-44-O

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

**Exhibit No.:** B-O-129



November 10, 2016

**VIA E-MAIL - REVISED**

*grh@metrobusinesscollege.edu*

Mr. George R. Holske  
President  
Metro Business College  
10777 Sunset Office Drive  
St. Louis, MO 63127-1019

**Subject: Request for Institutional Teach-Out Plan – Corrected**

Dear Mr. Holske:

METRO BUSINESS COLLEGE, CAPE GIRARDEAU, MISSOURI	ID 00010399(MC)
METRO BUSINESS COLLEGE, JEFFERSON CITY, MISSOURI	ID 00010341(BC)
METRO BUSINESS COLLEGE, ROLLA, MISSOURI	ID 00010937(BC)

The Council has reviewed the communication from the School Participation Division-Kansas City (SPD) of the U.S. Department of Education, Office of Federal Student Aid, dated October 21, 2016, concerning its review of the audited financial statements of G.R.H., Inc. d/b/a Metro Business College and the institution's eligibility to participate in the Higher Education Act (HEA) Title IV programs. As a result of its review, the Department has concluded that the institution has failed to meet the minimum composite score requirement of 1.5 (scoring 1.3 out of a possible 3.0) and, as such, fails to meet the standards of financial responsibility as stipulated in 34 C.F.R §668.172, Financial Ratios. Hence, the institution, under the Zone Alternative, may use the Heightened Cash Monitoring (HCM) method of payment. Alternatively, the institution may provide an irrevocable letter of credit no later than January 4, 2017 (75 calendar days from the date of the October 21<sup>st</sup>, 2016 letter) in order to continue maintain its eligibility to participate in Title IV programs as a financially responsible institution.

As a result, the Council is concerned that the institution is at a risk of closure and may not be able to continue operations to serve the educational needs and objectives of its students. Hence, the institution must submit an institutional teach-out plan application which is accessible via Member Center and which must be submitted no later than **Monday, November 14, 2016**. The plan must include the following:

Mr. George R. Holske

Page 2

- a. A listing of students, by campus, with the student name; program of study; expected graduation date; and institution(s) at which the student could complete their program.
- b. A custodian for all permanent academic records that includes contact information for this individual or entity and the process by which students can obtain their records. Recent experiences have offered some insights to better prepare for potential closures and the risk they pose to students. Accordingly, you should consider preparations for handling student transcripts, possibly through a third-party service such as Parchment, Inc.
- c. A description of the financial resources available to ensure that students who are too advanced in their studies to transfer elsewhere from their current campus can complete their programs or receive refunds.

The institution is reminded that an institution that closes without completing its contractual training obligations to students must refund all unearned revenue. Additionally, in accordance with Section 2-3-900 of the *Accreditation Criteria*, the Council may bar a person or entity who was an owner, senior administrator, or governing board member of an institution that closed without providing a teach-out or refunds to students matriculating at the time of closure.

If you have any questions about this action, please contact Ms. Perliter Walters-Gilliam at [pwgilliam@acics.org](mailto:pwgilliam@acics.org).

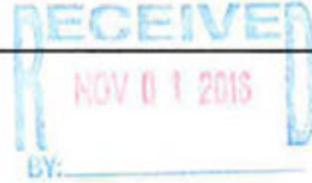
Sincerely,

(b)(6)



Roger J. Williams  
Interim President

- c: Ms. Janis Reimann, Director, Cape Girardeau campus ([jan@metrobusinesscollege.edu](mailto:jan@metrobusinesscollege.edu))  
Ms. Cheri Chockley, Director, Jefferson City campus ([cheri@metrobusinesscollege.edu](mailto:cheri@metrobusinesscollege.edu))  
Ms. Mary Gapsch, Director, Rollo campus ([maryg@metrobusinesscollege.edu](mailto:maryg@metrobusinesscollege.edu))  
Mr. Ralph LoBosco, Director, School Participation Division-Kansas City  
([ralph.lobosco@ed.gov](mailto:ralph.lobosco@ed.gov))  
Mr. Leroy Wade, Assistant Commissioner, Missouri Department of Higher Education  
([leroy.wade@dhe.mo.gov](mailto:leroy.wade@dhe.mo.gov))  
Ms. Perliter Walters-Gilliam, Associate Vice President of Quality Enhancement &  
Training ([pwgilliam@acics.org](mailto:pwgilliam@acics.org))



October 21, 2016

George R. Holske, President  
Metro Business College  
10777 Sunset Office Drive  
Suite 330  
St. Louis, MO 63127-1019

Certified Mail  
Return Receipt Requested  
7015 1520 0002 8568 7856

RE: Zone/LOC Alternative  
OPE ID: 02180200

Dear Mr. Holske:

The School Participation Division-Kansas City (SPD) has completed its review of the fiscal year ended December 31, 2015, audited financial statements of G.R.H., Inc. d/b/a Metro Business College.

In assessing the financial strength of Metro Business College (MBC), our financial analyst reviewed the financial statements using the indicators that are set forth in regulations at 34 C.F.R. § 668.171.

**Financial Ratios 34 C.F.R. § 668.171(b)(1)**

These statements yield a composite score of 1.3 out of a possible 3.0. A minimum score of 1.5 is necessary to meet the requirement of the financial standards. Accordingly, MBC fails to meet the standards of financial responsibility as described in 34 C.F.R. § 668.172, Financial Ratios.

In view of its failure to meet the financial responsibility standards, MBC may continue to participate in the Title IV, HEA programs by choosing one of two alternatives:

**1. Zone Alternative (34 C.F.R. § 668.175(d)(2))**

**Method of Payment** – Under the Zone Alternative, the institution is required to make disbursements to eligible students and parents under either the cash monitoring or reimbursement payment method.

**Federal Student Aid**

An OFFICE of the U.S. DEPARTMENT of EDUCATION

Federal Student Aid, School Participation Division – Kansas City  
1010 Walnut Street Suite 336, Kansas City, MO, 64106-2147  
StudentAid.gov

Under the Heightened Cash Monitoring (HCM) payment method as stated in 668.162(d), the Institution must first make disbursements to eligible students and parents before it requests or receives funds for the amount of those disbursements from the Department. This "Records First" requirement is fully described in the Award Year 2015-2016 Funding Authorization and Disbursement Information eAnnouncement. The funding request may not exceed the amount of the actual disbursements that were made to the students and parents included in the funding request. Providing the student accounts are credited before the funding requests are initiated, the Institution is permitted to draw down funds through the Department's electronic system for grants management and payments, G5, for the amount of disbursements it made to eligible students and parents.

The Records First requirement also means that institutions on HCM1 that are participating in the Direct Loan (DL) program will have their Current Funding Level (CFL) reduced to the greater of Net Approved and Posted Disbursements (NAPD) or Net Draws (processed payments less all refunds, returns, offsets, and drawdown adjustments). In the event of returning to Advanced Funded status, the institution will be expected to continue processing DL awards as Records First until the next DL global funding increase is processed.

Refer to the following Funding Authorization and Disbursement Information eAnnouncement for additional information:

<http://ifap.ed.gov/eannouncements/attachments/ImportantRemindersand1516FundingAuthandDisbursInfo.pdf>

**Notification Requirements** - Under the Zone Alternative, the Institution is required to provide information to the SPD by certified mail, e-mail, or facsimile no later than 10 days after any of the oversight or financial events, as described below, occur. The Institution must also include with the information it submits, written notice that details the circumstances surrounding the event(s) and, if necessary, what steps it has taken or plans to take, to resolve the issue.

- Any adverse action, including probation or similar action, taken against the Institution by its accrediting agency, States of Kansas, Missouri, or other Federal agency;
- Any event that causes the Institution, or related entity as defined in the Statement of Financial Accounting Standards (SFAS) 57, (ASC 850), to realize any liability that was noted as a contingent liability in the Institution's or related entity's most recent audited financial statements;
- Any violation by the Institution of any loan agreement;
- Any failure of the Institution to make a payment in accordance with its debt obligations that results in a creditor filing suit to recover funds under those obligations;
- Any withdrawal of owner's equity/net assets from the Institution by any means, including by declaring a dividend; or
- Any extraordinary losses as defined in accordance with Accounting Principles Board (APB) Opinion No. 30, (ASC 225).
- Any filing of a petition by the Institution for relief in bankruptcy court.

## **2. Letter of Credit Alternative (34 C.F.R. § 668.175(c))**

Under this alternative, the Institution is required to submit an irrevocable letter of credit in the amount of \$1,825,334. This amount represents 50% of the Title IV, HEA program funds received by the Institution during its most recently completed fiscal year. By choosing this option, the Institution qualifies as a financially responsible institution.

The irrevocable letter of credit must be made payable to the Secretary, U.S. Department of Education. The letter of credit is necessary in the event that the Institution would close or terminate classes at other than the end of an academic period. It assures the Secretary that funds would be available from which to make refunds, provide teach-out facilities and meet institutional obligations to the Department.

A sample irrevocable letter of credit is enclosed. MBC's letter of credit must be issued by a United States bank. Your lending institution must use this format on its letterhead with no deviation in the language contained therein. The letter of credit must provide coverage until December 31, 2017. The irrevocable letter of credit must be received prior to the 75 calendar days from the date of this letter.

Please mail the irrevocable letter of credit to the following address:

Veronica Pickett, Director  
Performance Improvement and Procedures Service Group  
U.S. Department of Education  
Federal Student Aid/Program Compliance  
830 First Street, NE, UCP3, MS 5435  
Washington, DC 20002-8019

MBC is required to notify the School Participation Division-Kansas City within 3 calendar days, in the event the LOC issuing institution should fail, resulting in financial transactions and operations being administered by the Federal Deposit Insurance Corporation. MBC will also be required to submit a new replacement LOC issued by a different and non-failed U.S. bank, within 75 calendar days.

MBC must notify the Department of their selection of one of these two alternatives in writing to this office within 14 days of receipt of this letter. Please note that if MBC elects to provide the irrevocable letter of credit and fails to provide the LOC within 75 calendar days, the Institution may be referred to the Department's Administrative Actions and Appeals Service Group for initiation of termination proceedings under 34 C.F.R. § 668.86 and/or other adverse actions. Also, note that information regarding the financial analysis score, results, and the LOC is subject to the Freedom of Information Act (FOIA) of 1966, as amended.

Metro Business College

OPEID: 02180200

Page 4 of 6

Please send notification to:

U.S. Department of Education  
School Participation Division-Kansas City  
1010 Walnut Street  
Suite 337  
Kansas City, MO 64106-2147

ATTN: Carolyn McShannon, Financial Analyst

E-mail address: Carolyn.McShannon@ed.gov

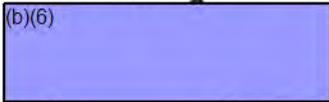
Promptly contact Joy Frazier, Payment Analyst at (816) 268-0517 with any questions regarding the Records First requirements.

If you have any questions regarding the financial responsibility determination, or disagree with the reason or methodology used for this determination, please contact Carolyn McShannon, Financial Analyst, within 30 calendar days at (816) 268-0554.

---

Sincerely,

(b)(6)



Ralph LoBosco  
School Participation Division – Kansas City Director

Enclosure: Sample Irrevocable Letter of Credit

cc: ACICS  
MO Coordinating Board for Higher Education

**IRREVOCABLE LETTER OF CREDIT**

<Insert name, address and telephone number of issuing bank>

*To beneficiary:*

U.S. Department of Education  
ATTN: Veronica Pickett, Director  
Performance Improvement and Procedures Service Group  
Federal Student Aid/Program Compliance  
830 First Street, NE, UCP3, MS 5435  
Washington, DC 20002-8019

**Date:** <Insert Date LOC Issued>

**Amount:** \$ <Insert U.S. Dollar amount>

**Expiration Date:** <Insert Date>

Dear Sir/Madam:

We hereby establish our Irrevocable Letter of Credit Number <Insert LOC Number> in your favor for the account of:

<Insert Name and Address of Institution>

**OPE-ID #:** <Insert 8 digit Office of Postsecondary Education ID number>

Hereafter, <Insert Name of Institution> (“Institution”), presents, in the amount of \$<Insert Dollar Amount> (U.S. dollars), available by your draft (or drafts drawn on us) at sight accompanied by:

- a) the original of this letter of credit instrument (along with originals of all amendments), and
- b) a statement signed by the Secretary (“Secretary”), U.S. Department of Education (“Department”), or the Secretary’s representative, certifying that the drafted funds will be used for one or more of the following purposes, as determined by the Secretary:
  - 1) to pay refunds of institutional or non-institutional charges owed to or on behalf of current or former students of the Institution, whether the Institution remains open or has closed,
  - 2) to provide for the “teach-out” of students enrolled at the time of the closure of the Institution, and
  - 3) to pay any liabilities owing to the Secretary arising from acts or omissions by the Institution, on or before the expiration

of this letter of credit, in violation of requirements set forth in the Higher Education Act of 1965, as amended ("HEA"), including the violation of any agreement entered into by the Institution with the Secretary regarding the administration of programs under Title IV of the HEA.

Should the Institution fail to renew the letter of credit within ten (10) days prior to its expiration, as directed by the Department, the Department may call the letter of credit and place the funds in an escrow account at the Department pending a prompt determination of the extent to which those funds will be used in accordance with subparagraphs 1) through 3), above.

We hereby agree with you that partial drawings are permitted and that drafts drawn under and in compliance with the terms of this letter of credit will be duly honored upon due presentation at our offices on or before the expiration date of this letter of credit.

This letter of credit is subject to the International Standby Practices (ISP98), International Chamber of Commerce Publication Number 590.

---

Printed Legal Name

---

Authorized Signature

---

Date Signed

---

Printed Official Title of Authorized Signer



October 17, 2016

**VIA E-MAIL AND OVERNIGHT MAIL**

Mr. Joseph Bierbaum  
President  
Stone Academy  
560 Saw Mill Road  
West Haven, CT 06516

*ACICSWH@stone.edu*

**Subject: Request for Institutional Teach-Out Plan**

Dear Mr. Bierbaum:

STONE ACADEMY, WEST HAVEN, CONNECTICUT	ID 00010292(MC)
STONE ACADEMY, EAST HARTFORD, CONNECTICUT	ID 00023091(BC)
STONE ACADEMY, WATERBURY, CONNECTICUT	ID 00011317(BC)

The Council has reviewed the communication from the School Participation Division New York/Boston (SPD) of the U.S. Department of Education, Office of Federal Student Aid, dated October 13, 2016, concerning its review of the audited financial statements of Career Training Specialists, LLC d/b/a Stone Academy (Institution) and the institution's eligibility to participate in the Higher Education Act (HEA) Title IV programs. As a result of its review, the Department has concluded that the institution has failed to meet the minimum composite score requirement of 1.5 (scoring 0.6 out of a possible 3.0) and, as such, fails to meet the standards of financial responsibility as stipulated in 34 C.F.R. §668.172, Financial Ratios. The institution has been directed to provide an irrevocable letter of credit no later than December 27, 2016 (75 calendar days from the date of the October 13<sup>th</sup>, 2016 letter) in order to continue its participation in Title IV programs.

As a result, the Council is seriously concerned that the institution is at an increased risk of closure and may not be able to continue to serve the educational needs and objectives of its students. Hence, in accordance with Section 2-2-303 of the *Accreditation Criteria*, the institution must submit an institutional closure application and execute formal teach-out agreements or transfer arrangements with these institutions and/or any other institutions that will provide a comparable program to the currently enrolled students at all of its locations. The closure application is accessible via Member Center, must be submitted no later than **Monday, October 24, 2016**, and must include the following:

- a. A listing of students with the student name; program of study; expected graduation date; and institution(s) at which the student could complete their program.
- b. A custodian for all permanent academic records that includes contact information for this individual or entity and the process by which students can obtain their records. Recent experiences have offered some insights to better prepare for potential closures and the risk they pose to students. Accordingly, you should consider preparations for handling student transcripts, possibly through a third-party service such as Parchment, Inc.
- c. A description of the financial resources available to ensure that students who are too advanced in their studies to transfer elsewhere from their current campus can complete their programs or receive refunds.

The institution is reminded that an institution that closes without completing its contractual training obligations to students must refund all unearned revenue. Additionally, in accordance with Section 2-3-900 of the *Accreditation Criteria*, the Council may bar a person or entity who was an owner, senior administrator, or governing board member of an institution that closed without providing a teach-out or refunds to students matriculating at the time of closure.

If you have any questions about this action, please contact Ms. Perliter Walters-Gilliam at [pwgilliam@acics.org](mailto:pwgilliam@acics.org).

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Ms. Linda Ciarleglio, School Director, West Haven campus  
([lcicarleglio@stoneacademy.com](mailto:lcicarleglio@stoneacademy.com))  
Ms. Betty Coughlin, Director, School Participation Division – New York/Boston  
([Betty.coughlin@ed.gov](mailto:Betty.coughlin@ed.gov))  
Ms. Patricia Santoro, Connecticut Office of Higher Education ([psantoro@ctdhe.org](mailto:psantoro@ctdhe.org))  
Ms. Perliter Walters-Gilliam, Associate Vice President of Quality Enhancement & Training ([pwgilliam@acics.org](mailto:pwgilliam@acics.org))



OCT 13 2016

Overnight Mail, Tracking #:  
1ZA879640195669390

Mr. Joseph Bierbaum  
President/CEO  
Stone Academy  
560 Saw Mill Road  
West Haven, CT 06516- 4049

RE: Provisional/LOC Alternative  
OPE ID: 01242500

Dear Mr. Bierbaum:

The School Participation Division New York/Boston (SPD) has completed its review of the fiscal year ended (FYE) December 31, 2015 audited financial statements of Career Training Specialists, LLC, d/b/a Stone Academy (Institution). The review was conducted in conjunction with the evaluation of the Institution's eligibility to participate in the Higher Education Act (HEA) of 1965, as amended, in Title IV programs.

In assessing the financial strength of Stone Academy, our financial analyst reviewed the financial statements using the indicators that are set forth in regulations at 34 C.F.R. § 668.171.

**Financial Ratios 34 C.F.R. § 668.171(b)(1)**

These statements yield a composite score of **0.6** out of a possible 3.0. A minimum score of 1.5 is necessary to meet the requirement of the financial standards. Accordingly, Stone Academy fails to meet the standards of financial responsibility as described in 34 C.F.R. § 668.172, Financial Ratios.

The FYE December 31, 2015 composite score was adjusted for financial statement disclosure, Note 11 - Related Party Transactions:

- Other receivables - related party - At December 31, 2015, the Academy was owed \$48,994 from a related party. The outstanding balance was repaid as of June 16, 2016.
- Due from affiliates - At December 31, 2015 and 2014, the Academy was owed \$1,672,989 and \$1,284,145, respectively, from affiliates. This amount represents noninterest bearing advances, repayable on demand.

**Federal Student Aid**

An OFFICE of the U.S. DEPARTMENT of EDUCATION

Federal Student Aid, School Participation Division - New York/Boston  
Fronzel Square - Old Slip, 25th Floor, New York, NY 10005-3534  
StudentAid.gov

Pursuant to Appendix A to Subpart L of Part 668—Ratio Methodology for Proprietary Institutions - Reference 34 C.F.R. § 668.172(c)(3): Excluded Items. In calculating an institution's ratios, the Secretary - - (3) Excludes all unsecured or uncollateralized related-party receivables that exist at the balance sheet date. Excluding the amount of these receivables lowers an institution's composite score. In order to be included in the composite score calculation the institution must properly secure and perfect Related Party Receivables.<sup>1</sup>

In view of its failure to meet the financial responsibility standards, Stone Academy may continue to participate in the Title IV, HEA programs by choosing one of two alternatives:

1. Letter of Credit (LOC) Alternative (34 C.F.R. § 668.175(c)):

Under this alternative, Stone Academy is required to submit an irrevocable letter of credit in the amount of \$5,713,286. This amount represents 50% of the Title IV, HEA program funds received by the Institution during its most recently completed fiscal year. By choosing this option, the Institution qualifies as a financially responsible institution.

2. Provisional Certification Alternative (34 C.F.R. § 668.175(f)):

Under this alternative, Stone Academy must post a letter of credit in the amount of \$1,142,657 and be provisionally certified for a period of up to three complete award years. This amount represents 10% of the Title IV, HEA program funds received by the Institution during its most recently completed fiscal year.

Stone Academy must comply with all of the requirements specified for the Provisional Certification Alternative in 34 C.F.R. § 668.175(f), including the Zone Alternative in 34 C.F.R. § 668.175(d)(2) and (3), and Requesting Funds 668.162 (e), including the disbursement of Title IV, HEA program funds under the cash monitoring method type 1. By choosing this option, Stone Academy acknowledges that it has not met the U.S. Department of Education's (Department) standards of financial responsibility.

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<sup>1</sup> SFAS 57, paragraph 24f, defines a related party, as follows:

Related Parties: Affiliates of the enterprise; entities for which investments are accounted for by the equity method by the enterprise; trusts for the benefit of employees, such as pension and profit-sharing trusts that are managed by or under the trusteeship of management; principal owners of the enterprise; its management; members of the immediate families of principal owners of the enterprise and its management; and other parties with which the enterprise may deal if one party controls or can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests. Another party also is a related party if it can significantly influence the management or operating policies of the transacting parties or if it has an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.

Secured Transaction

Secured transactions are governed by Article 9 of the Uniform Commercial Code (UCC). The two key concepts in creating an enforceable security interest are *attachment* and *perfection*.

Compliance with Zone Alternative Requirements:

1) **Method of Payment** – Stone Academy is required to make disbursements to eligible students and parents under either the cash monitoring or reimbursement payment method as described under 34 C.F.R. § 668.162(d) and (e). If the institution selects the provisional certification alternative, the institution will be placed on the cash monitoring 1 payment method.

Under the Heightened Cash Monitoring (HCM) payment method as stated in 668.162(e), the Institution must first make disbursements to eligible students and parents and pay any remaining credit balances before it requests or receives funds for the amount of those disbursements from the Department. This “Records First” requirement is fully described in the Award Year 2015-2016 Funding Authorization and Disbursement Information eAnnouncement. The funding request may not exceed the amount of the actual disbursements that were made to the students and parents included in the funding request. Providing the student accounts are credited before the funding requests are initiated, the Institution is permitted to draw down funds through the Department’s electronic system for grants management and payments, G5, for the amount of disbursements it made to eligible students and parents. All credit balances must be paid prior to draw down of funds, even if the student/parent signed a credit balance authorization in the past. Authorization forms used prior to July 1, 2016 are no longer valid. The use of credit balance authorization forms is prohibited.

The Records First requirement also means that institutions on HCM1 that are participating in the Direct Loan (DL) program will have their Current Funding Level (CFL) reduced to the greater of Net Approved and Posted Disbursements (NAPD) or Net Draws (processed payments less all refunds, returns, offsets, and drawdown adjustments). In the event of returning to Advanced Funded status, the institution will be expected to continue processing DL awards as Records First until the next DL global funding increase is processed.

Refer to the following Funding Authorization and Disbursement Information eAnnouncement for additional information:

<http://ifap.ed.gov/eannouncements/attachments/ImportantRemindersand1516FundingAuthandDisbursInfo.pdf>

2) **Notification Requirements** - Stone Academy is required to provide information to the SPD by certified mail or electronic or facsimile transmission no later than 10 days after any of the oversight or financial events, as described below, occur. Stone Academy must also include with the information it submits, written notice that details the circumstances surrounding the event(s) and, if necessary, what steps it has taken or plans to take, to resolve the issue.

- Any adverse action, including probation or similar action, taken against the Institution by its accrediting agency, State of Connecticut or other Federal agency;
- Any event that causes the Institution, or related entity as defined in the Statement of Financial Accounting Standards (SFAS) 57, to realize any liability that was noted as a

contingent liability in the Institution's or related entity's most recent audited financial statements;

- Any violation by the Institution of any loan agreement;
- Any failure of the Institution to make a payment in accordance with its debt obligations that results in a creditor filing suit to recover funds under those obligations;
- Any withdrawal of owner's equity/net assets from the Institution by any means, including by declaring a dividend; or
- Any extraordinary losses as defined in accordance with Accounting Principles Board (APB) Opinion No. 30;
- Any filing of a petition by the Institution for relief in bankruptcy court.

3) **Auditor's Attestation Requirement** - Additionally, as part of its compliance audit, Stone Academy must require its auditor to express an opinion on its compliance with the requirements under the Zone Alternative, including its administration of the payment method used to receive and disburse program funds.

#### Action Required

Stone Academy must notify the Department of the selection of one of these two alternatives in writing to this office within 14 calendar days of receipt of this letter.

U.S. Department of Education  
New York/Boston School Participation Division  
830 First Street, NE, Room 71B4  
Washington, DC 20002  
ATTN: Emil Milosz, Financial Analyst

If the institution selects the Provisional Certification Alternative, all requirements of that alternative as listed above will be effective the date the Department receives notification of the selection.

#### Letter of Credit Requirements

For either option selected, the irrevocable letter of credit must be made payable to the Secretary, U.S. Department of Education. The letter of credit is necessary in the event that the Institution would close or terminate classes at other than the end of an academic period. It assures the Secretary that funds would be available from which to make refunds, provide teach-out facilities and meet institutional obligations to the Department.

A sample irrevocable letter of credit is enclosed. Stone Academy's letter of credit must be issued by a United States bank. Your lending institution must use this format on its letterhead with no deviation in the language contained therein. **The letter of credit must provide coverage until January 31, 2018.** The irrevocable letter of credit must be received prior to 75 calendar days from the date of this letter. Please note that if Stone Academy fails to provide the irrevocable letter of credit within 75 calendar days, the institution may be referred to the

**Stone Academy**

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Department's Administrative Actions and Appeals Service Group (AAASG) office for termination and/or other administrative action under 34 C.F.R. § 668.86. Also, note that information regarding the financial analysis score, results, and the LOC is subject to the Freedom of Information Act (FOIA) of 1966, as amended.

Please mail the irrevocable letter of credit to the following address:

Veronica Pickett, Director  
Performance Improvement and Procedures Service Group  
U.S. Department of Education  
Federal Student Aid/Program Compliance  
830 First Street, NE, UCP3, MS 5435  
Washington, DC 20002-8019

Stone Academy is required to notify the School Participation Division-New York/Boston within 3 calendar days, in the event the LOC issuing institution should fail, resulting in financial transactions and operations being administered by the Federal Deposit Insurance Corporation.

Stone Academy will also be required to submit a new replacement LOC issued by a different and non-failed U.S. bank, within 75 calendar days.

Promptly contact Ms. Olga Touliatos, Payment Analyst for the School Participation Division-New York/Boston at (646) 428-3756 with any questions regarding the Stone Academy's **current DL award authorization level or the Records First requirements.**

If you have any questions regarding the **financial responsibility determination**, or disagree with the reason or methodology used for this determination, please contact Mr. Emil Milosz, Senior Financial Analyst, within 30 calendar days at (202) 377-4207, or by email at [emil.milosz@cd.gov](mailto:emil.milosz@cd.gov).

Sincerely,

(b)(6)

Betty Coughlin, Director  
School Participation Division-New York/Boston  
School Eligibility Service Group-Program Compliance

Enclosure: Sample Irrevocable Letter of Credit

Cc: Mr. Eric Jay, Director of Finance, Stone Academy  
Connecticut Office of Higher Education  
Accrediting Council for Independent Colleges and Schools

## IRREVOCABLE LETTER OF CREDIT

<Insert name, address and telephone number of issuing bank>

*To beneficiary:*

U.S. Department of Education  
ATTN: Veronica Pickett, Director  
Performance Improvement and Procedures Service Group  
Federal Student Aid/Program Compliance  
830 First Street, NE, UCP3, MS 5435  
Washington, DC 20002-8019

**Date:** <Insert Date LOC Issued>

**Amount: \$** <Insert U.S. Dollar amount>

**Expiration Date:** <Insert Date>

Dear Sir/Madam:

We hereby establish our Irrevocable Letter of Credit Number <Insert LOC Number> in your favor for the account of:

<Insert Name and Address of Institution>

**OPE-ID #:** <Insert 8 digit Office of Postsecondary Education ID number>

Hereafter, <Insert Name of Institution> ("Institution"), presents, in the amount of \$<Insert Dollar Amount> (U.S. dollars), available by your draft (or drafts drawn on us) at sight accompanied by:

- a) the original of this letter of credit instrument (along with originals of all amendments), and
- b) a statement signed by the Secretary ("Secretary"), U.S. Department of Education ("Department"), or the Secretary's representative, certifying that the drafted funds will be used for one or more of the following purposes, as determined by the Secretary:
  - 1) to pay refunds of institutional or non-institutional charges owed to or on behalf of current or former students of the Institution, whether the Institution remains open or has closed,
  - 2) to provide for the "teach-out" of students enrolled at the time of the closure of the Institution, and
  - 3) to pay any liabilities owing to the Secretary arising from acts or omissions by the Institution, on or before the expiration

**U.S. Department of Education  
Irrevocable Letter of Credit for  
<Insert Name of Institution>  
Page 2**

of this letter of credit, in violation of requirements set forth in the Higher Education Act of 1965, as amended ("HEA"), including the violation of any agreement entered into by the Institution with the Secretary regarding the administration of programs under Title IV of the HEA.

Should the Institution fail to renew the letter of credit within ten (10) days prior to its expiration, as directed by the Department, the Department may call the letter of credit and place the funds in an escrow account at the Department pending a prompt determination of the extent to which those funds will be used in accordance with subparagraphs 1) through 3), above.

We hereby agree with you that partial drawings are permitted and that drafts drawn under and in compliance with the terms of this letter of credit will be duly honored upon due presentation at our offices on or before the expiration date of this letter of credit.

This letter of credit is subject to the International Standby Practices (ISP98), International Chamber of Commerce Publication Number 590.

\_\_\_\_\_  
Printed Legal Name

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Printed Official Title of Authorized Signer