

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-130



November 11, 2016

Evaluation Team Report –SPECIAL VISIT REPORT

ID for Campus Visited: 00020978

Main Campus ID: 00010493

Staff Contact: Ms. Perliter Walters-Gilliam – Phone: (202) 336-6769

Application ID: 71214

VISIT RESPONSE DUE DATE: November 21, 2016

Mr. Ramiro Repollet Solivan
Director
American Educational College
64 Munoz Rivera Street
Vega Alta, PR 00692
complianceoffice.amedco@gmail.com

Dear Mr. Repollet Solivan:

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 acknowledge that you have received and read the report and include any comments about the report or the visit by uploading your acknowledgment and comments in the online application and selecting the label "Acknowledgment of Visit Report."** Second, please submit your response to the findings in the report via your online application under "Citations." 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 Linda Lundberg at llundberg@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

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



SPECIAL VISIT REPORT

CAMPUS

**American Educational College (AMEDCO)
#64 Calle Muñoz Rivera
Vega Alta, PR 00692
ACICS ID Code: 00020978**

Mr. Ramiro Repollet Solivan, Director (director.va.amedco@gmail.com)
(complianceoffice.amedco@gmail.com)

October 28, 2016

Dr. Billy Ferrell	Chair	Asst. Superintendent, Cityscape Schools	Dallas, TX
Dr. Rafael Ramirez-Rivera	Commissioner & Staff Representative	ACICS	Washington, DC

1. VISIT CONTEXT – INTRODUCTION

- A. Provide a summary and reason(s) for the visit including assessment of risk, Council directive, external factors, etc.

On August 31, 2016, ACICS received a complaint (via electronic mail) from a current student at the branch campus of American Educational College (AMEDCO) in Vega Alta, Puerto Rico. The student wrote that she had been enrolled in the medical secretary with word processing diploma program since August 2015. Her concerns included not having computers in the school until her third semester; insufficient computers for her class size; computers with no mouse with which to effectively manage the computer; rarely having Internet connection at the branch campus to assist in class assignments and/or investigative research; outdated books (she specifically stated there were no ICD-10 books for her coding class, only ICD-9 books); not having requisite materials for effective classroom instruction; having to pay more tuition than what is covered in her scholarship; being placed in her externship without having studied medical coding or billing; and the campus having no teacher for the aforementioned coding and billing classes. The same student sent a second complaint, also via electronic mail, on September 4, 2016. This email stated that the newly enrolled students in the medical secretary with word processing program received several items that her group did not receive (i.e., three folders, binders, a dictionary, uniforms, etc.). She made further allegations that there was no teacher for her group (she did not specify a course name or number) and that AMEDCO kept promising they would have their teacher “tomorrow.” Finally, on September 6, the student sent a third complaint with pictures as evidence the school was making them pay additional monies on top of their scholarship. She asked for an audience with someone, although it was not clear if she was asking for an audience with someone from her school or from ACICS.

On October 18, 2016, ACICS received a copy of a certified letter to AMEDCO from Mr. Christopher Curry, compliance manager for federal student aid, with the United States Department of Education (USDE). The letter was dated October 7, 2016. The letter outlined that AMEDCO had not submitted their 2015 annual audit in a timely manner, which “constitutes a failure of financial responsibility under the Department’s regulations.” According to the letter, an untimely audit submission results in provisional certification, the posting of a letter of credit, and placement on a heightened cash monitoring payment method for a minimum of five years. The letter concluded by reminding AMEDCO that additional administrative actions are pending against them and they must immediately contact the Department within seven calendar days from the date of the letter.

The combination of the student’s complaint(s), the letter from the USDE, as well as missing placement verification requirements (PVP) for the past two months, are the salient reasons for the unannounced special visit to the Vega Alta branch campus. To date, the institution has not submitted the monthly PVP reports for July – October for any of its locations. In the event that there were no confirmed placements reported in that month, the campus is still required to so indicate through the site.

- B. Describe the institution's organizational and accreditation background (including if there are other branches and learning sites).

According to pages 5-6 of the 2015-2018 institutional catalog, AMEDCO was founded in Bayamón, Puerto Rico in 1981 by the current president, Mr. Joaquin Gonzalez Pinto. In 1999, AMEDCO opened a branch campus in Toa Alta, Puerto Rico, and in 2003, the institution opened a second branch campus in Vega Alta, Puerto Rico. In 2005, both the Department of Education in Puerto Rico and ACICS approved a learning site in Ciales, Puerto Rico, for the Vega Alta branch campus. AMEDCO has been accredited by ACICS since 1985. At the time of the visit, there were six active diploma programs offered at the Vega Alta branch campus: computer repair technician; administrative secretary with word processing; medical secretary with word processing; barbering and styling; cosmetology and styling; and nail technician.

- C. Provide a summary of the team's review and impressions (at the visit conclusion).

As previously mentioned, upon receipt of the student complaint and USDE FSA citation report, the ACICS At-Risk Institutions Group (ARIG) evaluated additional concerns, which included the institution's failure to submit the monthly PVPs, to date. A two-member team was directed to conduct an unannounced visit at the branch where the complaint originated with a follow up at the main campus to discuss the broader issues. The ACICS team consisted of Dr. Billy Ferrell, who is fluent in Spanish, and Ms. Perliter Walters-Gilliam, AVP-Accreditation.

The visit was originally scheduled to take place on October 27, but upon arrival at the branch campus in Vega Alta, the team (Dr. Billy Ferrell and Ms. Perliter Walters-Gilliam, ACICS AVP – Accreditation) was informed by Mr. Ramiro Repollet Solivan, campus director, that an institution-wide "Caminata" (cancer walk) was taking place that day. Dr. Ferrell explained the reason for the visit relative to the complaint and the institutional processes. Mr. Repollet was unable to provide specific details and shared that no one would be available on campus because of the event. The team then inquired about going to the main location in Bayamón to meet with the president, Mr. Joaquin Gonzalez Pinto, and discuss the other concerns. Mr. Repollet called the president who said he was busy and could not see the team because of the planned event.

The team discussed other possibilities to somehow work around the restraints of the campus, and offered to meet with both gentlemen in the afternoon when the walk was over (Mr. Repollet thought it would be over around 2 p.m.). Mr. Repollet called Mr. Gonzalez back, who again said he could not meet with the team at any time that day.

As Ms. Walters-Gilliam had a return flight scheduled early on October 28, Dr. Rafael Ramirez-Rivera (current ACICS commissioner) was asked to accompany Dr. Ferrell back to the Vega Alta campus on October 28, in order to salvage the special visit and give the campus administration an opportunity to respond to the aforementioned concerns.

Thus, the team arrived at the Bayamón main campus at approximately 10:00 a.m., in order to speak with AMEDCO officials. The team was greeted by the receptionist and invited by Mr. Gonzalez to his private office. Seated in the office were Vega Alta campus

director, Mr. Repollet; and Ms. Charlene Gonzalez, institutional finance director. The team explained the purpose of the special visit and provided a list of the necessary meeting room materials. The president was welcoming, kind, and eager to be of assistance to the team in any way possible. AMEDCO officials explained that most of the necessary documentation would be at the Vega Alta campus and offered to accompany the team back to the branch campus. Before leaving, however, Ms. Gonzalez explained to the team that AMEDCO had yet to receive the letter from the USDE and provided proof in the form of a United State Post Office tracking form, which documented that the letter's status showed as "available for pickup" at the Bayamón post office. (According to the tracking form, the certified letter had been at the Bayamón post office since October 18, 2016.) The institution was advised that ACICS should be copied in its response to the USDE.

The team was given a tour of the facility and then began to review requested materials as they were delivered. Since no students or faculty members were on campus, the team requested to see a class schedule, which showed all classes are held Monday through Thursday. Nevertheless, during the visit, team members were able to interview all campus managers; review the current course schedule, faculty and staff personnel files, graduate files, student files complete with signed financial and enrollment agreements, the 2015 Campus Accountability Report (CAR), an updated Campus Effectiveness Plan (CEP), the institutional catalog, classroom and programmatic equipment, and all current advertising, promotional literature, and recruitment materials.

The campus personnel were helpful, considerate, and positive. As the student's complaint alleged, there was no Internet connectivity in the entire facility for student or staff utilization. Mr. Gonzalez, president, blamed the problem on the company who provides the Internet service, as well as mentioned bad weather also played havoc with their ability to connect, as well as the entire nation of Puerto Rico having trouble with Internet connectivity. The team also found verification of few working computers (in the campus library and computer laboratory) for a campus with over 200 students, which also was alleged in the original student complaint.

However, the team did find sufficient ICD-10 books for students enrolled in the medical secretary with word processing program, as well as documentation of the most recent medical billing course (TM210, Planes Médicos y Proceso de Facturación) taught by an instructor with appropriate academic and experiential qualifications, Ms. Gladys Colon Velez. Further, the team reviewed attendance records and an academic transcript that documented the student who made the original complaint successfully completed the aforementioned medical billing course, despite her correspondence stating otherwise. All student files reviewed contained appropriate financial papers with student initials to document their review of verbiage that stated that 90 percent of their financial responsibilities would be covered by their Pell Grant scholarship and the remaining 10 percent would be the student's responsibility. At the visit's conclusion, the team held an exit conference with institutional officials, thanked them for their time and assistance, and reiterated their concern about having no Internet activity and few working computers for the academic benefit of their students. During the exit conference, Mr. Gonzalez thanked the team, reiterated his desire to always remain in compliance with ACICS

criteria, and expressed pride in his staff for their hard work ethic and devotion to their students.

2. ORGANIZATIONAL EFFECTIVENESS

A. Assessment of the administrator's knowledge and ability to effectively lead the campus.

- i. Who is the on-site administrator? Describe this person's academic and/or experiential qualifications to lead the campus.

Mr. Ramiro Repollet Solivan, branch campus director, has the ultimate authority of leadership for the Vega Alta campus. As previously noted, Mr. Repollet holds a bachelor's degree in mathematics from the University of Puerto Rico (Rio Piedras) and a master's degree in supervision and administration from the University of Phoenix. Mr. Repollet began his career as a high school math teacher, was promoted to high school director, and served as superintendent of the Morovis, Puerto Rico public school district for four years before accepting his job with AMEDCO in 2002. He has served in his current position as branch campus director for the past 14 years.

- ii. Summarize the team's observations concerning the on-site administrator's management and oversight of the campus. Is the campus being run effectively to ensure quality of education?

The team appreciated the level of Mr. Repollet's professionalism, helpful spirit, and operational knowledge of the branch campus. During interviews with team members, he was able to effectively answer questions about all facets of the operation. He appeared to have a positive working relationship with staff members, both at the campus level as well as with institutional officials. The team found Mr. Repollet to be knowledgeable and well-versed in academic and operational policies and procedures at the Vega Alta branch campus.

3. ADMINISTRATIVE CAPACITY AND CAPABILITY

A. List the key administrative positions and describe the qualifications of the individuals assigned to each position.

As previously mentioned, Mr. Ramiro Repollet Solivan, campus director, has the ultimate authority of leadership for the branch campus in Vega Alta. Mr. Repollet holds a bachelor's degree in mathematics from the University of Puerto Rico (Rio Piedras) and a master's degree in supervision and administration from the University of Phoenix. Mr. Repollet began his career as a high school math teacher, was promoted to high school director, and served as superintendent of the Morovis, Puerto Rico public school district for four years before accepting his job with AMEDCO in 2002. He has served in his current position as branch campus director for the past 14 years.

The director of admissions is Mr. Orlando Marrero Sanchez. Mr. Marrero has worked in his current position for one year. He holds a bachelor's degree in English from the University of Puerto Rico and has more than 15 years of experience in managerial positions.

Mr. Raymond Diaz Martinez serves as the student and career services coordinator. Mr. Diaz holds a bachelor's degree in physical education from the University of Puerto Rico and has worked in both vocational school admissions and career services since 1992. His office is located in the main campus in Bayamón.

Ms. Paula Gonzalez Santana is the director of financial aid. Ms. Gonzalez has served in this position for the Vega Alta branch campus for the past three years.

- B. Are there grievance policies for students and staff? Describe evidence that that the campus has been implementing these policies as published.

The institutional catalog contains a detailed section entitled, *Procedimiento Notificación de Agravio* (Grievance Notification Procedure), on pages 17-18. Grievance policies for faculty are found on page 33 in the Manual de Personal (Personnel Manual). The Personnel Manual also has an entire section on how to report any type of discrimination, harassment, and/or retaliation. Signed documentation of receiving and viewing one or more of the aforementioned handbooks was found in all faculty and staff personnel files. Finally, the aforementioned letter of complaint from a current student serves as documentation of the policies' publication(s), as well as implementation.

4. STUDENT RELATIONS

- A. How many files were reviewed and from which CAR period (i.e. current or most recently ended)? Describe the distribution of the files (active, withdrawals, SAP, drops, graduates, etc.). Describe any discrepancies in the retention rates.

The team selected 20 student files from the 2015 CAR, which represented 5 graduates, 5 withdrawals, and 10 current students. The review included an examination of the academic file, unofficial transcript, and ledger card. Of the 20 files reviewed, 3 included satisfactory academic progress (SAP) counseling, 1 showed evidence of a student who had changed programs, and none showed evidence of credit transfer. All 20 files included an enrollment agreement signed by all required parties, proof of high school graduation, and a valid health certificate.

- B. Describe evidence that the published admissions criteria are appropriate and being followed as written.

As previously stated, the team reviewed 20 student files, and conducted interviews with the director of admissions, financial aid, the branch campus director, institutional finance director, and the president of the institution. Therefore, the team is able to verify that the main campus follows its published admissions criteria as listed on pages 19-22 of the 2015-2018 catalog. Additionally, the file review and aforementioned interviews confirm the recruitment process as being appropriate.

The branch campus's student recruitment program includes online recruitment, social media, television, radio, newspaper, and student referrals. All methods of lead generation enable the branch campus to reach a variety of potential students.

C. What are the recruitment policies and procedures?

To qualify for admittance, AMEDCO requires that each student provides acceptable evidence of a high school diploma (or the results of an equivalency exam), current health certificate, and pay an admissions fee of \$25. In addition, all students must complete and sign an enrollment agreement; submit all required fees; interview with an admissions representative; and tour the campus as outlined on pages 19-22 of the 2015-2018 catalog. Prospective students who have submitted all required admissions documentation are officially accepted into their program of study.

i. How are recruitment personnel trained, monitored, and evaluated?

AMEDCO has a detailed training program for newly hired admissions representatives. The program involves training in all operational areas of the school and places heavy emphasis upon integrity and professional conduct. Upon hire, admissions representatives complete an orientation program, which includes an overview of each of the operational areas of the school. Admissions representatives meet with the personnel from student and career services, financial aid, and education, which provide them with information about how the areas relate to the admissions process. Each admissions representative is required to meet with campus director to discuss the various programs and review all attendance and academic policies and procedures. They also meet with representatives from each academic program to receive product knowledge training.

After completion of the orientation program, admissions representatives work with the director of admissions to learn about admissions policies and procedures, including shadowing him to understand the interviewing and touring process. Heavy emphasis is placed upon integrity and ensuring students receive accurate and clear information concerning their programs of study, financial obligations, and future employment.

The director of admissions and the branch campus director continuously monitor all admissions representatives. All representatives receive weekly coaching from the director of admissions who frequently observes admissions interviews, tours, and monitors telephone calls.

ii. If third party recruiters and lead generators are used, what documentation is used to ensure that the campus trains and monitors their activities?

Third party recruiters and lead generators are not used at the Vega Alta branch campus.

- D. Summarize any observations from the institution's last Program Participation Agreement (PPA) audit (if applicable).

According to institutional officials, the Vega Alta branch campus has not been subject to a PPA audit.

- i. Summarize the review of ledger cards, refunds, and disbursement process to evaluate that policies are appropriate and being followed.

The team reviewed 20 student ledger cards and was able to confirm that tuition and fees are billed after the drop/add period for students who are not in the provisional enrollment period. Tuition is billed based on the number of academic credit hours taken each term. The team also confirmed that all similarly circumstanced students who enrolled for the same period are charged the same tuition and fees.

- E. Summarize the review of students on SAP along with the interview of the SAP administrator. What evidence was reviewed to determine that the SAP policies are appropriate and being followed? What evidence is there to determine that students are notified in a timely manner and are afforded the opportunity to appeal, and that they receive academic assistance?

The team was able to determine that SAP policies are appropriate and being followed as outlined in the 2015-2018 catalog on pages 29-33. All students are required to meet standards of satisfactory academic progress and are evaluated at the end of each grading period to determine that standards are met. The team found evidence to substantiate that SAP is calculated at the end of each grading period and that all students earning grades during the reporting period are evaluated for SAP compliance. The campus registrar maintains an academic progress report, which is maintained and reevaluated at the end of each grading period. The team found evidence in 3 of the 20 student files reviewed that academic officials counsel students who fail to meet the standards of SAP. Further, the team found evidence that campus personnel counsels students regarding excessive absenteeism, tardiness, and non-SAP related academic performance.

- F. Who is assigned to provide employment advising, and what documentation was reviewed to evidence that placement services are being provided (career fairs, resume and interviewing preparation, professional development classes, job posting, etc.)?

As previously mentioned, Mr. Raymond Diaz Martinez, student and career services coordinator, is responsible for all career services offered at the college. Mr. Diaz maintains his office at the Bayamón main campus and travels to the branch campus weekly. The team was able to verify that the college offers continuous career services support to all students and graduates. Mr. Diaz visits the classrooms on a regular basis and provides assistance with résumé writing and interviewing techniques. He also encourages students to begin preparing themselves to enter the workforce. In interviews with the team, Mr. Diaz shared that many students in Puerto Rico complain that accepting employment after graduation signifies a drop in income from receiving federal assistance

for living expenses. Students are encouraged to stay in touch with the career services department until they have obtained an employment position in their field of study.

5. EDUCATIONAL AND ACADEMIC QUALITY

- A. Who is assigned to provide administration of all academic programs? Describe the evidence that this individual is academically and/or experientially qualified for the role and has sufficient time and resources to carry out their responsibilities.

As previously mentioned, Mr. Ramiro Repollet Solivan, campus director, is assigned to administer all academic programs at the branch campus. Mr. Repollet holds degrees in mathematics and supervision and administration. He has more than 28 years of work experience in educational activities.

- B. Explain whether all programs have appropriate administrative oversight.

The branch campus has assigned lead instructors to assist Mr. Repollet in program oversight of the academic programs. The lead instructors are responsible for the daily management of the programs to include hiring, supervision, and evaluation of faculty, holding faculty meetings, and scheduling classes.

The following is a list of branch campus diploma programs with the respective lead instructor:

Computer Repair Technician:	Mr. Ramon Vega
Administrative Secretary with Word Processing:	Ms. Carmen Rivera Cardenas
Medical Secretary with Word Processing:	Ms. Carmen Rivera Cardenas
Cosmetology and Styling:	Mr. Pedro Valle
Barbering and Styling:	Mr. Pedro Valle
Nail Technician:	Mr. Pedro Valle

Based upon a review of the personnel files of those responsible for program oversight, the team noted that the programs are managed by qualified individuals.

- C. Based on interviews, observations, and documentation, summarize the evidence that instructional resources, equipment, and facilities are appropriate and sufficient to meet educational objectives.

The team reviewed all instructional resources, equipment, and facilities at the branch campus. While the campus had sufficient classrooms, textbooks, instructional resources, and programmatic equipment, there were only seven working computers in a designated "computer lab" for a campus of over 200 students. The campus library had two working computers for student and staff utilization. Also, there was no working Internet for the entire duration of the team visit to the branch campus. Campus officials admitted that this is an ongoing problem. The importance of technology in education cannot be denied, but particularly with career education, technology is vital. Students enrolled in career education need access to the Internet for a myriad of reasons: 1) technology helps students prepare for their future careers, particularly in such programs as medical

secretary and administrative secretary; 2) technology encourages diversity in learning styles; 3) students are able to conduct investigative research and collaborate with individuals around the world; 4) technology helps students stay engaged; and 5) students have access to the most current information faster and easier than ever before. Since three of the six programs at the branch campus are heavily integrated with computers, it is essential that the Vega Alta campus invest in a campus-wide system of effective technology and Internet accessibility. Hence, instructional resources and equipment are not sufficient are not adequate and proportionate to the size of the institution (Section 3-1-531(a) and (c)).

- D. Summarize evidence that all faculty members are appropriately qualified (academically and experientially) to teach their assigned courses.

Based upon a review of faculty personnel files, faculty members are qualified for their positions. Résumés and transcripts evidenced both academic and experiential qualifications.

- E. Describe the evidence that all faculty members have current and individualized faculty development plans on file. Further, that there is evidence that they are aware of academic policies that have been adopted (academic freedom and academic governance).

A review of the faculty files provided documentation that evidences the establishment and implementation of professional development plans which incorporate both in-service and professional growth activities. The faculty development plans are dated August 2016-July 2017 and, thus, are annual plans. Further, the team reviewed faculty personnel files that contained signed academic freedom and academic governance policies in each file documenting receipt and understanding of the policies.

- F. What evidence is there that faculty meetings are documented and regularly scheduled, and that faculty has an active role in the development of curriculum and academic policies?

The branch campus conducts monthly faculty meetings. The team reviewed the faculty meeting agendas, minutes, and sign-in sheets that showed appropriate topics of discussion and faculty participation, as well as action items to be addressed going forward.

- G. Who is assigned to provide oversight of the library resources and what are this person's qualifications? In addition, provide evidence that there is sufficient access to and resources in the library to support the academic programs offered at the institution.

The campus librarian is Ms. Eda Vega Perez and her office is located in the main campus in Bayamón. According to the campus director, Ms. Vega spends at least one day a week at the Vega Alta campus library and is trained in library management and resources. The library is open during school hours while students are present. Ms. Vega was not on campus during the special visit and was, therefore, unable to be interviewed. The team

toured the branch campus library and found the collections to be adequate to support the diploma programs.

6. PUBLICATIONS AND DISCLOSURES

A. Provide evidence that the catalog contains all items as required by Appendix C.

The team reviewed the American Educational College (AMEDCO) 2015-2018 institutional catalog. The catalog evidenced compliance with all 23 elements as required by Appendix C.

7. DATA INTEGRITY REVIEW

A. Summarize the campus- and program-level retention, placement, and licensure pass rates (where applicable) as submitted on the most recent Campus Accountability Report.

PROGRAMS	RETENTION RATE %	PLACEMENT RATE %	LICENSURE RATE %
Administrative Secretary with Word Processing (Certificate/Diploma)	N/A	N/A	N/A
Barbering and Styling (Certificate/Diploma)	60%	100%	N/A
Computer Repair Technician (Certificate/Diploma)	65%	0%	N/A
Computerized Applications Development (Certificate/Diploma)	N/A	N/A	N/A
Cosmetology and Styling (Certificate/Diploma)	63%	100%	N/A
Hotel Management (Certificate/Diploma)	30%	0%	N/A
Medical Secretary with Word Processing (Certificate/Diploma)	60%	63%	N/A
Nail Technician (Certificate/Diploma)	65%	100%	N/A
Paralegal Technician (Certificate/Diploma)	N/A	N/A	N/A
Pharmacy Technician (Certificate/Diploma)	67%	N/A	N/A
Super Master Cosmetology (Certificate/Diploma)	N/A	N/A	N/A

The overall Vega Alta campus retention rate is 61 percent and the placement rate is 89 percent as submitted on the 2015 Campus Accountability Report and published on its website.

SUMMARY

Based on the team's review, the following require an explanatory response:

#	Criteria	Summary
1.	Section 3-1-531(a) and (c)	Instructional resources and equipment are not sufficient nor adequate and proportionate to the size of the institution (page 10).
2.	Procedural Requirements	The institution (main and its branches) has not submitted the monthly PVP reports as directed by ACICS (page 2).



PLACEMENT OFFICE

Calle Santa Cruz #45 • Bayamón, PR 00960

Calle Muñoz Rivera #228 • Toa Alta, PR 00953

Calle Muñoz Rivera #64 • Vega Alta, PR 00692

December 23, 2016

ACICS

750 First Street, NE, Suite 980

Washington, DC 2002-4223

RESPONSE: SPECIAL VISIT DEFERRAL LETTER

Finding 1:

The institution (main and its branches) has not submitted the monthly PVP reports as directed by ACICS (Procedural Requirements). In response to the finding, the campus submitted PVP reports for the months of July and August of 2016. However, this documentation did not meet Council standards due to the following: PVP reports for the months of September through November 2016 are still outstanding.

Narrative Response:

We submitted the placement verification requirements (PVP) for the months of July and August 2016. We apologize for the delay, but in an attempt to provide the most accurate information, we have been checking and searching for correct email addresses as well as phone numbers and physical addresses. In the past, we didn't require students to provide an email address. We have been calling and visiting students to get the information. In the process, we have found many wrong numbers. It has been difficult, but the data is already upload for the month of September to December 2016. Below we provide a chart with the ACICS ID and the submission dates.

ACICS ID	SEPT	OCT	NOV	DEC
16220	No placements	No placements	Submitted on December 1, 2016	Submitted on December 30, 2016
10493	No placements	No placements	Submitted on December 1, 2016	Submitted on December 30, 2016
20978	No placements	No placements	Submitted on December 1, 2016	Submitted on December 30, 2016



May 19, 2017

ID Code 00020978 (BC)

VIA E-MAIL ONLY

AEC.VEGAALTA@GMAIL.COM

Ms. Evelyn Ortiz Rosado
Vice President
American Educational College
64 Munoz Rivera Street
Vega Alta, PR 00692

Subject: Special Visit Review

Dear Ms. Ortiz Rosado:

The At-Risk Institution Group (ARIG) directed an investigative visit to your campus on October 26, 2016, to evaluate its overall administrative and academic effectiveness, as a result of allegations made by a student complaint and concerns identified in an October 7, 2016, letter from the U.S. Department of Education, Office of Student Financial Aid regarding the institution's failure to submit its 2015 annual audit in a timely manner, an action which "...constitutes a failure of financial responsibility under the Department's regulations."

At its December 2016 meeting, the Council considered the team's report along with the campus's response to the two findings and determined that the campus did not satisfy the procedural requirement of monthly placement submissions to the ACICS Placement Verification Program (PVP), resulting in a deferred action. At its April 2017 meeting, the Council considered the campus's response to this outstanding issue and is satisfied that the campus is now compliant with this procedural matter.

Therefore, the investigation has been closed and no additional information is required from the campus. The campus is advised that this case has been made a part of its permanent record. This material and all other information accumulated through the accreditation process will be reviewed by the Council when considering a new grant of accreditation for the institution.

Please contact Ms. Jan Chambers at jchambers@acics.org or (202)336-6764 if you have any questions.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

c: Ms. Maria Varas, Puerto Rico Council on Education (mvaras@ce.pr.gov)



November 11, 2016

Evaluation Team Report –SPECIAL VISIT REPORT

ID for Campus Visited: 00020978

Main Campus ID: 00010493

Staff Contact: Ms. Perliter Walters-Gilliam – Phone: (202) 336-6769

Application ID: 71214

VISIT RESPONSE DUE DATE: November 21, 2016

Mr. Ramiro Repollet Solivan
Director
American Educational College
64 Munoz Rivera Street
Vega Alta, PR 00692
complianceoffice.amedco@gmail.com

Dear Mr. Repollet Solivan:

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 acknowledge that you have received and read the report and include any comments about the report or the visit by uploading your acknowledgment and comments in the online application and selecting the label "Acknowledgment of Visit Report."** Second, please submit your response to the findings in the report via your online application under "Citations." 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 Linda Lundberg at llundberg@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

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



SPECIAL VISIT REPORT

CAMPUS

**American Educational College (AMEDCO)
#64 Calle Muñoz Rivera
Vega Alta, PR 00692
ACICS ID Code: 00020978**

Mr. Ramiro Repollet Solivan, Director (director.va.amedco@gmail.com)
(complianceoffice.amedco@gmail.com)

October 28, 2016



Chair	Asst. Superintendent, Cityscape Schools	Dallas, TX
Commissioner & Staff Representative	ACICS	Washington, DC

1. VISIT CONTEXT – INTRODUCTION

- A. Provide a summary and reason(s) for the visit including assessment of risk, Council directive, external factors, etc.

On August 31, 2016, ACICS received a complaint (via electronic mail) from a current student at the branch campus of American Educational College (AMEDCO) in Vega Alta, Puerto Rico. The student wrote that she had been enrolled in the medical secretary with word processing diploma program since August 2015. Her concerns included not having computers in the school until her third semester; insufficient computers for her class size; computers with no mouse with which to effectively manage the computer; rarely having Internet connection at the branch campus to assist in class assignments and/or investigative research; outdated books (she specifically stated there were no ICD-10 books for her coding class, only ICD-9 books); not having requisite materials for effective classroom instruction; having to pay more tuition than what is covered in her scholarship; being placed in her externship without having studied medical coding or billing; and the campus having no teacher for the aforementioned coding and billing classes. The same student sent a second complaint, also via electronic mail, on September 4, 2016. This email stated that the newly enrolled students in the medical secretary with word processing program received several items that her group did not receive (i.e., three folders, binders, a dictionary, uniforms, etc.). She made further allegations that there was no teacher for her group (she did not specify a course name or number) and that AMEDCO kept promising they would have their teacher “tomorrow.” Finally, on September 6, the student sent a third complaint with pictures as evidence the school was making them pay additional monies on top of their scholarship. She asked for an audience with someone, although it was not clear if she was asking for an audience with someone from her school or from ACICS.

On October 18, 2016, ACICS received a copy of a certified letter to AMEDCO from [REDACTED] compliance manager for federal student aid, with the United States Department of Education (USDE). The letter was dated October 7, 2016. The letter outlined that AMEDCO had not submitted their 2015 annual audit in a timely manner, which “constitutes a failure of financial responsibility under the Department’s regulations.” According to the letter, an untimely audit submission results in provisional certification, the posting of a letter of credit, and placement on a heightened cash monitoring payment method for a minimum of five years. The letter concluded by reminding AMEDCO that additional administrative actions are pending against them and they must immediately contact the Department within seven calendar days from the date of the letter.

The combination of the student’s complaint(s), the letter from the USDE, as well as missing placement verification requirements (PVP) for the past two months, are the salient reasons for the unannounced special visit to the Vega Alta branch campus. To date, the institution has not submitted the monthly PVP reports for July – October for any of its locations. In the event that there were no confirmed placements reported in that month, the campus is still required to so indicate through the site.

- B. Describe the institution's organizational and accreditation background (including if there are other branches and learning sites).

According to pages 5-6 of the 2015-2018 institutional catalog, AMEDCO was founded in Bayamón, Puerto Rico in 1981 by the current president, [REDACTED]. In 1999, AMEDCO opened a branch campus in Toa Alta, Puerto Rico, and in 2003, the institution opened a second branch campus in Vega Alta, Puerto Rico. In 2005, both the Department of Education in Puerto Rico and ACICS approved a learning site in Ciales, Puerto Rico, for the Vega Alta branch campus. AMEDCO has been accredited by ACICS since 1985. At the time of the visit, there were six active diploma programs offered at the Vega Alta branch campus: computer repair technician; administrative secretary with word processing; medical secretary with word processing; barbering and styling; cosmetology and styling; and nail technician.

- C. Provide a summary of the team's review and impressions (at the visit conclusion).

As previously mentioned, upon receipt of the student complaint and USDE FSA citation report, the ACICS At-Risk Institutions Group (ARIG) evaluated additional concerns, which included the institution's failure to submit the monthly PVPs, to date. A two-member team was directed to conduct an unannounced visit at the branch where the complaint originated with a follow up at the main campus to discuss the broader issues. The ACICS team consisted of [REDACTED] who is fluent in Spanish, and [REDACTED] AVP-Accreditation.

The visit was originally scheduled to take place on October 27, but upon arrival at the branch campus in Vega Alta, the team ([REDACTED] ACICS AVP – Accreditation) was informed by [REDACTED] campus director, that an institution-wide "Caminata" (cancer walk) was taking place that day. [REDACTED] explained the reason for the visit relative to the complaint and the institutional processes. [REDACTED] was unable to provide specific details and shared that no one would be available on campus because of the event. The team then inquired about going to the main location in Bayamón to meet with the president [REDACTED] and discuss the other concerns. [REDACTED] called the president who said he was busy and could not see the team because of the planned event.

The team discussed other possibilities to somehow work around the restraints of the campus, and offered to meet with both gentlemen in the afternoon when the walk was over ([REDACTED] thought it would be over around 2 p.m.). [REDACTED] called [REDACTED] back, who again said he could not meet with the team at any time that day.

As [REDACTED] had a return flight scheduled early on October 28, [REDACTED] (current ACICS commissioner) was asked to accompany [REDACTED] back to the Vega Alta campus on October 28, in order to salvage the special visit and give the campus administration an opportunity to respond to the aforementioned concerns.

Thus, the team arrived at the Bayamón main campus at approximately 10:00 a.m., in order to speak with AMEDCO officials. The team was greeted by the receptionist and invited by [REDACTED] to his private office. Seated in the office were Vega Alta campus

director, [REDACTED]; and [REDACTED], institutional finance director. The team explained the purpose of the special visit and provided a list of the necessary meeting room materials. The president was welcoming, kind, and eager to be of assistance to the team in any way possible. AMEDCO officials explained that most of the necessary documentation would be at the Vega Alta campus and offered to accompany the team back to the branch campus. Before leaving, however, [REDACTED] explained to the team that AMEDCO had yet to receive the letter from the USDE and provided proof in the form of a United State Post Office tracking form, which documented that the letter's status showed as "available for pickup" at the Bayamón post office. (According to the tracking form, the certified letter had been at the Bayamón post office since October 18, 2016.) The institution was advised that ACICS should be copied in its response to the USDE.

The team was given a tour of the facility and then began to review requested materials as they were delivered. Since no students or faculty members were on campus, the team requested to see a class schedule, which showed all classes are held Monday through Thursday. Nevertheless, during the visit, team members were able to interview all campus managers; review the current course schedule, faculty and staff personnel files, graduate files, student files complete with signed financial and enrollment agreements, the 2015 Campus Accountability Report (CAR), an updated Campus Effectiveness Plan (CEP), the institutional catalog, classroom and programmatic equipment, and all current advertising, promotional literature, and recruitment materials.

The campus personnel were helpful, considerate, and positive. As the student's complaint alleged, there was no Internet connectivity in the entire facility for student or staff utilization. [REDACTED] president, blamed the problem on the company who provides the Internet service, as well as mentioned bad weather also played havoc with their ability to connect, as well as the entire nation of Puerto Rico having trouble with Internet connectivity. The team also found verification of few working computers (in the campus library and computer laboratory) for a campus with over 200 students, which also was alleged in the original student complaint.

However, the team did find sufficient ICD-10 books for students enrolled in the medical secretary with word processing program, as well as documentation of the most recent medical billing course (TM210, Planes Médicos y Proceso de Facturación) taught by an instructor with appropriate academic and experiential qualifications, [REDACTED]. Further, the team reviewed attendance records and an academic transcript that documented the student who made the original complaint successfully completed the aforementioned medical billing course, despite her correspondence stating otherwise. All student files reviewed contained appropriate financial papers with student initials to document their review of verbiage that stated that 90 percent of their financial responsibilities would be covered by their Pell Grant scholarship and the remaining 10 percent would be the student's responsibility. At the visit's conclusion, the team held an exit conference with institutional officials, thanked them for their time and assistance, and reiterated their concern about having no Internet activity and few working computers for the academic benefit of their students. During the exit conference, [REDACTED] thanked the team, reiterated his desire to always remain in compliance with ACICS

criteria, and expressed pride in his staff for their hard work ethic and devotion to their students.

2. ORGANIZATIONAL EFFECTIVENESS

A. Assessment of the administrator's knowledge and ability to effectively lead the campus.

- i. Who is the on-site administrator? Describe this person's academic and/or experiential qualifications to lead the campus.

██████████, branch campus director, has the ultimate authority of leadership for the Vega Alta campus. As previously noted, ██████████ holds a bachelor's degree in mathematics from the University of Puerto Rico (Rio Piedras) and a master's degree in supervision and administration from the University of Phoenix. ██████████ began his career as a high school math teacher, was promoted to high school director, and served as superintendent of the Morovis, Puerto Rico public school district for four years before accepting his job with AMEDCO in 2002. He has served in his current position as branch campus director for the past 14 years.

- ii. Summarize the team's observations concerning the on-site administrator's management and oversight of the campus. Is the campus being run effectively to ensure quality of education?

The team appreciated the level of ██████████ professionalism, helpful spirit, and operational knowledge of the branch campus. During interviews with team members, he was able to effectively answer questions about all facets of the operation. He appeared to have a positive working relationship with staff members, both at the campus level as well as with institutional officials. The team found ██████████ to be knowledgeable and well-versed in academic and operational policies and procedures at the Vega Alta branch campus.

3. ADMINISTRATIVE CAPACITY AND CAPABILITY

A. List the key administrative positions and describe the qualifications of the individuals assigned to each position.

As previously mentioned, ██████████ campus director, has the ultimate authority of leadership for the branch campus in Vega Alta. ██████████ holds a bachelor's degree in mathematics from the University of Puerto Rico (Rio Piedras) and a master's degree in supervision and administration from the University of Phoenix. ██████████ began his career as a high school math teacher, was promoted to high school director, and served as superintendent of the Morovis, Puerto Rico public school district for four years before accepting his job with AMEDCO in 2002. He has served in his current position as branch campus director for the past 14 years.

The director of admissions is [REDACTED] has worked in his current position for one year. He holds a bachelor's degree in English from the University of Puerto Rico and has more than 15 years of experience in managerial positions.

[REDACTED] serves as the student and career services coordinator. [REDACTED] holds a bachelor's degree in physical education from the University of Puerto Rico and has worked in both vocational school admissions and career services since 1992. His office is located in the main campus in Bayamón.

[REDACTED] is the director of financial aid. [REDACTED] has served in this position for the Vega Alta branch campus for the past three years.

- B. Are there grievance policies for students and staff? Describe evidence that that the campus has been implementing these policies as published.

The institutional catalog contains a detailed section entitled, *Procedimiento Notificación de Agravio* (Grievance Notification Procedure), on pages 17-18. Grievance policies for faculty are found on page 33 in the Manual de Personal (Personnel Manual). The Personnel Manual also has an entire section on how to report any type of discrimination, harassment, and/or retaliation. Signed documentation of receiving and viewing one or more of the aforementioned handbooks was found in all faculty and staff personnel files. Finally, the aforementioned letter of complaint from a current student serves as documentation of the policies' publication(s), as well as implementation.

4. STUDENT RELATIONS

- A. How many files were reviewed and from which CAR period (i.e. current or most recently ended)? Describe the distribution of the files (active, withdrawals, SAP, drops, graduates, etc.). Describe any discrepancies in the retention rates.

The team selected 20 student files from the 2015 CAR, which represented 5 graduates, 5 withdrawals, and 10 current students. The review included an examination of the academic file, unofficial transcript, and ledger card. Of the 20 files reviewed, 3 included satisfactory academic progress (SAP) counseling, 1 showed evidence of a student who had changed programs, and none showed evidence of credit transfer. All 20 files included an enrollment agreement signed by all required parties, proof of high school graduation, and a valid health certificate.

- B. Describe evidence that the published admissions criteria are appropriate and being followed as written.

As previously stated, the team reviewed 20 student files, and conducted interviews with the director of admissions, financial aid, the branch campus director, institutional finance director, and the president of the institution. Therefore, the team is able to verify that the main campus follows its published admissions criteria as listed on pages 19-22 of the 2015-2018 catalog. Additionally, the file review and aforementioned interviews confirm the recruitment process as being appropriate.

The branch campus's student recruitment program includes online recruitment, social media, television, radio, newspaper, and student referrals. All methods of lead generation enable the branch campus to reach a variety of potential students.

C. What are the recruitment policies and procedures?

To qualify for admittance, AMEDCO requires that each student provides acceptable evidence of a high school diploma (or the results of an equivalency exam), current health certificate, and pay an admissions fee of \$25. In addition, all students must complete and sign an enrollment agreement; submit all required fees; interview with an admissions representative; and tour the campus as outlined on pages 19-22 of the 2015-2018 catalog. Prospective students who have submitted all required admissions documentation are officially accepted into their program of study.

i. How are recruitment personnel trained, monitored, and evaluated?

AMEDCO has a detailed training program for newly hired admissions representatives. The program involves training in all operational areas of the school and places heavy emphasis upon integrity and professional conduct. Upon hire, admissions representatives complete an orientation program, which includes an overview of each of the operational areas of the school. Admissions representatives meet with the personnel from student and career services, financial aid, and education, which provide them with information about how the areas relate to the admissions process. Each admissions representative is required to meet with campus director to discuss the various programs and review all attendance and academic policies and procedures. They also meet with representatives from each academic program to receive product knowledge training.

After completion of the orientation program, admissions representatives work with the director of admissions to learn about admissions policies and procedures, including shadowing him to understand the interviewing and touring process. Heavy emphasis is placed upon integrity and ensuring students receive accurate and clear information concerning their programs of study, financial obligations, and future employment.

The director of admissions and the branch campus director continuously monitor all admissions representatives. All representatives receive weekly coaching from the director of admissions who frequently observes admissions interviews, tours, and monitors telephone calls.

ii. If third party recruiters and lead generators are used, what documentation is used to ensure that the campus trains and monitors their activities?

Third party recruiters and lead generators are not used at the Vega Alta branch campus.

- D. Summarize any observations from the institution's last Program Participation Agreement (PPA) audit (if applicable).

According to institutional officials, the Vega Alta branch campus has not been subject to a PPA audit.

- i. Summarize the review of ledger cards, refunds, and disbursement process to evaluate that policies are appropriate and being followed.

The team reviewed 20 student ledger cards and was able to confirm that tuition and fees are billed after the drop/add period for students who are not in the provisional enrollment period. Tuition is billed based on the number of academic credit hours taken each term. The team also confirmed that all similarly circumstanced students who enrolled for the same period are charged the same tuition and fees.

- E. Summarize the review of students on SAP along with the interview of the SAP administrator. What evidence was reviewed to determine that the SAP policies are appropriate and being followed? What evidence is there to determine that students are notified in a timely manner and are afforded the opportunity to appeal, and that they receive academic assistance?

The team was able to determine that SAP policies are appropriate and being followed as outlined in the 2015-2018 catalog on pages 29-33. All students are required to meet standards of satisfactory academic progress and are evaluated at the end of each grading period to determine that standards are met. The team found evidence to substantiate that SAP is calculated at the end of each grading period and that all students earning grades during the reporting period are evaluated for SAP compliance. The campus registrar maintains an academic progress report, which is maintained and reevaluated at the end of each grading period. The team found evidence in 3 of the 20 student files reviewed that academic officials counsel students who fail to meet the standards of SAP. Further, the team found evidence that campus personnel counsels students regarding excessive absenteeism, tardiness, and non-SAP related academic performance.

- F. Who is assigned to provide employment advising, and what documentation was reviewed to evidence that placement services are being provided (career fairs, resume and interviewing preparation, professional development classes, job posting, etc.)?

As previously mentioned, [REDACTED] student and career services coordinator, is responsible for all career services offered at the college. [REDACTED] maintains his office at the Bayamón main campus and travels to the branch campus weekly. The team was able to verify that the college offers continuous career services support to all students and graduates. [REDACTED] visits the classrooms on a regular basis and provides assistance with résumé writing and interviewing techniques. He also encourages students to begin preparing themselves to enter the workforce. In interviews with the team, [REDACTED] shared that many students in Puerto Rico complain that accepting employment after graduation signifies a drop in income from receiving federal assistance

for living expenses. Students are encouraged to stay in touch with the career services department until they have obtained an employment position in their field of study.

5. EDUCATIONAL AND ACADEMIC QUALITY

- A. Who is assigned to provide administration of all academic programs? Describe the evidence that this individual is academically and/or experientially qualified for the role and has sufficient time and resources to carry out their responsibilities.

As previously mentioned, [REDACTED], campus director, is assigned to administer all academic programs at the branch campus. [REDACTED] holds degrees in mathematics and supervision and administration. He has more than 28 years of work experience in educational activities.

- B. Explain whether all programs have appropriate administrative oversight.

The branch campus has assigned lead instructors to assist [REDACTED] in program oversight of the academic programs. The lead instructors are responsible for the daily management of the programs to include hiring, supervision, and evaluation of faculty, holding faculty meetings, and scheduling classes.

The following is a list of branch campus diploma programs with the respective lead instructor:

Computer Repair Technician:
Administrative Secretary with Word Processing:
Medical Secretary with Word Processing:
Cosmetology and Styling:
Barbering and Styling:
Nail Technician:



Based upon a review of the personnel files of those responsible for program oversight, the team noted that the programs are managed by qualified individuals.

- C. Based on interviews, observations, and documentation, summarize the evidence that instructional resources, equipment, and facilities are appropriate and sufficient to meet educational objectives.

The team reviewed all instructional resources, equipment, and facilities at the branch campus. While the campus had sufficient classrooms, textbooks, instructional resources, and programmatic equipment, there were only seven working computers in a designated "computer lab" for a campus of over 200 students. The campus library had two working computers for student and staff utilization. Also, there was no working Internet for the entire duration of the team visit to the branch campus. Campus officials admitted that this is an ongoing problem. The importance of technology in education cannot be denied, but particularly with career education, technology is vital. Students enrolled in career education need access to the Internet for a myriad of reasons: 1) technology helps students prepare for their future careers, particularly in such programs as medical

secretary and administrative secretary; 2) technology encourages diversity in learning styles; 3) students are able to conduct investigative research and collaborate with individuals around the world; 4) technology helps students stay engaged; and 5) students have access to the most current information faster and easier than ever before. Since three of the six programs at the branch campus are heavily integrated with computers, it is essential that the Vega Alta campus invest in a campus-wide system of effective technology and Internet accessibility. Hence, instructional resources and equipment are not sufficient are not adequate and proportionate to the size of the institution (Section 3-1-531(a) and (c)).

- D. Summarize evidence that all faculty members are appropriately qualified (academically and experientially) to teach their assigned courses.

Based upon a review of faculty personnel files, faculty members are qualified for their positions. Résumés and transcripts evidenced both academic and experiential qualifications.

- E. Describe the evidence that all faculty members have current and individualized faculty development plans on file. Further, that there is evidence that they are aware of academic policies that have been adopted (academic freedom and academic governance).

A review of the faculty files provided documentation that evidences the establishment and implementation of professional development plans which incorporate both in-service and professional growth activities. The faculty development plans are dated August 2016-July 2017 and, thus, are annual plans. Further, the team reviewed faculty personnel files that contained signed academic freedom and academic governance policies in each file documenting receipt and understanding of the policies.

- F. What evidence is there that faculty meetings are documented and regularly scheduled, and that faculty has an active role in the development of curriculum and academic policies?

The branch campus conducts monthly faculty meetings. The team reviewed the faculty meeting agendas, minutes, and sign-in sheets that showed appropriate topics of discussion and faculty participation, as well as action items to be addressed going forward.

- G. Who is assigned to provide oversight of the library resources and what are this person's qualifications? In addition, provide evidence that there is sufficient access to and resources in the library to support the academic programs offered at the institution.

The campus librarian is [REDACTED] and her office is located in the main campus in Bayamón. According to the campus director, [REDACTED] spends at least one day a week at the Vega Alta campus library and is trained in library management and resources. The library is open during school hours while students are present. [REDACTED] was not on campus during the special visit and was, therefore, unable to be interviewed. The team

toured the branch campus library and found the collections to be adequate to support the diploma programs.

6. PUBLICATIONS AND DISCLOSURES

A. Provide evidence that the catalog contains all items as required by Appendix C.

The team reviewed the American Educational College (AMEDCO) 2015-2018 institutional catalog. The catalog evidenced compliance with all 23 elements as required by Appendix C.

7. DATA INTEGRITY REVIEW

A. Summarize the campus- and program-level retention, placement, and licensure pass rates (where applicable) as submitted on the most recent Campus Accountability Report.

PROGRAMS	RETENTION RATE %	PLACEMENT RATE %	LICENSURE RATE %
Administrative Secretary with Word Processing (Certificate/Diploma)	N/A	N/A	N/A
Barbering and Styling (Certificate/Diploma)	60%	100%	N/A
Computer Repair Technician (Certificate/Diploma)	65%	0%	N/A
Computerized Applications Development (Certificate/Diploma)	N/A	N/A	N/A
Cosmetology and Styling (Certificate/Diploma)	63%	100%	N/A
Hotel Management (Certificate/Diploma)	30%	0%	N/A
Medical Secretary with Word Processing (Certificate/Diploma)	60%	63%	N/A
Nail Technician (Certificate/Diploma)	65%	100%	N/A
Paralegal Technician (Certificate/Diploma)	N/A	N/A	N/A
Pharmacy Technician (Certificate/Diploma)	67%	N/A	N/A
Super Master Cosmetology (Certificate/Diploma)	N/A	N/A	N/A

The overall Vega Alta campus retention rate is 61 percent and the placement rate is 89 percent as submitted on the 2015 Campus Accountability Report and published on its website.

SUMMARY

Based on the team's review, the following require an explanatory response:

#	Criteria	Summary
1.	Section 3-1-531(a) and (c)	Instructional resources and equipment are not sufficient nor adequate and proportionate to the size of the institution (page 10).
2.	Procedural Requirements	The institution (main and its branches) has not submitted the monthly PVP reports as directed by ACICS (page 2).



PLACEMENT OFFICE

Calle Santa Cruz #45 • Bayamón, PR 00960

Calle Muñoz Rivera #228 • Toa Alta, PR 00953

Calle Muñoz Rivera #64 • Vega Alta, PR 00692

December 23, 2016

ACICS

750 First Street, NE, Suite 980

Washington, DC 2002-4223

RESPONSE: SPECIAL VISIT DEFERRAL LETTER

Finding 1:

The institution (main and its branches) has not submitted the monthly PVP reports as directed by ACICS (Procedural Requirements). In response to the finding, the campus submitted PVP reports for the months of July and August of 2016. However, this documentation did not meet Council standards due to the following: PVP reports for the months of September through November 2016 are still outstanding.

Narrative Response:

We submitted the placement verification requirements (PVP) for the months of July and August 2016. We apologize for the delay, but in an attempt to provide the most accurate information, we have been checking and searching for correct email addresses as well as phone numbers and physical addresses. In the past, we didn't require students to provide an email address. We have been calling and visiting students to get the information. In the process, we have found many wrong numbers. It has been difficult, but the data is already upload for the month of September to December 2016. Below we provide a chart with the ACICS ID and the submission dates.

ACICS ID	SEPT	OCT	NOV	DEC
16220	No placements	No placements	Submitted on December 1, 2016	Submitted on December 30, 2016
10493	No placements	No placements	Submitted on December 1, 2016	Submitted on December 30, 2016
20978	No placements	No placements	Submitted on December 1, 2016	Submitted on December 30, 2016



May 19, 2017

ID Code 00020978 (BC)

VIA E-MAIL ONLY

AEC.VEGAALTA@GMAIL.COM

Ms. Evelyn Ortiz Rosado
Vice President
American Educational College
64 Munoz Rivera Street
Vega Alta, PR 00692

Subject: Special Visit Review

Dear Ms. Ortiz Rosado:

The At-Risk Institution Group (ARIG) directed an investigative visit to your campus on October 26, 2016, to evaluate its overall administrative and academic effectiveness, as a result of allegations made by a student complaint and concerns identified in an October 7, 2016, letter from the U.S. Department of Education, Office of Student Financial Aid regarding the institution's failure to submit its 2015 annual audit in a timely manner, an action which "... constitutes a failure of financial responsibility under the Department's regulations."

At its December 2016 meeting, the Council considered the team's report along with the campus's response to the two findings and determined that the campus did not satisfy the procedural requirement of monthly placement submissions to the ACICS Placement Verification Program (PVP), resulting in a deferred action. At its April 2017 meeting, the Council considered the campus's response to this outstanding issue and is satisfied that the campus is now compliant with this procedural matter.

Therefore, the investigation has been closed and no additional information is required from the campus. The campus is advised that this case has been made a part of its permanent record. This material and all other information accumulated through the accreditation process will be reviewed by the Council when considering a new grant of accreditation for the institution.

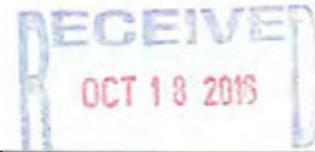
Please contact [REDACTED] if you have any questions.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

c: Ms. Maria Varas, Puerto Rico Council on Education (mvaras@cc.pr.gov)



OCT 7 2016

Joaquin E. Gonzalez-Pinto, President
American Educational College
P.O. Box 62
Santa Cruz Street No. 45
Bayamon, PR 00960-0062

Certified Mail
Return Receipt Requested
Domestic Return Receipt
#7006 2760 0002 1737 5092

RE: Annual Submission Citation Letter
OPE ID: 02303800

Dear Mr. Gonzalez-Pinto:

According to the Department of Education's (Department) records, American Educational College's (AEC's) fiscal year ends on June 30th. Therefore, pursuant to 34 C.F.R. § 668.23(a)(4) or (a)(5), AEC's annual audit submission, consisting of its compliance and financial statement audits, for its fiscal year ended (FYE) June 30, 2015, was due to the Department on or before March 31, 2016. The Department sent AEC a notice on April 1, 2016 reminding AEC of this requirement. Nevertheless, as of July 12, 2016, the Department has not received a complete and acceptable annual audit submission, or an exemption request, from AEC for FYE June 30, 2015. The Department's records show the **audit was finally received complete on August 17, 2016.** This letter advises you that this untimely audit submission constitutes a failure of financial responsibility under the Department's regulations.

Citation for failure to submit acceptable compliance and financial statement audits timely is a past performance violation under 34 C.F.R. § 668.174(a)(3), which results in, among other things, **provisional certification, the posting of a letter of credit, and placement on a heightened cash monitoring payment method, for a minimum of five years.** Further, 34 C.F.R. § 668.171(e) provides that an institution's failure to submit compliance and financial statement audits by the date permitted and in the manner required under 34 C.F.R. § 668.23 may result in the Department initiating adverse action against the institution, including terminating or revoking the institution's program participation agreement. In addition, if the institution has an application pending for renewal of its certification, the Department may deny that application for continued participation.

Please note that additional administrative actions are pending against your institution based upon this issue. It is therefore imperative that AEC immediately contact the Department and submit **complete and acceptable compliance and financial statement**

Federal Student Aid

New York/Boston School Participation Division
Financial Square, 32 Old Slip, 25th Floor, New York, NY 10005

American Educational College

OPE ID: 02303800

Page 2 of 2

audits, or an exemption request, for FYE June 30, 2105. If AEC has evidence which demonstrates that in fact it completed its annual audit submission in a timely manner,

AEC must submit that evidence via overnight mail within 7 calendar days from the date of this letter to the following address:

Christopher Curry
U.S. Department of Education
Federal Student Aid/Program Compliance
32 Old Slip, 25th Floor
New York, NY 10005

If you have any questions regarding this matter, please contact me at (646) 428-3738.

Sincerely,

(b)(6)

Christopher Curry
Compliance Manager

cc: PR Consejo General de Educacion
Accrediting Council for Independent Colleges and Schools

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-131



May 3, 2018

ID Code 00022322(MC)

VIA E-MAIL ONLY

ACICSFlagler@cbt.edu

Ms. Mayra Nunez
Campus Director
College of Business & Technology
8230 W Flagler Street
Miami, FL 33144

Subject: Status Update of 90/10

Dear Ms. Nunez:

At its April 2018 meeting, the Council reviewed the financial materials and information submitted by your institution in its Annual Financial Report (AFR) and requires more substantive information concerning the institution's 90/10 obligations, given that it failed the 90/10 test at 93.21%.

The institution must provide the following information no later than **May 31, 2018**, to the Council via afr@acics.org:

1. An update on the institution's 90/10 status as of **March 31, 2018**.
2. Copies of all communication to and from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirements or other Title IV-related matters.

If you have any questions regarding this action, please contact Ms. Julie Euliano at (202) 905-6940 or jueuliano@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President

cc: Financial Review Committee
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov) (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-132



May 14, 2018

ID Code 00011105(MC)

VIA E-MAIL ONLY

nlei@nlei.org
ninocencio@nlei.org

Ms. Elba Aranda-Suh
Director
National Latino Education Institute
2011 West Pershing Road
Chicago, IL 60609

Subject: Quarterly Financial Reporting

Dear Ms. Aranda-Suh:

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **May 31, 2018**:

1. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 9 months ended March 31, 2018**, for the institution.
2. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirements or other Title IV matters.
3. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

Council forms can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website. Completed reports must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee.

Ms. Elba Aranda-Suh
May 14, 2018
Page 2 of 2

If you have any questions regarding this action, please contact Ms. Julie Euliano at (202) 905-6940 or jueuliano@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

c: Financial Review Committee
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov) (CaseTeams@ed.gov)



May 14, 2018

ID Code 00032315(MC)

VIA E-MAIL ONLY

jmoreno@aicasa.net

Dr. Jorge Moreno
Associate Dean
American International College of Arts and Sciences-Antigua
University Park, Coolidge
St. John's
Antigua, West Indies

Subject: Financial Improvement Plan

Dear Dr. Moreno:

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **May 31, 2018**:

1. A Financial Improvement Plan (FIP) worksheet completed on Council forms for the **12 months ended March 31, 2018, and the cumulative year-to-date projections for the institution for the entire 2018 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 Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 12 months ended March 31, 2018**, for the institution.
3. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirement or other Title IV matters.
4. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

Dr. Jorge Moreno
May 14, 2018
Page 2 of 2

Council forms can be found by selecting "Annual Financial Report" under the accreditation tab on the ACICS website. Completed reports must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee.

If you have any questions regarding this action, please contact Ms. Julie Euliano at (202) 905-6940 or jueuliano@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

c: Financial Review Committee
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov) (CaseTeams@ed.gov)



January 8, 2018

ID Code 00060173 (MC)

VIA E-MAIL ONLY

acics@bamasf.com

Ms. Simonida Cvejic
CEO/Executive Director
Bay Area Medical Academy
530 Bush Street, Suite 201
San Francisco, CA 94108

Subject: Continued Quarterly Financial Reporting

Dear Ms. Cvejic:

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **February 16, 2018**:

1. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 12 months ended December 31, 2017**, for the institution.
2. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirements or other Title IV matters.
3. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

Council forms can be found by selecting "Annual Financial Report" under the accreditation tab on the ACICS website. Completed reports must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee.

If you have any questions regarding this action, please contact Ms. Julie Euliano at (202) 905-6940 or jueuliano@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President

c: Financial Review Committee (frc@acics.org)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)



January 8, 2018

ID Code 00010418(MC)

VIA E-MAIL ONLY

acics.coleman.university.sd@coleman.edu

Mr. Norbert Kubilus
Coleman University
8888 Balboa Avenue
San Diego, CA 92123

Subject: Continued Financial Improvement Plan

Dear Mr. Kubilus:

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **February 16, 2018**:

1. A Financial Improvement Plan (FIP) worksheet completed on Council forms for the **6 months ended December 31, 2017, and the cumulative year-to-date projections for the institution for the entire 2018 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 Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 6 months ended December 31, 2017**, for the institution.
3. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirement or other Title IV matters.
4. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

Council forms can be found by selecting "Annual Financial Report" under the accreditation tab on the ACICS website. Completed reports must be e-mailed to ffc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee.

Mr. Norbert Kubilus
January 8, 2018
Page 2 of 2

If you have any questions regarding this action, please contact Ms. Julie Euliano at (202) 905-6940 or jueuliano@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President

c: Financial Review Committee (frc@acics.org)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)



August 22, 2017

ID Code 00010123 (MC)

VIA E-MAIL ONLY

beckfieldacics@beckfield.edu

Mr. Bernard Marth
Beckfield College
16 Spiral Drive
Florence, KY 41042

Subject: Quarterly Financial Reporting

BECKFIELD COLLEGE – FLORENCE, KY
BECKFIELD COLLEGE – SPRINGDALE, OH
TRILLIUM COLLEGE – KINGSTON, ONTARIO, CANADA

ID CODE 00010123(MC)
ID CODE 00024280(BC)
ID CODE 00170656(BC)

Dear Mr. Marth:

The Council at its recent meeting reviewed the Annual Financial Report and Audited Financial Statements for the fiscal year ended December 31, 2016, submitted by your institution. As a result of its review, the Council found the following based on Section 3-1-204 of the *Accreditation Criteria*:

- The institution's financial statements do not evidence financial stability for the following reason(s):
 - Net Loss is more than 5% of Educational Revenues
 - Current Ratio is below 1:1
 - Retained Deficit
 - Negative Equity

Therefore, the institution is directed to submit Quarterly Financial Reports (QFR) to the Council's Financial Review Committee.

The following items must be received by the Council no later than **October 31, 2017**:

Mr. Bernard Marth

August 22, 2017

Page 2 of 2

1. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 6 months ended June 30, 2017, and the cumulative 9 months ending September 30, 2017**, for the institution. Please consolidate to include the main campus and its branch campuses.
2. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirement or other Title IV matters.
3. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

Council forms can be found by selecting "Annual Financial Report" under the accreditation tab on the ACICS website. Completed reports must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee.

If you have any questions regarding this action, please contact Ms. Julie Euliano at (202) 905-6940 or jueuliano@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President

- c: Financial Review Committee (frc@acics.org)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)



August 23, 2017

ID Code 00225143(MC)

VIA E-MAIL ONLY

assist1@ewcollege.org

Mr. Russell Battiata
Campus President
East West College of Natural Medicine
3808 N. Tamiami Trail
Sarasota, FL 34234

Subject: Financial Improvement Plan

Dear Mr. Battiata:

The Council at its recent meeting reviewed the Annual Financial Report and Audited Financial Statements for the fiscal year ended December 31, 2016, submitted by your institution. As a result of its review, the Council found the following based on Section 3-1-204 of the *Accreditation Criteria*:

- The institution's financial statements do not evidence financial stability for the following reason(s):
 - Net Loss is more than 5% of Educational Revenues
 - Current Ratio is below 1:1
 - Retained Deficit
 - Negative Equity

Therefore, the institution is directed to submit a Financial Improvement Plan (FIP) and Quarterly Financial Reports (QFR) to the Council's Financial Review Committee.

The following items must be received by the Council no later than **October 31, 2017**:

Mr. Russell Battiata

August 23, 2017

Page 2 of 2

1. A Financial Improvement Plan (FIP) worksheet completed on Council forms for the **6 months ended June 30, 2017, the 9 months ending September 30, 2017, and the cumulative year-to-date projections for the institution for the entire 2017 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 Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 6 months ended June 30, 2017, and the cumulative 9 months ending September 30, 2017,** for the institution.
3. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirement or other Title IV matters.
4. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

Council forms can be found by selecting "Annual Financial Report" under the accreditation tab on the ACICS website. Completed reports must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee.

If you have any questions regarding this action, please contact Ms. Julie Euliano at jueuliano@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President

c: Financial Review Committee (frc@acics.org)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)



April 17, 2017

ID Code 00010469(MC)

VIA E-MAIL AND REGULAR MAIL

Mr. James R. Gessner
President
Duluth Business University
4724 Mike Colalillo Drive
Duluth, MN 55807

dbu@dbumn.edu

Dear Mr. Gessner:

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **May 31, 2017**:

1. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 3 months ending March 31, 2017** for the institution.
2. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirements or other Title IV matters.
3. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

Council forms can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website. Completed reports must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee and may result in the institution being directed to show-cause why its accreditation should not be withdrawn by way of suspension.

If you have any questions regarding this action, please contact [REDACTED]

Sincerely,

(b)(6)

Roger J. Williams
Interim President

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



April 17, 2017

ID Code 00022465(MC)

VIA E-MAIL AND REGULAR MAIL

Ms. Alicia Parra Ortiz
President
Jose Maria Vargas University
10131 Pines Boulevard
Pembroke Pines, FL 33025

ACICS@jmvu.edu

Dear Ms. Ortiz:

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **May 31, 2017**:

1. The next installment of the Financial Improvement Plan (FIP) worksheet completed on Council forms for the **3 months ending March 31, 2017 and the cumulative year-to-date projections for the institution for the entire 2017 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 Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 3 months ending March 31, 2017** for the institution.
3. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirements or other Title IV matters.
4. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

PLEASE DOWNLOAD THE NEW FORMS. They can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website. Completed forms must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee and may result in the institution being directed to show-cause why its accreditation should not be withdrawn by way of suspension.

If you have any questions regarding this action, please contact [REDACTED]

Sincerely,

(b)(6)

Roger J. Williams
Interim President

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



April 17, 2017

ID Code 00010399(MC)

VIA E-MAIL AND REGULAR MAIL

Ms. Janis Reimann
Director
Metro Business College
1732 North Kingshighway
Cape Girardeau, MO 63701

acicscape@metrobusinesscollege.edu

Dear Ms. Reimann:

METRO BUSINESS COLLEGE, CAPE GIRARDEAU, MO	ID CODE 00010399(MC)
METRO BUSINESS COLLEGE, JEFFERSON CITY, MO	ID CODE 00010341(BC)
METRO BUSINESS COLLEGE, ROLLA, MO	ID CODE 00010937(BC)

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **May 31, 2017**:

1. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 3 months ending March 31, 2017** for the institution.
2. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirements or other Title IV matters.
3. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

Council forms can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website. Completed reports must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee and may result in the institution being directed to show-cause why its accreditation should not be withdrawn by way of suspension.

If you have any questions regarding this action, please contact [REDACTED]

Sincerely,

(b)(6)

Roger J. Williams
Interim President

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



January 4, 2017

ID Code 00015442(OC)

VIA E-MAIL AND REGULAR MAIL

Mr. Jerry Smith
Sr. Vice President of Financial Aid
Education Affiliates, Inc.
5026 D Campbell Boulevard
Baltimore, MD 21236

jsmith@edaff.com

Dear Mr. Smith:

FORTIS INSTITUTE, ERIE, PA
FORTIS INSTITUTE, BIRMINGHAM, AL
FORTIS COLLEGE, LANDOVER, MD
FORTIS COLLEGE, ORANGE PARK, FL
FORTIS COLLEGE, NORFOLK, VA
FORTIS COLLEGE, RICHMOND, VA
FORTIS COLLEGE, RAVENNA, OH

ID Code 00010934(MC)
ID Code 00023927(BC)
ID Code 00023520(BC)
ID Code 00016005(MC)
ID Code 00010770(MC)
ID Code 00011124(BC)
ID Code 00010414(BC)

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **February 15, 2017**:

1. The next installment of the Financial Improvement Plan (FIP) worksheet completed on Council forms for the **6 months ending December 31, 2016, and the cumulative year-to-date projections for the institution for the entire 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 Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 6 months ending December 31, 2016**, for the institution.
3. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirements or other Title IV matters.

4. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

PLEASE DOWNLOAD THE NEW COUNCIL FORMS. They can be found by selecting “Annual Financial Report” under the Accreditation tab on the ACICS website. Completed forms must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee and may result in the institution being directed to show-cause why its accreditation should not be withdrawn by way of suspension.

If you have any questions regarding this action, please contact Ms. Julie Euliano at jueuliano@acics.org.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

c: Financial Review Committee (frc@acics.org)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)



January 3, 2017

ID Code 00010278(MC)

VIA E-MAIL AND REGULAR MAIL

Ms. Mary Beth Bryant
Campus Director
American National University
1813 East Main Street
Salem, VA 24153

acics01@national-college.edu

Dear Ms. Bryant:

AMERICAN NATIONAL UNIVERSITY, SALEM, VA	ID CODE 00010278(MC)
NATIONAL COLLEGE, BRISTOL, TN	ID CODE 00010139(BC)
NATIONAL COLLEGE, KNOXVILLE, TN	ID CODE 00020615(BC)
AMERICAN NATIONAL UNIVERSITY, CHARLOTTSVILLE, VA	ID CODE 00011184(BC)
AMERICAN NATIONAL UNIVERSITY, DANVILLE, VA	ID CODE 00011176(BC)
AMERICAN NATIONAL UNIVERSITY, HARRISONBURG, VA	ID CODE 00011121(BC)
AMERICAN NATIONAL UNIVERSITY, LYNCHBURGH, VA	ID CODE 00010947(BC)
AMERICAN NATIONAL UNIVERSITY, MARTINSVILLE, VA	ID CODE 00010422(BC)
AMERICAN NATIONAL UNIVERSITY, PARKERSBURG, WV	ID CODE 00049448(BC)
AMERICAN NATIONAL UNIVERSITY, PRINCETON, WV	ID CODE 00011138(BC)
AMERICAN NATIONAL UNIVERSITY, CANTON, OH	ID CODE 00108494(BC)
AMERICAN NATIONAL UNIVERSITY, CINCINNATI, OH	ID CODE 00021505(BC)
AMERICAN NATIONAL UNIVERSITY, COLUMBUS, OH	ID CODE 00024636(BC)
AMERICAN NATIONAL UNIVERSITY, KETTERING, OH	ID CODE 00021196(BC)
AMERICAN NATIONAL UNIVERSITY, STOW, OH	ID CODE 00023524(BC)
AMERICAN NATIONAL UNIVERSITY, WILLOUGHBY HILLS, OH	ID CODE 00028878(BC)
AMERICAN NATIONAL UNIVERSITY, YOUNGSTOWN, OH	ID CODE 00023466(BC)

The Council at its recent meeting reviewed the financial materials submitted by your institution. As a result of its review, the Council has directed the institution to continue on financial review.

The following items must be received by the Council no later than **February 15, 2017**:

1. A Quarterly Financial Report (QFR) completed on Council forms for the **cumulative 12 months ending November 30, 2016**, for the institution.

Ms. Mary Beth Bryant

January 3, 2017

Page 2 of 2

2. Any correspondence to or from the U.S. Department of Education regarding the institution's compliance with the financial responsibility requirements or other Title IV matters.
3. Any additional information or materials the institution wishes to submit pertinent to its financial condition.

PLEASE DOWNLOAD THE NEW COUNCIL FORMS. They can be found by selecting "Annual Financial Report" under the Accreditation tab on the ACICS website. Completed reports must be e-mailed to frc@acics.org. Failure to provide all the requested information within the established deadlines will result in a late fee and may result in the institution being directed to show-cause why its accreditation should not be withdrawn by way of suspension.

If you have any questions regarding this action, please contact [REDACTED]

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Financial Review Committee (frc@acics.org)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@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-133



April 27, 2017

ID Code 00039183(MC)

VIA E-MAIL AND UPS DELIVERY

acics@herguanuniversity.edu

Dr. Doreen Simmons
President
Herguan University
595 Lawrence Expressway
Sunnyvale, CA 94085

Subject: Continue Show-Cause Directive

Dear Dr. Simmons:

At its April 2017 meeting, the Council reviewed your institution's response to the continued show-cause directive issued in the letter dated December 21, 2016. As detailed in its letter, the Council issued a show-cause directive on October 13, 2016, when it was informed that the institution's access to the Student and Exchange Visitor Information System (SEVIS) would be terminated on January 11, 2017. Therefore, the majority of Herguan University's student population left the institution and no new students were able to enter into the United States with Herguan University-issued Form I-20s or visas issued to attend Herguan University. At its December 2016 meeting, the institution was directed to continue to show-cause with a requirement for information as to how the University planned to enroll new students and remain viable in the absence of the I-20 students which composed over 95% of its previous student population. As a result of its review, the Council notes the following:

- The institution indicated that it planned to target a new market of students, to include those already in the workforce that are looking to enhance their skills or previous Herguan University students that are currently employed under the H1B visa classification. However, no documentation of the implementation of this plan was provided other than a listing of 15 potentially interested students. No evidence of whether these potential students actually enrolled at the institution to support a new class start was provided for the Council's review. Hence, the concern remains for the viability of the institution relative to maintaining financial stability and its academic operations consistent with the *Accreditation Criteria*.

Council Action

Due to the ongoing concerns regarding the institution's viability, the Council has acted to direct the institution to continue to show-cause why its accreditation should not be withdrawn by suspension or otherwise conditioned. Accordingly, the institution must provide the appropriate

Dr. Doreen Simmons
April 27, 2017
Page 2 of 2

notification and fee for an in-writing review **within ten calendar days of receipt of this notice.** This notification and fee may be submitted electronically. Failure to do so may result in a withdrawal by suspension action in accordance with Section 2-3-402 of the *Accreditation Criteria*.

In response to the show-cause directive, the institution must submit the following information by **July 15, 2017:**

1. Evidence that the institution is able to continue to operate and maintain sufficient enrollment to support academic quality and its financial viability. Documentation must include, but is not limited to, the submission of an unofficial 2017 Campus Accountability Report, for the period of July 1, 2016, through June 30, 2017, along with the back-up documentation to support any retention waivers and new student enrollments (enrollment agreements) for the January 1, 2017 – June 30, 2017, cohorts. The institution must also provide detailed enrollment plans and projections for all active programs for the period of June 2017 – December 2017, a spring 2017 schedule of courses, and an updated catalog.
2. A Financial Improvement Plan (FIP) worksheet completed on Council forms reporting the cumulative financial results of the institution for the **January 1, 2017 – June 30, 2017**, period. This should include a detailed narrative analysis of the results in comparison to the plan's projected figures and enrollment numbers.

The response materials must be uploaded to the citation section of the preexisting online show-cause application by the date indicated above.

If you have any questions about this action, please contact Ms. Karly Zeigler at kzeigler@acics.org or (202) 336-6846.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (aslrecordsmanager@ed.gov)
Ms. Martina Fernandez-Rosario, U.S. Department of Education, School Participation Team, Region IX (martina.fernandez-rosario@ed.gov)
Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education (leeza.rifredi@dca.ca.gov)
Mr. Louis Farrell, Department of Homeland Security (louis.farrell@dhs.gov)



June 13, 2017

Special Visit Report

ID for Campus Visited: 00039183

Main Campus ID: 00039183

Staff Contact: Ms. LaToya Boyd – Phone: (202) 336-6777

Application ID: 73126

Dr. Doreen Simmons
President
Herguan University
595 Lawrence Expressway
Sunnyvale, CA 94085
acics@herguanuniversity.edu

Dear Dr. Simmons:

I have enclosed a copy of the evaluation report prepared by the Council's evaluation team that recently visited your institution. The team report constitutes only one element in the accrediting process. The institution's response to the team's report, the financial data submitted by the institution, and all other factors which have a bearing on accreditation, are also considered.

You will be notified in writing of the Council's decision following its next meeting.

Please contact Ms. LaToya Boyd at (202) 336-6777 if you have any questions.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development



SPECIAL VISIT REPORT

CAMPUS
HERGUAN UNIVERSITY
595 Lawrence Expressway
Sunnyvale, CA 94085
ACICS ID Code: 00039183

Dr. Doreen Simmons, President (doreen.simmons@herguanuniversity.edu)
(acics@herguanuniversity.edu)
www.herguanuniversity.edu

June 10, 2017

Ms. Elizabeth Guinan	Chair	Commissioner	Charlotte, NC
Ms. LaToya Boyd	Staff Representative	ACICS	Washington, D.C.

1. VISIT CONTEXT – INTRODUCTION

- A. Provide a summary and reasons for the visit including assessment of risk, Council directive, external factors, etc.

Herguan University, located in Sunnyvale, California, was founded in 2005 by Dr. Ying Qiu Wang, who had previously founded the University of East/West Medicine. With the opening of Herguan University, Dr. Wang's intention was to reach more students with a wider variety of programs. Classes began in 2007/2008 for master's degree programs in computer science and business administration. Herguan University shares an attractive two-story, stand-alone building with the University of East/West Medicine in an area easily accessible to many in the Silicon Valley area.

Herguan University was first issued a show-cause directive on October 13, 2016, after the Council received notice from the Bureau Chief at the California Bureau for Private Postsecondary Education (BPPE) that the institution's access to the Student and Exchange Visitor Information System (SEVIS) had been terminated. The institution was unable to issue any new I-20s as of October 6, 2016, and all access to SEVIS was officially terminated on January 11, 2017.

In its November 2016 response, which was considered at the Council's December 2016 meeting, the institution indicated that an injunction will be filed against the action of the U.S. Immigration and Customs Enforcement (ICE) agency, but if unsuccessful, the institution would remain operational. The institution also provided a list of 260 currently enrolled students, 40 of whom would graduate and the remaining 228 of which were listed as drops for January 2017. As a result, the Council acted to continue the show-cause directive and give the institution the opportunity to provide evidence of its ability to recruit students, maintain financial viability, and provide an appropriate teach-out plan.

In its response to the continued show-cause, which was reviewed at the Council's April 2017 meeting, the institution indicated that it had a plan to target a new market of students, providing a list of 15 students potentially interested in attending the spring 2017 term. However, no documentation was submitted to evidence actual enrollment. Thus, the Council continued the show-cause and directed staff to conduct an unannounced special visit during the spring 2017 review cycle. The continued show-cause directive required the institution to provide evidence of their ability to continue to operate and maintain sufficient enrollment to support academic quality and financial viability. They were asked to submit, at a minimum, signed enrollment agreements for all new starts (January 1-June 30, 2017), a spring 2017 schedule of courses, an updated catalog, and monthly audits of the student population.

The primary purpose of the visit was to determine if the current enrollment at the institution was sufficient to support academic and operational processes, as well as to assess the institution's continued operations. Based on the class schedule submitted as part of the first show-cause response, and the one currently posted on the institution's website, classes were shown to operate on Friday, Saturday, and Sunday, with the majority on Saturday. Thus, the visit was scheduled for Saturday, June 10, 2017.

When the ACICS team arrived at the institution at 9:00 am, the lobby shared with its sister institution of the same ownership, the University of East/West Medicine (UEWM), was open with a receptionist for UEWM, but not for Herguan University. The lights were out, the doors locked, and there were no administrators or students onsite. The UEWM receptionist called Dr. Wang, who greeted the team, and then phone calls were made to administrators, including Dr. Doreen (Kandy) Simmons (president, VP academics & student services) and Mr. Bishwash Lohani (public relations specialist/admissions representative).

Although the team was initially told that Dr. Simmons would arrive at approximately 11:00 am, several hours later, they were informed that she would not be coming in. Mr. Lohani, an administrator for Herguan University for approximately five years, was the only staff member available to provide the documents needed by the team. Until calls were made by Mr. Lohani to the registrar, and permission given to provide student files, there was considerable confusion about the current enrollment, class schedules, and staff availability.

Based on Mr. Lohani's phone contacts and the student files produced, only two students are currently taking courses at Herguan University - Mr. Amer Ali Mohammed and Mr. Abdul Aziz Nabeel. Neither student is currently taking classes on site, however, and both are reportedly being treated as "independent studies" students who meet with an instructor offsite to complete their coursework. The students' files did not contain any documentation evidencing their status as independent studies students, and the team notes that the institution is not approved to offer distance education. Additionally, based on their files, both students have F1 visas, and because of their visa status, were actually required to transfer to other institutions prior to the start of the spring term on January 28, 2017. The only documentation to support this transfer was a "Transfer Out" form completed by Herguan staff. There was no record of acceptance or attendance at the other institutions. The two students are currently just retaking courses for which they originally received a "C" or lower; they are not actually enrolled at Herguan. Neither student had a current enrollment agreement; however, each student file contained a student ledger card that showed payment for courses being taken "independently," as referenced above, during the summer term. Both ledger cards were dated May 10, 2017. It is also important to note that the institution does not have a class schedule available for the summer term, despite the fact that the academic calendar states that the term runs from May 8, 2017, through September 10, 2017. The team also attempted to contact both students via phone, but was unsuccessful.

Upon review of the student files, the team was able to determine the following additional information about each student:

1. Mr. Mohammed was first enrolled at Herguan University in the spring of 2015 as a student in the master of science in computer science-cloud computing mobile internet program (MSCS). As of January 10, 2017, the day he transferred to William Jessup University in San Jose, CA, Mr. Mohammed had attempted 37 credits, and earned 30. In September 2016, he failed two (2) courses - CS-532 Software Engineering Concepts, and CS-637 Web Services Development and XML. These are the two courses that the institution reports he is currently taking. The student ledger card in

his file showed a payment of \$1,800, which included 2 courses, at \$885 each, and a \$15 administrative fee for each course.

2. Mr. Nabeel also initially enrolled at the institution in the spring 2015 term as a student in the MSCS program. He completed his "Transfer Out" form for a transfer to the University of the Cumberlands, in Williamsburg, KY, on December 10, 2016. At the time of transfer, Mr. Nabeel had completed and earned the 36 credits needed for graduation. Nevertheless, because he earned a "C" in CS-614(B) Computer Network Security, he did not meet the eligibility requirements for graduation. Reportedly, this is the course that he is currently taking. His ledger card shows a payment of \$900, which includes the cost of the course and a \$15 administrative fee.

The team was unable to understand how or why the students were able to be enrolled in another institution, but still take courses for credit at Herguan University. It was also unclear which faculty member(s) were teaching the courses, or how the courses were being taught. Moreover, the team did not understand how F1 visa students were still being allowed to pay for and take classes at Herguan University, after its SEVIS eligibility had been terminated.

Once the team was informed that Dr. Simmons would not be coming in, Mr. Richard Friberg, VP of organizational development, was introduced as a possible resource for the team's unanswered questions. Mr. Friberg, a retired high school principal, works approximately 6 hours per week at the institution. His primary responsibility is to complete regulatory documents. He was able to provide a succinct explanation and timeline of the events leading to the loss of authority to issue I-20's for foreign students, but was unable to add clarity to the student enrollment situation.

In conclusion, the team determined that there have been no students enrolled or attending classes since January 2017, nor is there evidence of enrollments for future classes. There is also no full-time administrative staff assigned exclusively to Herguan, including Dr. Simmons, who, according to Mr. Friberg, is now the acting president for the University of East/West Medicine.

Following the initial surprise of the team's visit, all individuals with whom the team met were cooperative, helpful, and hospitable. A spacious and attractive conference room for work was provided and numerous phone calls were made to obtain information.



Herguan University

Per letter, pls. review and advise.
7/12/17

ACICS
750 First Street NE
Suite 980
Washington DC 20002-4223

RECEIVED
JUL 11 2017

July 5, 2017

Dear ACICS:

Herguan University 00039183 has been sold.
As of June 3, 2017 Ying Qiu Wang is no longer the owner of Herguan University. He sold 100% of his shares to John Wynn-Nguyen.

The new owner will complete all the necessary forms and documents to seek approval from you.

The new owner and its contact are:

Name: John Wynn-Nguyen
San Michael, Inc. a Nevada Corporation
Address: 3420 Finnian Way #319, Dublin, CA 94085
With an office at 1601 Old Bayshore Hwy #301, Burlingame, CA 94010.
Telephone: 408-888-3675
email address: (b)(6)

The new owner's school President is:

Name: Tony Spitaleri
Address: 305 Beemer Ave., Sunnyvale, CA 94086-4913
Telephone: 650-444-8379
email address: (b)(6)@gmail.com

Richard Friberg no longer works for Herguan University. He is no longer the institution's contact person. If you need to make contact with the past owner please use:
corporation@herguanuniversity.edu

Sincerely,

(b)(6)

Ying Qiu Wang
HGU's past owner



July 14, 2017

VIA E-MAIL AND UPS DELIVERY

johnwynn888@gmail.com

Mr. John Wynn-Nguyen
Owner, San Michael, Inc.
3420 Finnian Way #319
Dublin, CA 94085

Subject: Herguan University – Change of Ownership

Dear Mr. Wynn:

ACICS received, on July 11, 2017, a letter dated July 5, 2017, from Mr. Ying Qiu Wang as notification that Herguan University (ACICS ID: 00039183) has been sold. According to Mr. Wang, as of June 3, 2017, he is no longer the owner, having sold 100 percent of his shares to you.

As outlined in Section 2-2-400 of the *Accreditation Criteria*, a transfer of ownership or a change in the control of an institution is a substantial change that must be approved by the Council before continuation of accreditation can occur. The institution has failed to comply with the Council's substantive change requirements, consideration of which will be given if, or when, an application for reinstatement of accreditation following the change of ownership has been appropriately submitted utilizing the ACICS Change of Ownership process via the ACICS Member Center. Under the current circumstances, this application would only be considered by the Council at its next scheduled meeting in August 2017.

Section 2-2-403(a) stipulates that any change of ownership or control results in the immediate and automatic discontinuation of an institution's grant of accreditation. Therefore, based on the notice received from Mr. Wang, Herguan University's accreditation has been **automatically discontinued as of June 3, 2017**.

If you have any questions about the application for reinstatement of accreditation, outlined in Section 2-2-403(b) of the *Accreditation Criteria*, contact Mr. Steve Gelfound, Vice President of Operations, at 202-336-6799.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Mr. Steve Gelfound, Vice President of Operations (sgelfound@acics.org)
- Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)
- Ms. Leeza Rifredi, Bureau for Private Postsecondary Education
(Leeza.Rifredi@dca.ca.gov)
- Mr. Ying Qiu Wang (corporation@herguanuniversity.edu)

From: corporation HGU <corporation@herguanuniversity.edu>
To: Linda Lundberg
Cc: Steven Gelfound; Leeza.Rifredi@dca.ca.gov; Roger J Williams
Subject: Re: Herguan University – Change of Ownership



Hello, the address for the new owner and president were not correct in the July 5 letter.
Attached is the corrected letter.



ACICS
750 First Street NE
Suite 980
Washington DC 20002-4223

July 21, 2017

Dear ACICS:

This letter is concerning Herguan University 00039163.

San Michael Inc. has purchased 100% of the shareholdings from Ying Qiu Wang for Herguan University.

In the letter dated July 5, 2017 the new owner and president's contact information was not correct.

The new owner and his president's correct contacts are:

John Wynn Nuygen
100% Shareholder of San Michael Inc. (Nevada company)
John Wynn Nuygen and San Michael Inc. use the same address: 1601 Old Bayshore Hwy,
#301 Burlingame, CA 94010 Phone number: 408-886-3075. Email: johrwnn8888@gmail.com

San Michael Inc. President: Anthony Spitaleri 1111 W. El Camino Real, Ste 109-201,
Sunnyvale, CA 94087 phone number: 650-4448379. Email: toxy@antfac@gmail.com

The new owner has agreed to complete all the necessary forms and documents to seek approval from you. He will be responding to any student requests. I have given him my signed forms so he can complete the initial process quickly.

If you need to make contact with the past owner please use:
corporation@herguanuniversity.edu

Sincerely,

(b)(6)

Ying Qiu Wang
HGU's past owner



July 14, 2017 **REVISED JULY 25, 2017**

VIA E-MAIL AND UPS DELIVERY

(b)(6)

Mr. John Wynn Nguyen
Owner, San Michael, Inc.
1601 Old Bayshore Hwy #301
Burlingame, CA 94010

Subject: Herguan University – Change of Ownership

Dear Mr. Nguyen:

ACICS received, on July 11, 2017, a letter dated July 5, 2017, from Mr. Ying Qiu Wang as notification that Herguan University (ACICS ID: 00039183) has been sold. According to Mr. Wang, as of June 3, 2017, he is no longer the owner, having sold 100 percent of his shares to you.

As outlined in Section 2-2-400 of the *Accreditation Criteria*, a transfer of ownership or a change in the control of an institution is a substantial change that must be approved by the Council before continuation of accreditation can occur. The institution has failed to comply with the Council's substantive change requirements, consideration of which will be given if, or when, an application for reinstatement of accreditation following the change of ownership has been appropriately submitted utilizing the ACICS Change of Ownership process via the ACICS Member Center. Under the current circumstances, this application would only be considered by the Council at its next scheduled meeting in August 2017.

Section 2-2-403(a) stipulates that any change of ownership or control results in the immediate and automatic discontinuation of an institution's grant of accreditation. Therefore, based on the notice received from Mr. Wang, Herguan University's accreditation has been **automatically discontinued as of June 3, 2017**.

If you have any questions about the application for reinstatement of accreditation, outlined in Section 2-2-403(b) of the *Accreditation Criteria*, contact Mr. Steve Gelfound, Vice President of Operations, at 202-336-6799.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Mr. Steve Gelfound, Vice President of Operations (sgelfound@acics.org)
- Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (aslrecordsmanager@ed.gov)
- Ms. Leeza Rifredi, Bureau for Private Postsecondary Education (Leeza.Rifredi@dca.ca.gov)
- Mr. Ying Qiu Wang (corporation@herguanuniversity.edu)



August 9, 2017

ID Code 00039183(MC)

VIA E-MAIL AND OVERNIGHT DELIVERY

acics@herguanuniversity.edu

Mr. John Wynn-Nguyen
Owner
Herguan University
595 Lawrence Expressway
Sunnyvale, CA 94085

Subject: Withdrawal of Accreditation by Suspension Action

Dear Mr. Wynn-Nguyen:

At its August 2017 meeting, the Council considered the following critical components of the institution's ongoing compliance with, and expectations of, the *Accreditation Criteria*:

1. Following its second review of the institution's show-cause directive, the institution was directed, in its April 27, 2017, letter to provide evidence that it is able to continue to operate and maintain sufficient enrollment to support academic quality and financial viability. A response was required to the Council by July 15, 2017. However, to date, the institution has failed to respond to the directive, which, as outlined in the communication, may result in a withdrawal by suspension action (**Section 2-3-402**).
2. With ongoing concerns with the institution's operations, the Council directed a special unannounced visit to the institution, to evaluate the academic and administrative activities. This visit took place on June 10, 2017, from which a report was communicated to the institution on June 27, 2017. As articulated in the report, the team found no evidence of any academic activity since January 2017, when all students enrolled on an F-1 visa had to withdraw and transfer to other institutions. Further, there was no evidence of administrative staff assigned to the institution to facilitate operations. The institution did not respond to this report, and therefore, the Council questions if the institution has sufficient residential enrollment and enrollment in each program to enable ACICS to assess the continued educational effectiveness of those programs and the institution as a whole (**Section 1-2-100(d)**).
3. ACICS was informed on July 11, 2017, by the institution's former owner, Mr. Ying Qiu Wang that he had sold, as of June 3, 2017, 100 percent of his shares to you. A transfer of ownership or a change in the control of an institution is a substantial change that must be approved by the Council before continuation of accreditation can occur. Therefore, the institution has failed to comply with the Council's substantive change requirements (**Section 2-2-400**).

4. As a result of failing to appropriately complete the change of ownership process, the institution's grant of accreditation was immediately and automatically discontinued as of June 3, 2017, in accordance with Section 2-2-403(a). The institution was given the opportunity to apply for reinstatement of accreditation, with information to that effect provided to the institution's legal representative on Friday, July 28, 2017. However, an application for reinstatement has not been received, and having made significant changes without notice in its ownership and control, the institution is subject to an order of suspension (**Section 2-3-402(c)**).
5. The institution's Annual Financial Report (AFR) which was due on June 30, 2017, has not been submitted (**Section 2-1-802**).

Council Action

Therefore, the Council acted to **withdraw the institution's accreditation by suspension** in light of the institution's multiple failures to demonstrate ongoing compliance with the *Accreditation Criteria*.

The institution has the right to appeal this decision to the Review Board of Appeals. The Council must be notified, in writing, within ten (10) business days of receipt of this notice if institution desires to appeal this decision to the Review Board. The appeal notification must include payment in the amount of \$10,000. The Council's decision is final if the appeal notice and appropriate fee are not provided within the ten business 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 the institution will remain accredited through the length of the appeal, and more detailed appeal procedures and information will be forwarded to the institution.

If the institution elects not to appeal this action, the institution must submit any comments regarding this decision to the Council office within two weeks of the date of this letter. Should the institution 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.

Institutional Teach-Out Plan

Further, to ensure that students will receive an appropriate outcome in the event of campus closure, the campus 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 Institutional Teach-out Plan must be completed as part of the institution's intent to appeal the withdrawal by suspension action.

Mr. John Wynn-Nguyen
August 9, 2017
Page 3 of 3

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. The institution is 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.

Please contact Ms. Katie Morrison at kmorrison@acics.org or (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards
President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)
- Ms. Martina Fernandez-Rosario, San Francisco/Seattle School Participation Team –
Region IX (martina.fernandez-rosario@ed.gov)
- Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education
(Leeza.Rifredi@dca.ca.gov)
- Ms. Joanne Wenzel, California Bureau for Private Postsecondary Education
(joanne.wenzel@dca.ca.gov)
- Mr. Louis Farrell, Department of Homeland Security (louis.farrell@dhs.gov)



September 12, 2017

ID Code 00039183(MC)

VIA E-MAIL AND OVERNIGHT MAIL

acics@herguamuniversity.edu

Mr. John Wynn-Nguyen
President/Owner
Herguan University
595 Lawrence Expressway
Sunnyvale, CA 94085 USA

SUBJECT: Revocation of Accreditation – Failure to Submit Audited Financial Statements

Dear Mr. Wynn-Nguyen:

As an ACICS-accredited institution, Herguan University is required, as outlined in Sections 2-1-802 and 2-1-803 of the *Accreditation Criteria* to submit its Annual Financial Report (AFR) and audited financial statements no later than 180 days (6 months) after the end of the fiscal year. Our records indicate that Herguan University's fiscal year ended December 30, 2016, necessitating the submission of the AFR no later than June 30, 2017.

ACICS has attempted, on numerous occasions, to contact someone at the institution concerning the submission of the Report, with no success. As of September 11, 2017, ACICS has not received Herguan University's AFR and audited financial statements or the assessed late fee.

Therefore, pursuant to Section 2-3-401(d) of the *Accreditation Criteria*, the institution's accreditation is revoked effective September 12, 2017. This action is not appealable. However, given that the institution has previously notified the Council of its intent to appeal the Withdrawal by Suspension action, the institution is advised that the revocation action supersedes the withdrawal by suspension action and the funds remitted for the Review Board of Appeals will be refunded to the institution, in the same manner in which they were paid.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

- c: Mr. John Wynn-Nguyen, Owner (b)(6)@gmail.com
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)
Ms. Martina Fernandez-Rosario, U.S. Department of Education, School Participation Team, Region IX (martina.fernandez-rosario@ed.gov)
Ms. Rachel E. Canty, Department of Homeland Security (Rachel.E.Canty@ice.dhs.gov)
Financial Review Committee (frc@acics.org)

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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-134



February 26, 2018

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00011220

Main Campus ID: 00011220

Staff Contact: Ms. Michelle Edwards – Phone: (202) 336-6780

Application ID: 74382

VISIT RESPONSE DUE DATE: March 12, 2018

Ms. Judith Sutton
Director
Mountain State College
1508 Spring Street
Parkersburg, WV 26101
acics@msc.edu

Dear Ms. Sutton:

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 before it takes formal action on your institution's application for accreditation. Please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten business 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 Linda Lundberg at llundberg@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 uploaded to satisfy the:

Finding 1 Narrative task must be labeled **1st Cite -Narrative**.

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: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced size PDF documents.

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.

- 1st Cite - Narrative
- 1st Cite - Supporting Document
- 2nd Cite - Narrative
- 2nd Cite - Supporting Document
- 3rd Cite - Narrative
- 3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



RENEWAL OF ACCREDITATION VISIT REPORT

CAMPUS
MOUNTAIN STATE COLLEGE
1508 Spring Street
Parkersburg, WV 26101-3993
ACICS ID Code: 00011220

Ms. Judith Sutton, Director (jsutton@msc.edu)
(acics@msc.edu)
www.msc.edu

February 12-13, 2018

Ms. Pamela Bennett	Chair	Dallas Nursing Institute (Retired)	Coppell, TX
Ms. Bonnie Jean Marsh	Student-Relations Specialist	Laurel Business Institute	Uniontown, PA
Dr. Ronald Mosley	Dependency Disorders/Educational Activities Specialist	Etowah County School System (Retired)	Boaz, AL
Ms. Shannon Lea O'Keefe	Medical Assistant/Distance Education Specialist	Independence University Online	Kingston, WA
Ms. Michelle Edwards	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
MOUNTAIN STATE COLLEGE
PARKERSBURG, WV**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement (%)			
						2017		2016	
						Ret.	Pla.	Ret.	Pla.
Occupational Associate	Occupational Associate	Medical Assistant	1296	110.3	31/2	78	60	66	80
Academic Associate	Academic Associate	Dependency Disorders Technology	1200	111.2	14/1	81	100	57	100
Occupational Associate	Occupational Associate	Administrative Assistant*	1224	108.0	3/0	67	100	54	n/a
Occupational Associate	Occupational Associate	Computer Information Technology*	1272	113.0	2/0	67	50	42	0
Occupational Associate	Occupational Associate	Higher Accounting Management*	1128	109.6	1/0	92	25	54	0
TOTAL ENROLLMENT					54				
TOTAL CAMPUS RETENTION			76%	TOTAL CAMPUS PLACEMENT			58%		

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.

* Programs not reviewed due to teach-out status.

This campus is approved for distance education 50% or greater.

INTRODUCTION

Mountain State College (MSC) was established in 1888 by Albert Grant Sine, with more than 50,000 students matriculating since its founding. The college trained Ms. Eva B. Uhl, who was the first woman stenographer to serve a President of the United States, working with both Presidents Harding and Coolidge. For 72 years, the college was the only one in Parkersburg, West Virginia. Today, MSC is one of four higher education entities serving the educational needs of Parkersburg and the surrounding area, including five counties in West Virginia and Washington County in Ohio.

MSC currently offers two (2) associate degree programs, one in medical assistant (MA) and one in dependency disorder technology (DDT). MSC was one of the first colleges in the nation to offer the DDT program, which was implemented in 1990. As indicated on page 2 of this report, three additional programs are currently in teach-out status due to low enrollment. The college received approval in 2007 to offer courses and programs online, and approximately two-thirds of the students are enrolled in some online courses. On the day of the on-site visit, there were 54 enrolled students. According to the 2018 Campus Effectiveness Plan (CEP), 98 percent of the students are Caucasian, 92 percent are full-time, 87 percent are female, and 66 percent have had some college prior to enrollment.

No complaints were investigated, and no adverse actions were taken regarding this institution. No issues were found as a result of the data integrity review (all waivers were verified), call for comment, or on-site surveys. Results from the on-site survey did indicate that 100 percent of students believe instructors are available to provide additional help if needed. Additional comments included, "I love this college because it is small." "I am in the DDT program and have loved every minute of it." The team observed a closely knit staff that works together on a daily basis to ensure student success.

The campus has no learning sites.

Summary of Data Integrity Review

Retention Verification

1. Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

Placement Waivers

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

Yes No Not Applicable

On-Time Graduation by Cohort

1. Describe the tracking system utilized by the campus for students' scheduled graduation dates.

The campus utilizes CLASS, a campus management system, to track all student graduation dates. At the time of enrollment, based on the student's start date and length of program, a scheduled to graduate date is recorded in CLASS.

2. How does the campus document leaves of absence and cohort transfers?

The institution evidences leaves of absences and summer interruptions with a completed form detailing the original scheduled graduation date and documenting the revised scheduled graduation date. Graduation dates are evaluated quarterly and adjusted based on a students' academic performance.

QUESTIONS

1. MISSION

1.01 What is the mission statement of the institution?

The mission of Mountain State College is to serve students, employers, and the community through occupational education for careers in Health, Legal, Computer Technology, Accounting, and Dependency by providing a content-rich, highly focused relevant curriculum. The goal of Mountain State College is to equip graduates with promotable skills required to adapt to a rapidly changing workforce community.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?

Yes No

1.03 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

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

Yes No

1.05 Describe how the campus demonstrates its commitment to successful implementation of its mission.

Upon interview, the institution's owner and president, Ms. Judith Sutton, reported to the team that most staff and faculty have been with the institution for many years, and their knowledge and expertise is a crucial part of fulfilling the institution's mission of serving students, employers, and the community by providing a relevant curriculum. She also reported that the suggestions made by the students, graduates, and employers upon survey are taken into consideration and implemented when possible.

1.06 Does the campus have a current Campus Effectiveness Plan (CEP)?

Yes No

1.07 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

1.08 Are the following seven required elements evaluated in the CEP at both the campus and program levels:

(a) Student retention rates?

Yes No

(b) Placement rates?

Yes No

(c) Graduation rates?

Yes No

(d) Level of student satisfaction?

Yes No

(e) Level of graduate satisfaction?

Yes No

(f) Level of employer satisfaction?

Yes No

(g) Student learning outcomes?

Yes No

1.09 Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.

The institution uses the following to measure student learning outcomes: satisfactory academic progress (SAP) reports are used to measure the effectiveness of the faculty and administration in providing education to the student; placement rates are used to determine the benefit of the program to the graduate; National Center for Competency Testing (NCCT) test results for those who take the exam are used to measure the effectiveness of the program; and faculty periodically review syllabi and resources to determine if they effectively serve the students and the program.

Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?

Yes No Not Applicable (No programs require licensure or certification.)

1.10 Are the following identified and described in the CEP at both the campus and program levels:

(a) Appropriate baseline data and goals for each outcome?

Yes No

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

Yes No

(c) How the data was collected?

Yes No

(d) An analysis and summary of the data collected?

Yes No

(e) An explanation of how the data will be used to improve the educational processes?

Yes No

If Yes for (e), describe the specific activities the campus will be or is using to improve the educational processes.

The institution will adjust student schedules so classes are located in one building to make them easily accessible; seek American Association of Medical Assistants (AAMA) approval to allow for more placement opportunities for medical assistant students; develop a new financial aid checklist for students to be distributed prior to the start of every term so students will complete all required paperwork; survey employers at specific times to allow for better data collection; consider making Pharmacology a prerequisite to the medical assistant externship as a result of employer survey comments; change all surveys over from paper surveys to electronic surveys through Survey Monkey to ensure better results; and work closely with loan servicers to ensure loan repayment.

- 1.11 What documentation does the campus maintain, and that the team reviewed, to evidence the following:
(a) That the CEP has been implemented?

Appendix C of the 2018 CEP lists progress reporting that includes the planning and execution of the following activities: community resources, faculty/staff meetings, program advisory meetings, NCCT exam schedules, classroom observations, and faculty/staff evaluations, all of which evidence that the CEP has been implemented. Meeting minutes to confirm these activities were also reviewed by the team.

- (b) That specific activities listed in the plan have been implemented?

Appendix C of the 2018 CEP lists scheduled activities and the completion dates, which evidence that the specific activities listed in the plan have been implemented.

- (c) That periodic progress reports have been completed?

Appendix C of the 2018 CEP lists a synopsis of all faculty/staff meetings including December 1, 2017, where the CEP data were discussed along with plans for 2018, which is evidence of progress reporting. Meeting minutes were also reviewed by the team.

- 1.12 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

The CEP Committee is composed of the president/director, the chief operations officer, director of student services, registrar, director of student financial services, the program administrators for the accounting and medical assistant programs, and the lead instructor for the dependency disorders technology program.

- 1.13 Describe the documentation that evidences that the CEP is evaluated at least annually.

The team was presented with the most recent CEP effective January through December 2018, a CEP dated January through December 2017, and a CEP dated July 1, 2015 through June 30, 2017, which demonstrates the institution's annual review of the CEP.

COMMENDATIONS:

The 2018 CEP is a well-written, well-organized document that enables a thorough analysis of the current and past state of the institution in order to identify trends and improve effectiveness.

2. ORGANIZATION

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

Ms. Judith Sutton is the owner/president of Mountain State College (MSC). Ms. Sutton holds a bachelor's degree in business administration from Fairmont State College. Ms. Sutton was a business

instructor in Kentucky prior to being hired at MSC in 1973 as an instructor. She was then promoted to director of education and campus director. Ms. Sutton became the owner of MSC in 2010.

- 2.02 Describe the leadership team and how they manage the campus effectively and efficiently and how appropriate attention and training is given for the necessary functions of the campus.
The leadership team is composed of the board of directors, the president, the chief operations officer, the director of student services, the director of student financial services, and the medical assistant program director. The campus president, Ms. Sutton, reported to the team that she meets informally with all staff on a daily basis; and since all members of the leadership team have been with the college for several years, everyone has been well trained but is still consistently monitored. The institution has also instituted student surveys of all department functions to ensure appropriate monitoring of staff and faculty with input from the student perspective.
- 2.03 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.
The institution's president, Ms. Judith Sutton, reported to the team that upon hire, new employees are assigned a mentor who is familiar with their job duties and this training continues for several weeks. She also stated that all employees are given an employee or faculty handbook along with a job description to aid them in understanding their job duties and the company requirements. Ms. Sutton is on campus daily and constantly monitors the work of her small staff and faculty. She also conducts formal evaluations of employees in January and classroom observations in the fall.
- 2.04 Describe how the campus documents that faculty and staff members:
(a) Clearly understand their duties and responsibilities.
The team found signed job descriptions in employee files listing job duties and responsibilities.
(b) Know the person to whom they report.
The team found signed job descriptions in employee files listing supervisors.
(c) Understand the standards by which the success of their work is measured.
The team found signed job descriptions in employee files that list standards of performance.
- 2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.
The team found documentation of the evaluation of both faculty and staff in the employee files.
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?
The employee grievance policy is published on page 2 of the Mountain State College Employee handbook, which is provided to employees upon hire and whenever the document is updated. The team found evidence of employee acknowledgment of receipt of the policy manual in employee personnel files.
- 2.08 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Ms. Judith Sutton is the owner/president of Mountain State College (MSC); and as 100 percent owner, she is responsible for the financial oversight of the institution. As previously stated, Ms. Sutton holds a bachelor's degree in business administration from Fairmont State College in Fairmont, West Virginia. Ms. Sutton was a business instructor in Kentucky prior to being hired at MSC in 1973 as an instructor.

She was then promoted to director of education and campus director. Ms. Sutton became the owner of MSC in 2010.

3. ADMINISTRATION

3.01 Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?

Yes No

Admissions?

Yes No

(b) Curriculum?

Yes No

(c) Accreditation and licensure?

Yes No

(d) Guidance?

Yes No

(e) Instructional resources?

Yes No

(f) Supplies and equipment?

Yes No

(g) The school plant?

Yes No

(h) Faculty and staff?

Yes No

(i) Student activities?

Yes No

(j) Student personnel?

Yes No Not Applicable (No student workers are used.)

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

Yes No (*Skip to 3.07.*)

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

Yes No

Student files reviewed by the team for those who enrolled prior to January 2017 contained attestations. Student files for those who enrolled since January 2017 contained evidence of graduation from high school or the equivalent as required by a change in the institution's admission policy.

3.08 Are appropriate transcripts maintained for all students?

Yes No

3.09 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

- 3.10 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.11 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.12 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?
During the on-site evaluation, 35 student files were reviewed. These included three graduates from the dependency disorder program and five graduates from the medical assistant program. One of these graduates from each program had been on an approved time off or leave of absence, and their scheduled graduation dates were verified as being appropriately adjusted. Nine of the files examined were students who were listed as "still enrolled," four from the dependency disorders program and five from the medical assistant program. Eight files of withdrawn students were reviewed, with four files being selected from each program. In addition to files for these 25 names selected from the most recent CAR, five files were reviewed to verify appropriate administration of SAP, and two files were selected to verify appropriate documentation for transfer credits. One additional file was examined as a student who might have completed beyond the 150 percent maximum time frame (MTF), but the student was found to have graduated within the MTF. An additional two files were selected to document use of the current enrollment agreement, since most students on the most recent CAR had been enrolled under the previous agreement.
- 4.02 How does the campus ensure that its student relations reflect high ethical standards?
The campus takes care to conform to all applicable laws and regulations. Student services are provided to support the educational programs, and they reflect the institution's concern for the welfare of the student. The institution has created a director of student services position whose job description includes assisting students in finding solutions to barriers to their success (including challenges in academic performance, transportation, and child care). The team observed one-on-one tutoring between an instructor and a student and saw evidence of a number of school-wide activities and events intended to support the educational programs and build rapport among the student body and faculty and staff.
- 4.03 Describe the admissions criteria.
Students must document that they are a high school graduate, that they possess a GED certificate, or that they have completed the Test Assessing Secondary Completion (TASC). In addition, a minimum score of 125 is required on the Career Programs Assessment test (CPAt), a proficiency test from American College Testing (ACT). While the institution recommends that students review their personal criminal history before enrollment, a pre-admission background check is not currently required.

Is the admissions process appropriate?

Yes No

4.04 What evidence is there 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)?
In the 35 student files examined, the team found enrollment agreements that documented consistent admissions criteria being used to admit students with the same start date in each program.

4.05 Does the campus contract with third parties for admissions and recruiting purposes?
 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) Includes the scheduled month and year of expected graduation?
 Yes No
(d) Has a signature of the student and the appropriate school representative?
 Yes No

How does the campus evidence that a copy of the agreement has been provided to the student?

Prior to January 2017, students initialed an item on the enrollment agreement that stated, "I acknowledge receipt of an exact copy of this agreement." On the enrollment agreement currently being used, students initial a statement indicating that, "The applicant has received a copy of this completed form (copy will be made after signing)." Additionally in classroom interviews, students confirmed receiving copies of their enrollment agreement.

4.10 Describe the recruiting process for new students.
The institution does not currently market itself through paid advertising media. Admissions leads come from internet search results, Facebook postings, career fairs that the community relations coordinator attends, or word-of-mouth. When a lead comes in, the community relations coordinator follows up with a phone call and sets an appointment for the prospective student to come on site to meet with her. The recruitment process continues as the student comes on campus, fills out a questionnaire, and discusses personal interests and career goals as they relate to the programs offered. If the institution is a good fit for the student, the enrollment process continues with the student filling out an application and meeting with the financial aid department.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

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

(a) Courses and programs?

Yes No

(b) Student achievement disclosures?

Yes No

(c) Services?

Yes No

(d) Tuition?

Yes No

(e) Terms?

Yes No

(f) Operating policies?

Yes No

If Yes, describe how communication to students of the above items is documented:

Current and accurate information on programs as well as student achievement disclosures are available to the public on the institution's website at msc.edu. This information is also available to prospective students in the institution's catalog, as is a description of the institution's services, academic terms, and operating policies. Core operating policies as well as current tuition rates are printed on the enrollment agreement and reviewed with students at their new-student orientation.

4.12 Who is responsible for oversight of recruitment activities at the campus?

Oversight of recruitment activities at the campus is shared by Ms. Teresa McAtee (director of student services) and Ms. Judith Sutton (president/director).

4.13 Describe the documentation that the campus maintains to demonstrate that it systematically monitors its recruitment activities for compliance with all applicable standards (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

The community relations coordinator was trained upon hire to follow ethical practices that are compliant with all applicable standards. Recruitment activities are monitored daily by Ms. McAtee and Ms. Sutton, whose offices are adjacent to the open-doored admissions area. Informal feedback is given as needed, and formal feedback is documented on regular performance reviews. In addition to administrative monitoring, feedback is collected on the students' six-week survey to gauge the accuracy of information received before enrollment.

4.14 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

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

Yes No

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

Yes No

4.16 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

4.17 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:

The president/director and program administrator evaluate credits earned at other institutions by examining transcripts provided from other nationally, regionally, or programmatically accredited institutions. A syllabus or course description may be required to ensure that content and outcomes are equivalent to a comparable course offered by Mountain State College. If the credit is deemed transferable, the student is then given a 'T-Transfer' grade for that course and notified of any scheduling changes that may be necessary. Student transcripts with transfer credits were examined during the team visit, and in all cases, a transcript from a nationally, regionally, or programmatically accredited institution was present in the student's file to document comparable coursework, as was a cover sheet that evidenced that the transfer credit was reviewed and approved by appropriate Mountain State College personnel.

4.18 Does the campus disclose in its catalog its transfer of credit policies, including policies related to accepting transfer credit from another campus?

Yes No

4.19 Has the campus established articulation agreements with other institutions?

Yes No (If No, skip to 4.20 for Master's Degree Programs or 4.21 for all programs.)

FOR ALL PROGRAMS

4.21 Is the standards of satisfactory academic progress (SAP) policy, as one comprehensive policy, published in the catalog?

Yes No

If Yes, state the page number(s) where the standards of SAP policy is published.

The SAP policy, as revised by the institution at the time of the visit, is found on pages 15-17.

4.22 Does the standards of 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) Minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.

Yes No

(d) Procedures for re-establishing satisfactory academic progress?

Yes No

(e) 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 (not offered)

Non-credit or remedial courses?

Yes No Not Applicable (not offered)

A warning status?

Yes No Not Applicable (not used)

A probationary period?

Yes No

An appeal process?

Yes No

An extended-enrollment status?

Yes No Not Applicable (not offered)

The effect when a student changes programs?

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

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

Yes No Not Applicable (The campus offers only one program.)

The implications of transfer credit?

Yes No

4.23 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

The team was given a sample SAP report that is generated from the institution's student information management system at the end of each quarter. Student files were selected as examples of the institution's handling of students who were not making satisfactory academic progress. In all cases, the team found appropriate evidence including a signed acknowledgement of students' SAP warning, an appropriate academic plan, and evidence that the student was returned to the status of good academic standing or placed on probation the following quarter. In cases where the student did not meet the terms of their probation, the student's file contained documentation that the student was withdrawn prior to the start of the following quarter.

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

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

4.25 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

- 4.26 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.)
- 4.27 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (All programs are less than two years.)
- 4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.29 Are students allowed to remain on financial aid while under warning or probation status?
 Yes No Not Applicable (The campus does not participate in financial aid.)
- If Yes, is the student informed of this policy?
 Yes No
- 4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
 Yes No Not Applicable (There are no such students.)
- 4.31 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 (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.33.*)
- 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (The campus does not have extended enrollment.)
- 4.33 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.)
- 4.34 Are students required to have a minimum CGPA of 2.0 (3.0 for graduate programs) or its equivalent upon graduation from all programs?
 Yes No
- 4.35 Who is responsible for the administration of satisfactory academic progress?
Ms. Teresa McAtee (director of student services) and Ms. Judith Sutton (president/director) administer the standards of satisfactory academic progress for the institution.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes No

- 4.36 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

The director of student services assists students in finding solutions to difficulties that are threatening a student's academic success. Students may receive tutoring from their instructors before or after classes or during Friday office hours, when no classes are scheduled. Peer tutoring may also be available. Students who have received a SAP warning or who are on academic probation receive a plan that describes clear goals they must achieve in order to satisfactorily progress through their program, and the institution's faculty and staff support their successful completion of that plan.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes No

- 4.37 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 4.39.*)

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

Yes No

- 4.40 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

- 4.41 Do the financial records of students clearly show the following:

(a) Tuition 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

4.42 Is the effective date listed on announcements of changes in tuition and fees?
 Yes No Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

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

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

4.45 Describe the documentation to evidence that the campus is following its stated refund policy.
 Eight (8) of the 35 files examined during the team visit were for withdrawn students. In all cases, review of student ledger cards demonstrated that the institution followed its stated refund policy.

4.46 Does the campus participate in Title IV financial aid?
 Yes No (Skip to 4.51.)

4.47 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?
 The director of student financial services makes all decisions regarding financial aid eligibility, packaging, awarding, and disbursement. Ms. Faye Wagoner, director of student financial services, has held that position for 20 years, since her original hire date in January 1998.

Is this person someone other than recruitment and enrollment personnel?

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

4.48 Who is responsible on site for administering student financial aid, and explain how this person (or persons) has been trained to administer financial aid?
 Ms. Faye Wagoner, director of student financial services, is responsible for on-site administration of student financial aid. She was originally familiar with Mountain State College's financial aid process as a student. She graduated in December 1997 and was hired into her current position in January 1998. Ms. Wagoner was initially oriented to the responsibilities by administrative personnel at that time as well as being self-trained by studying all applicable regulations.

4.49 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 Yes, list the names of the financial aid administrators and their affiliations:

Ms. Wagoner is a member of West Virginia Association of Student Financial Aid Administrators (WVASFAA), Midwest Association of Student Financial Aid Administrators (MASFAA), and the National Association of Student Financial Aid Administrators (NASFAA).

- 4.50 Describe the educational activities, including membership **and** participation in state, regional, or national financial aid associations and other professional organizations that evidence the financial aid administrator and financial aid office stay up to date on procedures and changes in the field.

In addition to membership in the professional organizations listed above, Ms. Wagoner's personnel file includes documentation that she attends multiple financial aid seminars and workshops each year and has kept current on regulatory changes by attending conferences. Her most recent credentialed training in November and December 2017 through NASFAA U included demonstrated mastery in the topics of Verification, Professional Judgment, and Satisfactory Academic Progress. Additionally, she states that she monitors daily and weekly postings on the Information for Financial Aid Professionals (IFAP) and NASFAA websites.

- 4.51 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 Not Applicable (clock hour programs only)

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

Yes No (*Skip to 4.53.*)

- 4.53 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

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

Yes No Not Applicable

- 4.55 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.

When students meet initially with the director of student financial services, Ms. Wagoner makes sure that students understand the difference between grants and loans, and understand their obligation to repay their student loans. In addition, the college provides all incoming students with a financial planning packet that includes an outline of estimated financial need/aid. All students are required to complete entrance counseling online and a one-on-one entrance interview with the director of student financial services. Upon receipt/disbursement of loan funds, on-campus students are required to complete a student loan checklist and online students receive a letter detailing the amounts disbursed and aggregate loan total to date. Prior to leaving the college, whether through graduation or withdrawal, an exit interview is required. Students are directed to complete online exit counseling at mappingyourfuture.org and meet with the student financial services representative. If a student does not attend the exit interview, all pertinent information (an exit packet) is mailed to the last known address on file.

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

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

Ms. Judith Sutton, president/director, is assigned to oversee the educational activities of all programs at the institution. She holds a bachelor's degree in business administration from Fairmont State College in Fairmont, West Virginia. Ms. Sutton has been with MSC since 1973 and in her current position since 2013. She has over 40 years of experience at MSC. At MSC, she has served as an instructor, director of education, and director.

Four discipline-specific program administrators support Ms. Sutton with program development and curriculum and faculty management. Mr. David Sutton is the program administrator for the dependency disorders technology, Ms. Leasa Davis for accounting, Mr. Henry Gernhardt for computers, and Ms. Kimberly Strickland for the medical assistant program.

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.

Ms. Sutton, president/director, holds a full-time position that is 100 percent administrative with appropriate allocation of responsibilities and authority over all educational activities. Program administrators assist in the preparation of schedules, catalogs, and curricular offerings, review textbooks, make recommendations for the purchasing of equipment, develop course syllabi, and assist in orientation, training, and monitoring of new instructors. Administrative job descriptions and data sheets evidence sufficient provisions are provided and interviews with administrators and faculty while on-site verified the implementation of these provisions. The ACICS data sheet noted that each program administrator was assigned an adequate amount of time to provide assistance in administration functions.

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 that 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 5.10 for renewal of accreditation. Skip to 5.12 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 5.12.*)

FOR ALL CAMPUSES

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

Yes No

5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?

Students, faculty, and external stakeholders participate in advisory committee meetings, where a variety of curriculum issues and adjustment discussions take place, and recommendations are conceptualized for proposing to the appropriate program administrator and the president/director. Faculty and students provide direct input in the currency and quality of the curriculum to the program administrators, who research the issues, resolve them, or conceptualize a request to the president/director for final approval. Faculty discuss the formation of policies and the design of educational programs in departmental and general faculty meetings. The institution also participates in the Mid-Ohio Valley Workforce Development Board to stay abreast of the current job outlook in the area.

5.14 What provisions are made for individual differences among students in the learning environment?

The provisions for individual differences among students at MSU include the following actions: students are placed in math and English classes in accordance with scores achieved on entrance assessments; students may choose to "test out" of selected classes; instructional staff is available on Fridays for students seeking additional individualized assistance; and tutoring is provided on an as-needed basis.

Teachers receive in-service training to identify diverse teaching methods to utilize in the classroom to assist with individual differences in student learning.

Students with disabilities, who self-report, are provided with reasonable accommodations to address the situation. The institution provided several examples of accommodations provided in the past. The institution gave examples of assistance to a wheelchair-bound student, where classes were moved to another building, and a student who was a stroke victim and received special instructional accommodations.

5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The system utilized by MSC to evaluate, revise, and make changes to the curriculum is implemented and documented as follows: program administrators collect data from student evaluations, instructors, and

other interested parties; program administrators collect data from external sources through surveys of graduates and employers; and the institution receives programmatic review from the program advisory committees, which meet at least twice a year. After the collection and analysis of this data, the change request is presented to the president/director, who makes the final decision.

5.16 Does the faculty participate in this process?

Yes No

5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?

The team reviewed the Academic Credit Analysis (ACA) for the programs to confirm that the credit for each of the courses is appropriately converted in relation to contact hours. The current catalog on page 13 defines the institution's policy with regard to credit. The catalog was also reviewed for comparison and consistency of credits.

5.18 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 5.19.)

5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

5.20 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 5.21.)

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

All classrooms have ceiling-mounted LCD projectors, PANA (Smart) boards, and instructor computers for demonstrations; and they are equipped with audio, video, and internet capability. A computer laboratory is available for all classes requiring such equipment, and the entire facility provides WiFi accessibility for students, staff, faculty, and guests. The classrooms are spacious, well lit, and contain adequately maintained chairs and tables or student desks.

Individual faculty make the choice of which strategies and methods of instructional delivery are used, and they select assessments within the categories that compose the grade breakdown provided in the syllabi. Instructors are provided the syllabus template prior to teaching a course. They infuse current topics in their

respective disciplines based on their experiences and involvement with local industries. The faculty reported excellent administrative support.

- 5.22 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
- 5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.24 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), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), 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.)
- 5.25 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No

If Yes, how is this documented?

In interviews with the team, faculty confirmed a regular program of in-service training at the campus. In-service agendas and attendance records were available and reviewed by the team. In addition, faculty files available for the team's review contained evidence of regular attendance at in-service events.

- 5.26 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
- 5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No
- 5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.
The program administrators utilize comparisons and input from similar institutions that offer similar programs, feedback from current faculty, and analyses of the alignment of outcomes by student, by program, by faculty member. These processes are managed and documented by the president/director.
- 5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.
The institution does not have any contracts or agreements with other institutions or entities.

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 5.30 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

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

(Title III, Chapter 3, Introduction): The medical assistant program does not include less than 22.5 quarter-hour credits. The occupational studies program includes a total of 24 quarter-hour credits of general education courses.

- 5.31 Summarize the general education and/or applied general education courses and describe whether they are relevant to the chosen degree and meet Council standards.

The general education courses that are required for the completion of each occupational associate's program include a total of 24 quarter-hour credits of study. The communications, English, psychology, and economics courses have been designed to advance student knowledge across academic disciplines. A review of the general education course syllabi and classroom observations conducted by the team members while on site evidence adherence to Council standards.

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

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

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes No

- 5.34 Summarize the general education courses and describe whether they meet the Glossary definition of general education in placing emphasis on principles and theory, not on practical applications associated with a particular occupation.

(Section 3-4-202 and the Glossary): The general education courses in the dependency disorders technology program do not meet the Glossary definition of general education. The program does not include a mathematics or science course designated as part of the general education courses for this degree. The associate's degree program currently offers English I/II, communication skills, introduction to government, and economics.

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

Yes No

FOR ALL PROGRAMS

- 5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.
Under the management of the director of student services, Ms. Teresa McAtee, MSC offers the following activities: tutoring by student request that is conducted by peers and/or faculty; counseling on success in academic and professional environments and referrals to community-based services for personal needs; and a student orientation, which includes an introduction to academic and non-academic processes and services.
- 5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Teresa McAtee is the person on staff responsible for the oversight of counseling students on employment opportunities. Prior to her employment with MSC, Ms. McAtee worked in retail management for six years. She has been employed with the institution for 16 years and has served in her present position 8 years. She is assisted by the program administrators for the academic programs.
- 5.41 How does the campus ensure that employment assistance is offered to all students?
The office of student services is in contact with all current students and graduates and guides them along the process of finding employment. Help is given with resume writing and interviewing techniques, and job leads. Follow-up surveys with employers, externship sites and graduates, along with contacts with advisory board members, ensure that students have current information on trends in their fields.
- 5.42 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.)
- 5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 5.44 Describe the extracurricular educational activities of the campus (if applicable).
The institution sponsors or conducts extracurricular activities that include the following: holiday parties at Christmas, Halloween, and Valentine's Day; student government activities; and special activities at the beginning of each quarter, such as pizza parties.

6. PUBLICATIONS

- 6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)
The team reviewed the Mountain State College catalog dated February 2018.
- 6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?
 Yes No
- 6.03 Does the catalog contain the following items:
(a) A table of contents and/or an index?

- Yes No
- (b) An indication of the year(s) 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 *(Include Section 3-1-201 in the finding below.)*
- (e) A statement of accreditation?
 Yes No Not Applicable (initial applicant)
- (f) A mission statement?
 Yes No
- (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?
 Yes No
- (h) An academic calendar?
 Yes No
- (i) A full disclosure of the admission requirements?
 Yes No
- (j) A list of institutions with which the institution has established articulation agreements?
 Yes No Not Applicable
- (k) A statement on the transferability of the credits in the programs that are offered?
 Yes No
- (l) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?
 Yes No Not Applicable
- (m) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and 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
- (n) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?
 Yes No
- (o) An explanation of the grading system that is consistent with the one that appears on the student transcript?
 Yes No
- (p) A definition of the unit of credit?
 Yes No Not Applicable (The campus does not award credit.)
- (q) A complete explanation of the standards of satisfactory academic progress?
 Yes No
- (r) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
 Yes No

- (s) The transfer of credit policy?
 Yes No
- (t) A statement of the tuition, fees, and any other charges?
 Yes No
- (u) A complete and accurate list of all scholarships, grants, and loans offered?
 Yes No Not Applicable (No scholarships, grants, and loans are offered.)
- (v) The refund policy?
 Yes No
- (w) A statement describing the student services offered?
 Yes No
- (x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?
 Yes No (*Include Section 3-1-202(d) in the finding below.*)
 Not Applicable (initial applicants only)

6.04 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

6.05 Does the campus offer degree programs?
 Yes No (*Skip to 6.06.*)

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

6.06 Does the campus offer courses and/or programs via distance education?
 Yes No (*Skip to 6.07.*)

If *Yes*, does the catalog contain the following:

(a) A description of each mode of delivery used for distance education courses?

Yes No

(b) Any additional or different admissions requirements for students taking distance education courses?
 Yes No Not Applicable (There are no additional or different admissions requirements.)

(c) A description of any tests used to determine access to distance education?

Yes No Not Applicable (No additional tests are given.)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?

Yes No

(e) Costs and fees associated specifically with distance education?

Yes No Not Applicable (There are no additional costs and fees.)

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

Yes No

6.08 Does the catalog contain an addendum/supplement?

Yes No (Skip to 6.09.)

6.09 Is the catalog available online?

Yes No (Skip to 6.10.)

If Yes, does it match the hard copy version?

Yes No

6.10 Does the campus utilize a multiple-school catalog?

Yes No (Skip to 6.11.)

6.11 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes No

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

Yes No

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

The campus utilizes word of mouth, the institutional website, and Facebook for advertising.

Are all print and electronic advertisements under acceptable headings?

Yes No

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

Yes No (Skip to 6.15.)

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

Yes No

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

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

6.17 Does the campus provide the following information to the public:

(a) Campus retention rate?

Yes No

(b) Campus placement rate?

Yes No

(c) All program retention rates?

Yes No

(d) All program placement rates?

Yes No

(e) Licensure examination pass rates?

Yes No Not Applicable (No programs require licensure or certification.)

Where is this information published? Describe any additional information that the campus provides. This information can be found in the "Consumer Information" link on the first page of the institution's website and links directly to the 2017 Campus Accountability Report.

Does the information provided match the information reported on the campus's most recent CAR?

Yes No

Does the performance information disclosure include the required statement, "These are the data reported to ACICS by the institution in its most recent Campus Accountability Report"?

Yes No

7. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

7.01 Has the campus developed an adequate core of library resources to support academic success and to meet instruction and research needs?

Yes No

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

Yes No

7.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.

Each prospective student is given a brief orientation tour of the library, which is given in more detail if that student enrolls. Faculty members are welcome to bring in a class for detailed research information if a research project or study is assigned. At various times during the quarter, small group sessions are arranged for orientation for those students not familiar with research and computer materials. Some classroom visits by the librarian are made to explain new research materials or to refresh faculty and students of new or upgraded materials. If needed, written handouts are created to distribute to students for their knowledge of the library. The librarian has created an "Internet Research Guide." available at each computer station within the resource center, to assist students and faculty with research utilizing the internet.

- 7.04 Are adequate staff provided to support library development, collection, organization, and accessibility?
 Yes No
- 7.05 Describe the campus's continuous assessment strategy for library resources and information services.
The librarian documents usage by students and faculty on all aspects of the resource center. This includes books and periodicals, as well as online databases. At or near the end of the fiscal year, a review of usage is conducted and information is presented to administration with regard to making budget decisions. The institution has developed an online component, which includes Ebsco Host and Medline.
- Are these methods appropriate?
 Yes No
- 7.06 Is there a physical space on site or within close proximity of the campus in order to allow for access to library resources and services?
 Yes No Not Applicable (Campus has no residential component.)

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 7.11 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?
 Yes No
- 7.12 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
- 7.13 Is there a current inventory of library resources, including online resources?
 Yes No
- 7.14 Are the resources organized for easy access and usage?
 Yes No
- 7.15 Do the library holdings, including online collections, support all of the offerings of the campus?
 Yes No

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

- 7.16 Is the institution'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
- 7.17 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is \$6,000.

- 7.18 What portion of the current year's library budget has been spent?
Year to date, the institution has spent 31 percent or \$1,843.95 of the budget.
How has the money been allocated?
The funds have been spent for the purchase of periodicals and support of online databases.
- 7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?
 Yes No
- 7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.
It is common practice for instructors to make assignments that must be completed using the resources of the library. Subject area instructors assign research topics for students to complete in the library (resource center). Students also work on a variety of areas using the library computers and materials. Periodic records are kept to determine attendance and circulation. Students use the library when their schedule permits during the day or evening and utilize library offerings on Friday when no classes are held. The team reviewed an assignment on January 3, 2018, where students were to explore websites and databases concerning dependencies and crisis intervention, and a January 25, 2018, assignment to research career exploration, the Occupational Outlook Handbook, and career development. These assignments required the utilization of the library resources.
- Are these methods appropriate?
 Yes No
- 7.21 Describe how the faculty have involvement in the selection of library resources.
Because of the size of the faculty, most interactions between faculty and the librarian are on a one-to-one basis. The instructors are encouraged to communicate to the librarian requests for books, periodicals, or other reference materials. In addition, at the beginning of each term, the librarian provides each instructor with a request/recommendation form that is to be returned to the librarian. Both faculty and the librarian confirmed that administration has been very supportive of faculty requests.

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 7.22 Does the library collection include magazines and professional journals and periodicals?
 Yes No
- 7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No
- 7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?
 Yes No

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

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

- 7.26 Who supervises and manages the library on-site, and what are this person's qualifications?
Mr. Roger McCune is the on-site librarian. Mr. McCune holds a bachelor's degree in secondary education with fields of school librarian and social studies from Glenville State College and a master's degree in secondary education from West Virginia University. Additionally, he has 45 graduate hours in gifted education. He has held his current position since 2004. Mr. McCune is a member of the West Virginia and American Library Associations and has 35 years of prior work experience as a school librarian for Woods County Schools.

Does this individual:

- (a) Supervise and manage the library and instructional resources?
 Yes No
- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
 Yes No
- (c) Assist students in the use of instructional resources?
 Yes No
- 7.27 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (Library staff do not hold foreign credentials.)
- 7.28 Is documentation on file to reflect the librarian's participation in annual professional growth activities?
 Yes No
- 7.29 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
The library is open five days per week; Monday through Thursday 9:00 a.m. to 1:30 p.m and Fridays 9:00 a.m. to 12:00 p.m. The librarian is on site 21 hours each week.
- 7.30 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
The library utilizes a computerized system DAKKON, that is based on the Library of Congress system.
- 7.31 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No

- 7.32 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
- Yes No Not Applicable (no interlibrary agreements)

8. PROGRAM EVALUATION

Academic Associate's degree in Dependency Disorders Technology

FOR ALL PROGRAMS

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
- Yes No (*Skip to 8.02*)
- 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
- Mr. David Sutton, program administrator, is assigned to administer the dependency disorders technology (DDT) program at MSC. Mr. Sutton holds a bachelor's degree in psychology from Fairmont State College and a master's degree in counseling from Marshall University. He has served in his present position since 1975. While on site, the team was informed that Mr. Sutton is recovering from an accident and is only working one day per week. The team was informed that Ms. Tonya Toothman, lead instructor for the DDT program, is currently assisting with some of Mr. Sutton's duties. Ms. Toothman holds a bachelor's degree in child development from Berea College and a master's degree in psychology from the University of Phoenix. She began employment with MSC in January 2010.
- 8.03 Does this individual possess appropriate academic or experiential qualifications?
- Yes No
- 8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
- The team reviewed the educational background, experiences, job description, and responsibilities for Mr. David Sutton, program administrator, and verified that Mr. Sutton does have sufficient authority and responsibility for the DDT program. According to his job description, his duties include the following administrative duties: assisting in the preparation of schedules, catalogs, and curricular offerings; assistance with orientation, training, and monitoring of new instructors; reviewing textbooks and making recommendations for adoption; and developing course outlines. Also, the team interviewed Ms. Tonya Toothman who confirmed that she has assumed some administrative responsibilities during Mr. Sutton's absence. Her job description confirmed adequate administrative time.
- 8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
- Yes No
- 8.06 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.)

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

Mountain State College considers community resources an integral part of the educational process. In addition to the traditional educational resources such as program advisory committees (PAC), the institution encourages its staff and students to utilize a variety of services offered by the community. Among the resources that have been utilized in the past are field trips to local businesses and governmental agencies, tours through area industries, guest speakers, research projects that include a wide variety of sources, and externship programs. The team reviewed minutes from the PAC meetings for the DDT program dated November 29, 2017, and March 8, 2017, and field trips to the office of Andrew and Stephanie Dowling on August 13, 2017, and the Athens Public Library on August 31, 2017.

Dependency students attend local Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) meetings as part of course requirements, and the class as a whole attends seminars held locally regarding the current drug crisis.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (Skip to 8.10.)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

The team reviewed signed affiliation agreements between the campus and facilities for externship sites. The team was unable to visit a current externship site because of confidentiality issues involved with the sites; however, the team spoke with Ms. Randa Eddy, coordinator for Genesis, a local recovery program.

She confirmed that students from the institution currently are on externship at the site and are performing at an adequate level. Currently, the campus has three agreements, and they are continually scouting for new externship sites to utilize in the near future.

The externship is an appropriate culmination of previous coursework and the specific responsibilities assigned to the student are designed to pull together application of a variety of theory and content and provide an opportunity to apply the knowledge in a real-world situation.

- 8.10 Does the program use independent studies?
 Yes No (*Skip to 8.12.*)
- 8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 8.14 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)

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

Yes No

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

Yes No

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

8.18 Do 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)

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

Yes No Not Applicable (clock hour programs only)

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

In cases of direct faculty instruction, a minimum of two hours of out-of-class student work for each hour of in-class instruction is required. A standard contact (class) hour is fifty minutes in length.

The team reviewed out-of-class work for DD101, DD201, and DD202. Examples of out-of-class work included outside readings, essays, and reports on selected topics. Students and faculty reported that out-of-class work is required, evaluated, and graded.

FOR ALL PROGRAMS

8.20 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) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

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

(a) Systematic planning.

(b) Well-defined instructional objectives.

(c) The selection and use of appropriate and current learning materials.

- (d) Appropriate modes of instructional delivery.
- (e) The use of appropriate assessment strategies.
- (f) The use of appropriate experiences.

(a) Systematic planning was evidenced by a well-designed curriculum, a formal process for curriculum review and revision, a formal procedure for faculty review, the use of an advisory board, and an active and relevant faculty in-service program.

(b) Well-defined instructional objectives were present in all syllabi and course descriptions examined by the team. Graded homework assignments, lab work, and student externships conformed to the stated course objectives.

(c) The computer hardware and software were appropriate as were the online and campus library resources for the programs.

(d) Course delivery includes lecture, lab work and simulations, and hands-on access to computers and open-source software. The guest speaker program and field trips provide practical, real-world experiences for the students while making the most of local community resources in the area.

(e) Testing, regular graded homework and lab assignments, and other project assignments are used and are appropriate.

(f) The opportunity for course credit for externships provides real-world experience. Field trips to local businesses expose students to the practical application of concepts learned in their courses, and an extensive guest speaker program is utilized.

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

8.24 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

8.25 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

8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

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

8.27 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

8.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?

Yes No

8.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

8.37 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The team's review of collegiate institutions offering the same degree found that there were very few institutions that offered a program in dependency disorders at the associate's degree level. The majority of programs reviewed were at a bachelor's or master's levels. Huntington Junior College in Huntington, WV, offers a substance abuse counseling assistant at the associate's degree level. The programs are very comparable in content. Several online programs, such as the Southwestern Assemblies of God University and Rio Salado College, were reviewed and found to be comparable to the program at MSC.

8.38 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)

8.39 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not Applicable

Commendations:

The team commends the institution for the incorporation of the disorders dependency technology program into the degree program options provided by the institution. The program is unique in that this type of program is not traditionally offered at the associate degree level. Most programs of this nature are offered either at the bachelor's or master's degree level. The institution is providing trained, entry-level professionals to meet the manpower demands for addiction treatment in the area. Because of the increased need for professionals in the addictions field, the institution is providing a valuable and valued service for the community it serves.

8. PROGRAM EVALUATION**Occupational Associate's degree in Medical Assistant****FOR ALL PROGRAMS**

8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (*Skip to 8.02*)

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

Ms. Kim Strickland currently oversees the medical assistant program online and on ground. She started as an adjunct instructor in 2012; then she was appointed program administrator in 2013. Ms. Strickland earned an associate's degree in medical assistant from Mountain State College and a Licensed Practical Nurse (LPN) at Wood County School of Practical Nursing. Her experiential qualifications include working at various hospitals and clinics for over four years as a nurse.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Ms. Kim Strickland's signed documents in her file indicate that she has sufficient authority and responsibility for the development and administration of the medical assistant program for MSC. Ms. Strickland assists in managing course development, she networks with the program advisory committee and schedules their meetings, and she verifies that existing courses are updated. In addition, Ms. Strickland assists with the placement and evaluation of externship students.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

8.06 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*, list programs that fall below the standards.

The Occupational Associate's degree program in Medical Assistant has a 60 percent placement rate.

If *No* for either item, does the campus provide 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

If *Yes*, what specific activities does the campus have planned to improve the student retention and/or placement rate(s)?

While on site, the team reviewed the CEP, in which the institution demonstrated a plan of action for the medical assistant program to improve the placement rate. This included seeking approval from the American Association of Medical Assistants (AAMA) to conduct testing at the institution, which will certify the medical assistant graduates and make them more employable with clinics.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

The community resources that were utilized for the medical assistant program in 2017 included guest speakers, an advisory board, and field trips. Ms. Veronica Neale from Health Net Aeromedical was invited to speak about job opportunities within their department, working with doctors, and about becoming a scribe. Students participated in field trips to Camden Clark Medical Center Lab to observe lab procedures held in June of 2017, and Vienna Public Works to observe a live defibrillator simulation held in March 2017.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (Skip to 8.10.)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

The team confirmed through interviews and verified through signed documentation that the medical assistant program administrator, Ms. Kimberly Strickland, tracks students' progress and hours at the clinical externship sites. Skills that are acquired through the medical laboratory located at the institution, and through lecture and theory in class and online, are demonstrated and applied by the students at the site and observed by the site supervisor. This was made evident when the team visited the externship site and spoke with the student and the site supervisor, along with witnessing the student performing vitals on a patient.

8.10 Does the program use independent studies?

Yes No (Skip to 8.12.)

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

8.14 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)

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

Yes No

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

Yes No

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

8.18 Do 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)

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

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

The team interviewed students and faculty and reviewed out-of-class work by students that faculty made available to the team, such as graded assessments and a take-home quiz on body systems.

FOR ALL PROGRAMS

- 8.20 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) Support for modes of instructional delivery?
 Yes No
 - (e) Personnel?
 Yes No

- 8.21 Describe how the program(s) includes the following required instructional components:
- (a) Systematic planning.
 - (b) Well-defined instructional objectives.
 - (c) The selection and use of appropriate and current learning materials.
 - (d) Appropriate modes of instructional delivery.
 - (e) The use of appropriate assessment strategies.
 - (f) The use of appropriate experiences.

Program curriculum is regularly reviewed by faculty during bi-weekly faculty meetings, which includes instructional objectives, learning materials, instructional delivery modes, assessment strategies, and experiences.

The team verified documents and signed sheets for meetings involving the revision and creating of educational programs, workshops, and courses. This was also made evident with documentation from the advisory board committee.

A variety of teaching strategies are provided to the students and are used in the classroom setting to enhance student achievements, such as visual techniques, YouTube videos, games, role playing, pop quizzes, case studies, PowerPoint presentations, and real-world experiences.

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.23 Are all faculty assigned to teach in no more than three fields of instruction at any given time, with no more than five preparations?
 Yes No

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

- 8.24 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
- 8.25 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

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.28 Are teaching loads reasonable?
 Yes No
- 8.29 What is the current student/teacher ratio?
The current student teacher ratio is 13:1.
- 8.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?
 Yes No
- 8.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
Based on experience, knowledge, and researching other institutions, such as Ross Medical Education Center and West Virginia Junior College, the requirements of this program are similar in course content, technology, and credit requirements to other programs. In addition, students graduate with similar degrees.
- 8.33 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)

- 8.34 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

NONTRADITIONAL EDUCATION

- H-A Distance Education (Online and Hybrid/Blended)

Up to 50% 50% or more

- A.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications and any other responsibilities currently held at the campus (if applicable)?
Ms. Kim Strickland, medical assistant program administrator, along with Mr. Kevin Merritt, chief operations officer, currently oversee the distance education activities at Mountain State College. As previously stated, Ms. Strickland earned an associate's degree in medical assistant from Mountain State College and an LPN from Wood County School of Practical Nursing. Ms. Strickland's experiential qualifications include working at various hospitals and clinics for over four years as a nurse and teaching online courses for over five years.

Mr. Merritt was originally employed by MSC in 2011 to bring the distance education Learning Management System (LMS), SAKAI, in-house from a third-party host and to continue oversight of the LMS platform. Mr. Merritt's experiential qualifications include over 20 years in the information technology (IT) industry, including experience in diagnostics, network planning, logistics, creating custom servers, and consulting.

- A.02 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

- A.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?
 Yes No

Describe documentation that was reviewed which enabled the team to make this determination.
The team interviewed faculty and reviewed faculty data sheets for Ms. Kim Strickland and Mr. Kevin Merritt and verified they meet the minimum standards needed for the development and administration of the SAKAI LMS distance education platform.

- A.04 Are the time and resources devoted to the administration of distance education sufficient?
 Yes No

- A.05 Does the institution have a plan to implement distance education instruction?
 Yes No

- A.06 If the institution has a plan, does it include the following:
- (a) Rationale?
 Yes No
 - (b) Resources?
 Yes No
 - (c) Course/program objectives?

Yes No

(d) Course content?

Yes No

(e) Student assessment?

Yes No

A.07 Does the institution integrate this plan into the Campus Effectiveness Plan?

Yes No

A.08 Is the delivery method appropriate for students and the curriculum?

Yes No

A.09 Describe the distance education delivery method(s) the campus utilizes: fully online, hybrid/blended, or both.

The institution's distance education delivery methods are hybrid, using the SAKAI platform online and also delivering instruction in the classroom. A majority of the courses are offered online for the medical assistant program; however, the student must come to the campus three times a quarter to demonstrate their vitals and other medical laboratory skills. MSC offers online courses through web-based delivery using Sakai Collaborative Management System (CMS). Sakai is an online collaboration and learning management system used to support various teaching and learning activities. All students must attend a training seminar located at the institution before starting online courses. This seminar is scheduled near the start of each term.

A.10 Are admission requirements for distance education courses/programs identified by the institution?

Yes No Not Applicable (There are no additional admissions requirements.)

Distance education students must come on site and complete the same assessment test as on-ground students for skills and competencies. Medical students must attend scheduled laboratory sessions on campus.

A.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?

Yes No Not Applicable (No admissions test is required.)

A.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program and how the student's privacy will be protected?

Yes No

If Yes, explain how and when this information is disclosed.

Students must come to the institution in order to enroll in the medical assistant and dependency disorders technology programs online. Once enrolled, the student is assigned a unique name and password in the SAKAI system by the registrar, which is protected and monitored by firewalls.

A.13 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?

Yes No Not Applicable (There are no additional charges or fees associated with the verification of student identity.)

A.14 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to access this mode of delivery during the admissions/enrollment process?

Yes No

A.15 Describe the online orientation program that the institution provides to familiarize students with the equipment, learning management system, and resources used in the distance education activities, as well as the available support services (including technical support).

Students come to the institution for orientation on SAKAI with Mr. Kevin Merritt. Mr. Merritt familiarizes students on all aspects of the LMS system, whom to contact for technical issues (Mr. Merritt), and what is needed to access SAKAI.

Resources and equipment that students need: students can access Sakai through an Internet browser (Google Chrome, Internet Explorer, Firefox, etc.); smartphones and tablets may be used, but are not recommended for all activities. Students are responsible for having a working computer/device, reliable internet, and necessary third-party software for a course (if required by the syllabus, e.g., Microsoft Office). A student may also access online courses using the campus library computers.

Is this orientation adequate?

Yes No

A.16 Do syllabi identify course learning objectives, and does each course learning objective support one or more program learning outcomes?

Yes No

A.17 Describe how the courses provide opportunities for interaction between faculty and students and among students.

Communication with students and instructors is mainly through SAKAI messenger, graded homework, phone, or e-mail. Instructors are also available on campus should the student need to speak directly with them. Students communicate with each other during mandatory weekly discussion boards in which each student must respond to a minimum of two of their peers' posts in regard to their specific topic. This engages and encourages each student to have an in-depth discussion. In addition, students have assigned group projects which require them to communicate with each other in order to receive a grade. Faculty members are also required to comment on all submitted homework, indicating how a student may improve.

Are these opportunities sufficient and appropriate?

Yes No

A.18 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

Yes No

If *Yes*, describe documentation reviewed by the team to evidence this.

The clock and credit hours required for distance education courses are the same as for the courses that are offered on ground at the institution. The courses offered online are justified by offering lecture notes and mandatory discussion forums. Students are still required to do an externship course and must come to the institution to utilize the laboratory to demonstrate their skills three times a quarter if taking the medical assistant program online.

A.19 Is the curriculum administered in a way that maintains security of access?

Yes No

A.20 Describe the student identity verification method used by the campus.

The distance education student is assigned a unique name and password in the SAKAI system by the registrar. Students are assigned homework and take tests within the online system and are required to be active weekly in each course; which is monitored by the SAKAI system. SAKAI provides detailed reports of student activity, which the director of student services uses to contact students who are not performing well.

Is this method adequate?

Yes No

A.21 Does the institution employ academically and experientially credentialed faculty to teach online courses?

Yes No

A.22 Describe the institution's learning management system and the technical support provided for the system.

The institution's learning management system is through SAKAI, which is an online collaboration and learning management system used to support various teaching and learning activities. All students must attend a training seminar at the campus before starting online courses. The technical support students have is through Mr. Kevin Merritt, who offers troubleshooting steps, and informs students if the system is going to be down for a certain amount of time. Mr. Merritt manages all IT aspects of the SAKAI system. He is available to all students by e-mail and phone.

Is the learning management system accessible and reliable and does the technical support effectively facilitate online instruction and learning?

Yes No

A.23 Are the faculty properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment?

Yes No

If *Yes*, explain how and when faculty members are trained to utilize the institution's learning management system.

All faculty are properly trained by Mr. Kevin Merritt and Ms. Kimberly Strickland on SAKAI, and this was verified by the team with signed documentation and recorded participation minutes via the SAKAI website. This online training can be accessed through the institution's library computers or any computer with internet access.

- A.24 Does the institution demonstrate appropriate faculty student ratios to support the following:
- (a) Faculty and student interaction?
 Yes No
 - (b) Facilitation of interaction among students?
 Yes No
 - (c) Facilitation of interaction with curriculum content?
 Yes No
- A.25 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
 Yes No
- A.26 Does the institution have adequate financial resources to support the courses/program(s)?
 Yes No
- A.27 Do students who are in a program, of which 50 percent or more is delivered online, have access to, at a minimum, a virtual library collection of program-related books, journals, and periodicals, and virtual library and information technology services?
 Yes No
- A.28 Does the institution provide support services for online students which are the same or equivalent to those provided for on-ground students in the following areas:
- (a) Counseling?
 Yes No
 - (b) Academic advising?
 Yes No
 - (c) Financial aid?
 Yes No Not Applicable (The institution does not participate in financial aid.)
 - (d) Employment assistance?
 Yes No Not Applicable (The institution enrolls only international students on a student visa.)

If *Yes* for any item, describe how the institution provides these support services to students.

The institution provides support services for online students, which is the same as that provided to students taking courses on ground. All students are able to access these services by going to the institution.

- A.29 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
 Yes No
- A.30 Do assessments and assignments demonstrate student achievement of course learning objectives?
 Yes No

- A.31 Does the institution document that it conducts the following:
- (a) Course/program evaluations (including assessments of educational outcomes)?
 Yes No
 - (b) Student retention and placement?
 Yes No
 - (c) Student satisfaction?
 Yes No
 - (d) Faculty satisfaction?
 Yes No
 - (e) Employer satisfaction?
 Yes No
- A.32 Does the institution fully disclose what forms of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material?
- Yes No

SUMMARY

Based on the team's review, the following areas require an explanatory response:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
1.	3-4-202 and Glossary	The general education courses in the dependency disorders technology program do not meet the Glossary definition of general education (page 23).
2.	Title III, Chapter 3, Introduction	The medical assistant program does not include less than 22.5 quarter-hour credits of general education (page 23).

STUDENT SURVEY

Survey Report

Generated: February 22, 2018

ACICS ID: 00011220

Surveys Between:

February 12, 2018 and February 13, 2018



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.





October 26, 2017

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00011238

Main Campus ID: 00011238

Staff Contact: Ms. Cathy Kouko – Phone: (202) 336-6790

Application ID: 71495

VISIT RESPONSE DUE DATE: October 25, 2017; November 9, 2017, for additional finding

Mr. Michael McKinley
Campus Director
American National University
2376 Sir Barton Way
Lexington, KY 40509
acics21@national-college.edu

Dear Mr. McKinley:

A copy of the complete report prepared by the Council's evaluation team that recently visited your institution is attached. The Council invites you to respond to this report before it takes formal action on your institution's application for accreditation. Please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten business 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 Linda Lundberg at llundberg@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 uploaded to satisfy the:

Finding 1 Narrative task must be labeled 1st Cite -Narrative.

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: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced size PDF documents.

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.

- 1st Cite - Narrative
- 1st Cite - Supporting Document
- 2nd Cite - Narrative
- 2nd Cite - Supporting Document
- 3rd Cite - Narrative
- 3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



RENEWAL OF ACCREDITATION VISIT REPORT

CAMPUS
AMERICAN NATIONAL UNIVERSITY
2376 Sir Barton Way
Lexington, KY 40509
ACICS ID Code: 00011238

Mr. Michael McKinley, Campus Director (memckinley@an.edu)
(acics21@national-college.edu)
<https://www.an.edu/locations/lexington-ky/>

September 20-21, 2017
and
October 24, 2017

Dr. Stephen Calabro	Chair	Campus President-Retired	Ft. Myers, FL
Ms. Elaine Cue	Student-Relations Specialist	Campus President-Retired	Myrtle Beach, SC
Ms. Lisa Bynoe	Educational Activities Specialist, Distance Education, Medical Billing and Coding, Phlebotomy, ECG Tech	Argosy University	Charlotte, NC
Mr. Trey Wodele, III	Multimedia Productions Specialist	IPR College of Creative Arts	Minneapolis, MN
Dr. George Fakhoury	Pharmacy Technician Specialist	Heald College, former Academic Program Manager for Healthcare	Concord, CA
Ms. Cathy Kouko	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
AMERICAN NATIONAL UNIVERSITY
LEXINGTON, KENTUCKY**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)				
						2016		2015		
						Ret.	Pla.	Ret.	Pla.	
Bachelor's Degree	Bachelor's Degree	Business Administration- Accounting *	1860	180	2/0	100	0	71	100	
Bachelor's Degree	Bachelor's Degree	Business Administration- Management **	1845	180	0/0	55	80	81	100	
Associate's Degree	Academic Associate's	Business Administration – Management **	1005	96	0/0	79	80	67	83	
Associate's Degree	Academic Associate's	Medical Assisting ***	1202	96	7/1	62	75	65	93	
Associate's Degree	Academic Associate's	Multimedia Production *	1160	96	3/0	40	N/A	N/A	N/A	
Associate's Degree	Academic Associate's	Network Support **	1200	96	0/0	83	100	75	N/A	
Associate's Degree	Academic Associate's	Surgical Technology ***	1355	96	0/5	85	100	77	100	
Associate's Degree	Occupational Associate's	Surgical Technology & Central Sterile Processing ***	1816	98	8/1	N/A	N/A	N/A	N/A	
Diploma	Diploma	Business Administration **	525	48	0/0	0	N/A	50	N/A	
Diploma	Diploma	Central Service- Sterile Processing Technician**	808	42	0/0	N/A	N/A	N/A	N/A	
Diploma	Diploma	Medical Billing And Coding	585	48	1/5	63	0	38	67	
Diploma	Diploma	Medical Office Professional	440	36	2/0	14	N/A	67	100	
Diploma	Diploma	Pharmacy Technician	740	48	3/1	33	N/A	33	100	
TOTAL ENROLLMENT					39					
TOTAL CAMPUS RETENTION		64%	TOTAL CAMPUS PLACEMENT					72%		

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.

- * These programs are in teach-out status and no longer enrolling students:
 1. Bachelor's in business administration-accounting: Expected discontinuation date is in November 2017. This program was not reviewed.
 2. Academic associate's in multimedia production: Expected discontinuation date is in April 2018.

- ** Programs with no enrollment:
 1. Bachelor's in business administration-management: The campus plans to discontinue this program.
 2. Academic associate's in business administration-management and network support: The campus plans to discontinue these programs.
 3. Diploma in business administration and central service sterile processing technician: The campus plans to discontinue these programs.

- *** The academic associate's degree programs in medical assisting and surgical technology and occupational associate's in surgical technology and central sterile processing are programmatically accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) with an expiration date of 2022.

- # This campus is approved for distance education via Consortium.

INTRODUCTION

American National University (ANU) dates back to 1886 when a group of educators and business people saw a need for career-based training in the southeastern United States. The school was named National Business College and established itself in Roanoke, Virginia, where corporate offices remain today. In the early years program offerings included accounting, banking, business, and management. Over time the single campus complete with dormitories transitioned into a local community-based system with campuses in Kentucky and Tennessee. The Lexington campus was acquired by ANU in 1988.

Today, ANU operates 23 campuses in 5 states offering 40 programs and awards credentials from diplomas to graduate degrees. Instruction is offered residually, online, and blended using a video conferencing format. ANU is approved to enroll international students; however, there were none at ANU-Lexington at the time of the visit.

Lexington is the second largest city in the state of Kentucky with a population of approximately 500,000 people in and immediately around the city. Lexington is approximately 80 miles from Louisville and 25 miles from the state capital in Frankfort. Campus demographics indicate that students are predominantly women with an average age of 33, have children, and are employed full or part time. There were 39 students enrolled at the time of the visit.

ANU-Lexington offers bachelor's degrees, associate's degrees, and diploma programs in business, healthcare, and technology. The campus is located in a 30,000 square-foot building in a professional office building adjacent to several retail shopping centers. The campus contains 15 general purpose classrooms, 5 computer labs, a medical assisting lab, a surgical lab, an information technology lab, resource room, offices for faculty and staff, and a well-supplied break area. Abundant free off-street parking surrounds the building and public transportation is nearby. Documentation was provided to the team to evidence that the campus is in compliance with local and state codes and safety requirements.

At its peak the Lexington campus enrollments were in the vicinity of 100-125 students or more and the campus offered approximately 17 programs. At the time of the visit there were 39 students enrolled in 8 programs with a number of programs in teach-out or discontinued. The long-term viability of the Lexington campus is called into questions should the enrollment decline continue. Interviews with the leadership team indicated that the campus was going to focus on offering programs geared towards healthcare.

Addressed in greater detail in the self-study, ANU's Kentucky campuses are dealing with a consumer protection complaint filed against them by the Kentucky Attorney General. The campus was placed on heightened cash monitoring (HCM) by the Department of Education for failure to disclose the Kentucky complaint in its Program Participation Agreement; and the Kentucky Council on Postsecondary Education placed the institution on conditional licensure. The team was informed that the HCM has since been lifted.

In summary, ANU-Lexington is an attractive, well-maintained campus located in a major city with excellent exposure. The staff is professional and friendly and students and faculty speak well of the campus and its leadership team. ANU-Lexington offers programs that are consistent with employment opportunities in the community and provides a well-rounded academic and practical experience for its students. The Lexington campus exhibits great potential and capacity for enrollment and program growth.

Summary of Data Integrity Review

Retention Verification

1. Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

Placement Waivers

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

Yes No Not Applicable

(Section 3-1-203 and Appendix L): The team was unable to verify placement waivers for all students reported as unavailable for placement on the 2016 CAR. A placement waiver was not available for verification for Ms. Shauna J. Isgrigg, a graduate from the bachelor's in Business Administration – Management program. Ms. Isgrigg was reported as not placed due to health-related situations.

Placement Verification Program (PVP)

Institution ID	Total Number of Placements	Response Rate	% Verified
00011238	15	53%	47%

3. Summarize any anomalies or significant observations from the institution's PVP submissions (i.e. low response rate, large number employed by the same employer, several invalid placements, etc.)

There was a low response rate of 53 percent and a lower percentage of the placements that were verified as valid. Seven placements could not be verified.

Licensure Pass Rates

Program Name	Academic Credential	Pass Rate Reported by Campus on the most recent CAR	Pass Rate Reported by Licensing/Certifying Body
N/A			

Was the team able to verify licensure pass rates, as reported on the most recent CAR, for all programs that require licensure in order to obtain employment in the state where the campus is located?

- Yes
 No
 Not Applicable

On-Time Graduation by Cohort

- Describe the tracking system utilized by the campus for students' scheduled graduation dates.
 At the time of enrollment the student discloses whether he or she will be full or part time. Campus Vue then calculates the projected graduation date based on the student's enrollment status and program length. Those who complete the program on or before the projected graduation date are considered to have graduated on time.
- How does the campus document leaves of absence and cohort transfers?
 ANU-Lexington does not grant leaves of absences.

REPORT QUESTIONS

1. MISSION

- 1.01 What is the mission statement of the institution?
American National University provides opportunities for individuals who are seeking to achieve their career goals by offering credential and degree programs through distance education and blended learning. American National University is dedicated to assuring adult students have access to quality programs in career focused disciplines that provide the skills needed to be competitive in today's changing marketplace.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?
 Yes No
- 1.03 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
- 1.04 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?
 Yes No
- 1.05 Describe how the campus demonstrates its commitment to successful implementation of its mission. The mission statement speaks to providing students with opportunities to pursue study in quality programs in career-focused fields of instruction. The diploma and degree programs are appropriate to the career objectives for which they were written and are in keeping with similar programs offered elsewhere. Faculty are qualified by education and work experience to teach in the programs. The facilities are clean, maintained, and classrooms and laboratories are appropriately equipped for the instruction being provided. The hybrid distance education and video conferencing course delivery modes provide flexibility for the students.
- 1.06 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.07 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

1.08 Are the following seven required elements evaluated in the CEP at both the campus and program levels:

(a) Student retention rates?

Yes No

(b) Placement rates?

Yes No

(c) Graduation rates?

Yes No

(d) Level of student satisfaction?

Yes No

(e) Level of graduate satisfaction?

Yes No

(f) Level of employer satisfaction?

Yes No

(g) Student learning outcomes?

Yes No

1.09 Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.

The campus utilizes the following three student learning outcomes in assessing instructional effectiveness:

a. Course surveys that are taken semi-annually near the end of the term provides information about the relevance and overall value of the course to the program.

b. Pre - Post Testing by program provides a baseline of student knowledge at the time of enrollment that is measured against the results of the pre-graduation assessment conducted at the end of the program.

c. Pass rates for students taking certification exams throughout the year on or before program completion. The team notes that although certification is not required for employment in Kentucky, many students take the certification exam to become more marketable to employers; hence, the campus uses this information as one of its SLOs.

Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?

Yes No Not Applicable (No programs require licensure or certification.)

If the SLOs have not been appropriately selected to reflect the nature of the academic programs and include direct assessments and/or if applicable pass rates have not been included as an SLO, insert the section number in parentheses and explain:

Note: As stated previously, certification or licensure is not required for employment in Kentucky in any of the program fields offered by the ANU-Lexington. The campus believes that certification makes graduates more marketable and therefore encourages its surgical technician and medical assisting students to take the certification exam that is conveniently offered in the Pearson testing center located

on the campus. ANU-Lexington has incorporated exam pass rates into its CEP as an SLO and has accumulated ample data to analyze and draw conclusions.

1.10 Are the following identified and described in the CEP at both the campus and program levels:

(a) Appropriate baseline data and goals for each outcome?

Yes No

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

Yes No

(c) How the data was collected?

Yes No

(d) An analysis and summary of the data collected?

Yes No

(e) An explanation of how the data will be used to improve the educational processes?

Yes No

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

(Section 3-1-112 and Appendix K) The CEP does not contain an analysis and summary of the data collected; and does not contain an explanation of how the data will be used to improve the educational process. The campus CEP contains the required elements; however, in most instances there was insufficient data or no data at all to evidence that the campus engages in a deliberate, introspective, and quantifiable assessment of plan results and subsequently uses those results for institutional improvement.

1.11 What documentation does the campus maintain, and that the team reviewed, to evidence the following:

(a) That the CEP has been implemented?

The Campus Operations Manual, Binder 1, Section I contained copies of plans and activities for the improvement of retention, placement, student and employer satisfaction, and student learning objectives. Each plan contained specific activities, assigned responsibilities, and expected outcomes

(b) That specific activities listed in the plan have been implemented?

As noted above the Campus Operations Manual, Binder 1, Section I contained documentation to evidence that plan activities had been implemented.

(c) That periodic progress reports have been completed?

(Section 3-1-112 and Appendix K): There was no evidence that periodic progress reports of the CEP have been completed. The institution provided evidence to show that some of the plan elements and activities were reviewed and discussed at meetings throughout the year but was unable to provide sufficient evidence to verify that CEP, in its entirety as a living document, was reviewed for its appropriateness and effectiveness.

1.12 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

The implementation and monitoring of the CEP is ultimately the responsibility of the campus director, Mr. Michael McKinley. Mr. McKinley and his leadership team work collectively to implement CEP activities.

1.13 Describe the documentation that evidences that the CEP is evaluated at least annually.

(Section 3-1-113 and Appendix K): There was no evidence that the CEP is evaluated at least annually. The institution was unable to demonstrate for the team that it has engaged in a systematic and comprehensive annual evaluation of the CEP in its totality.

2. ORGANIZATION

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

Mr. Michael McKinley is the campus director of ANU-Lexington. Mr. McKinley was recently hired in mid-September, filling the vacancy created when the previous campus director was promoted and assumed the director's position at another ANU campus

Mr. McKinley has a bachelor's degree in psychology from The Ohio State University. He has over eight years of combined experience in postsecondary career education administration with various institutions, serving in capacities of progressive responsibility including dean, director of academic affairs, director of education, and his current position of campus director.

2.02 Describe the leadership team and how they manage the campus effectively and efficiently and how appropriate attention and training is given for the necessary functions of the campus.

The campus employs a relatively small management team, all of whom report directly to the campus director. In addition to the director, the leadership team includes a full-time student services representative, 2 full-time admissions representatives, program chairs for multi-media and surgical technician, and a medical program chair that is shared with the Danville and Richmond campuses. The remainder of the administrative functions such as financial aid, career services, library, and budgeting and human resources are handled by the corporate office in Roanoke. The campus director reports to the regional vice president of operations located in Roanoke, VA, who in turn reports directly to the President of the University.

2.03 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.

Once hired, new employees receive a job description detailing the nature of the work, performance expectations, and the evaluation process. Each also receives an employee/faculty handbook containing policies, procedures, rules, and regulations of ANU-Lexington. Employees come to the job with a baseline of experience and receive an orientation and additional training as needed from the campus director.

2.04 Describe how the campus documents that faculty and staff members:

(a) Clearly understand their duties and responsibilities.

The employees sign a job description upon hire that lists their duties and responsibilities.

(b) Know the person to whom they report.

The job descriptions indicate to whom the employee reports.

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

Each employee had a yearly evaluation that explained the standards by which their work is measured.

2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.

The team observed completed and signed employee evaluation forms in the personnel files of faculty and staff.

- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?
The grievance policy for faculty and staff appears in the employee handbook and is communicated to them at the time of employment.
- 2.08 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Financial oversight of the campus is the responsibility of the campus director working together with the regional vice president of operations located at the corporate office in Roanoke, VA. The director receives monthly financial reports that are reviewed and discussed with the vice president. The institution operates on a fiscal year from July 1 to June 30. The budget is driven primarily from the corporate office; however, the campus director is given the opportunity to provide input.

3. ADMINISTRATION

- 3.01 Is there evidence that the campus keeps adequate records to support the following administrative operations:
- (a) Financial aid activities?
 Yes No Not Applicable (The 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
- 3.02 Does the campus admit ability-to-benefit students?
 Yes No (Skip to 3.07.)
- 3.07 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No

- 3.08 Are appropriate transcripts maintained for all students?
 Yes No
- 3.09 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
- 3.10 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.11 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.12 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?
The team selected a total of 20 files from the 2016 CAR. Of the 20 student files selected, 10 files are of currently enrolled students, 5 are of withdrawn students, and 5 are of graduates.

Standards of satisfactory academic progress (SAP) counseling documentation was evidenced in a binder maintained by Ms. Catherine Davis, student services representative. Ms. Davis has been with the campus since February 2017. She has a master's degree in education from Western Kentucky University and a bachelor's degree in business education from Campbellsville University. Ms. Davis has over 24 years of experience in higher education having served in such capacities as adjunct instructor, evening and weekend coordinator, continuing education manager, business office manager, and student services representative. The team observed that there is documentation of transfer of credit, transfer of students to other institutions, documentation on transcripts of courses repeated due to failure, and student re-entry from withdrawal. Student counseling forms relating to SAP issues are maintained in a SAP binder maintained by Ms. Davis.

The verification of high school graduation or GED attestations are completed at the corporate office (university services). Transcripts required for evaluating possible transfer credits are also secured by university services. The institution is notified if a transcript is not attainable by university services. The institution will then be responsible for getting assistance from the student in obtaining verification or the required transcripts. All documentation is imaged and maintained in the student's electronic file.

The files were complete and accurate and contained all required admissions documents including the application, enrollment agreement, high school or GED attestation, and all other documentation to support the student's enrollment and progress.

- 4.02 How does the campus ensure that its student relations reflect high ethical standards?

When the applicant completes the enrollment agreement, they will validate by signing and initialing the agreement that they have received a copy of the agreement, a copy of the catalog, and that they agree to various admissions requirements. The applicant also verifies by signing the agreement that they have completed, or been informed about, other policies related to admissions to the institution. The applicant is required to be a high school graduate or hold a General Equivalency Diploma (GED) and the institution accepts an attestation from the student as validation. The institution does accept verification of high school graduation or GED when documented on a college transcript.

The institution requires that the student take a placement assessment to determine their math and English skill levels. If the student has an associate's degree or higher, he/she is not required to take the assessment. The student will be required to take a course in either or both math or English if the minimum score requirements are not met. The course/s, if required, are designed to enhance the skills of the student. The course is not part of the program curriculum requirements.

University services calculates satisfactory standards of academic progress (SAP) through CampusVue and the results are shared with the student services representative at the institution. Ms. Davis reviews the information to ensure there are no miscalculations. If there are any miscalculations, the reports are forwarded back to university services. Necessary changes are then made to the information, recorded, and documentation is maintained at both the corporate and campus levels.

When SAP counseling is required, either the student services representative or the director meets with the student for counseling. Mr. Michael McKinley is the campus director of the institution and started working with the Lexington-ANU location in September 2017. As previously mentioned, Mr. McKinley has a bachelor's degree in psychology from The Ohio State University. He has over eight years of combined experience in postsecondary career education administration with various institutions, serving in capacities of progressive responsibility including dean, director of academic affairs, director of education, and his current position of campus director.

In an effort to prevent further violation of satisfactory standards of progress when students are high risk, both the director and the student services representative provide counseling. The student is placed in a warning status when not meeting SAP requirements at an evaluation point. Students that are approved for re-entry after being dismissed for not meeting SAP requirements will re-enter in a probationary status.

Employees are regularly monitored and performance reviews completed. Instructors are evaluated every term and staff members are evaluated twice a year in January and July. Documentation of these evaluations are found in the personnel files of these employees. All employees are also provided various trainings relating to policies and procedures. Documentation of these trainings are maintained in the employee file and were evidenced when the files were audited.

The regular training of employees ensures that standards are current and the policies are being followed as set forth by all licensing and accreditation agencies. The campus maintains high ethical standards by maintaining accurate and timely documentation and adhering to the campus policies and regulations.

The campus is accredited by ACICS and is licensed through the Kentucky Council on Postsecondary Education.

4.03 Describe the admissions criteria.

The campus has stated admissions requirements as listed below:

- High school graduate or GED recipient or achieved homeschool completion
- Satisfactory completion of the institution's placement evaluations in math and English required for the program of interest, unless the student has earned an associate's degree or higher.
- Individual programs have program specific requirements. These requirements are indicated by program in the campus catalog.

The team determined that the criteria for admissions were met for each of the student files reviewed.

The admissions representatives are the first point of contact with those expressing interest in attending ANU. An interview is scheduled so that the admissions representative can present the institution's programs and determine if ANU is an appropriate fit for the applicant. Following the initial interview and application process, the applicant will complete the initial financial aid process, and determine if they are interested in continuing the enrollment process. The applicant will then complete the application and the admissions representative schedules the applicant for another appointment to complete financial aid packaging. During the second interview the enrollment agreement and other required forms such as health disclosure will be completed. The applicant will also be scheduled for an orientation held prior to starting class.

The admissions representatives are Mr. Joshua Parsons and Ms. Megan Warren. Mr. Parsons holds an occupational associate's degree in medical assisting and an academic associate's degree in business administration, both from ANU-Danville. He is a registered medical assistant and served in the National Guard and the U.S. Army. Ms. Warren has been with the institution since April 2017 and holds a bachelor's degree in design from the Art Academy of Cincinnati. Prior to her coming on board at the institution, Ms. Warren worked in customer service for several years at banks and credit unions. She also held the position of admissions representative for Sullivan University prior to coming on board with ANU.

Is the admissions process appropriate?

Yes No

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

Yes No

4.05 What evidence is there 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)?

Both Ms. Warren and Mr. Parsons are knowledgeable on how to accurately present information about the institution, how to determine the interest of the applicant, and how to ensure that the potential student meets all of the requirements to be admitted into their program of interest. Each file reviewed by the team has detailed and accurate admissions documentation.

When the potential student meets with the admissions representative, the representative will determine the student's motivation, and will review any relevant previous education. During the initial interview, the admissions representative shows a slide presentation about ANU to the potential student. The

applicant will also have a tour of the campus. If the applicant wishes to continue with the process, they will begin the application process.

Once the application process has started, the applicant will be referred to Ms. Davis, the student services representative and she will set the student up to watch a financial aid video and then be assisted with signing in to complete a Free Application for Federal Student Aid (FAFSA). The applicant will also log into the National Student Loan Data System (NSLDS) to help them become familiar with this system so that they can access their personal data. The applicant is then referred back to admissions for the scheduling of a full financial aid appointment. These financial aid appointments are conducted online with a financial aid representative at university services. At the time of this online interview, the applicant's financial aid packaging will be completed. The applicant will return to admissions and complete the enrollment agreement when the financial aid packaging is completed. If required, the applicant is scheduled to take the placement evaluation. Orientation will also be scheduled at this time.

Electronic files are maintained on each applicant/student and all documentation from the admissions process, financial process, and future documentation are maintained through this medium. Tuition and fees on enrollment agreements match the tuition and fees stated in the catalog. Verification of the student receiving the catalog is in section 1, #5 of the enrollment agreement and receipt is confirmed by the student signature.

Based on the file review, observations of interviews, and phone calls with students, the admissions team is trained and provides appropriate and accurate information to incoming students. Correct forms are completed on all entering students and the file audit indicates that tuition, fees, program length, and all other applicable information was provided to the student at the time of application.

- 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) Includes the scheduled month and year of expected graduation?
 Yes No
- (d) Has a signature of the student and the appropriate school representative?
 Yes No

How does the campus evidence that a copy of the agreement has been provided to the student?

There is a statement in the enrollment agreement clearly indicating that the student has received a copy of the agreement. The statement is found in the enrollment agreement under section 5: acknowledgement and certification.

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

Mr. McKinley, campus director, is responsible for oversight of recruitment at the institution. Mr. McKinley monitors the recruitment efforts with assistance from the regional director of admissions, Mr. Trent Ramey. Ms. Warren and Mr. Parsons report directly to Mr. McKinley and both representatives also work with Mr. Ramey. Mr. Ramey provides admissions training and updates to the admissions personnel on a weekly basis. Minutes of these conference calls are maintained by the director.

Mr. Ramey is located at the corporate office and has been with the company for 13 years and holds a bachelor's degree in business from Morehead State University.

- 4.11 Describe the recruiting process for new students.

The institution currently utilizes the web and social media as recruiting tools. TV advertising is done occasionally and based on information provided by the director; there is an upcoming TV ad campaign. The institution also receives referrals from students of individuals with interest in ANU. In an effort to promote the institution to the local community the campus staff and faculty participate in community events and have local businesses visit the campus. The admissions team will be attending a career fair on October 2, 2017, and will hand out information on the institution at that time. Flyers are designed for this purpose. Activities such as these help the community learn more about the campus and the educational opportunities available. Once interest is expressed to ANU, the potential student is referred to admissions and the admissions process follows.

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

If Yes, describe how communication to students of the above items is documented:

The admissions team utilizes a form called the Pathway to Success during the enrollment process. The form lists all of the tasks and requirements that the student must complete prior to starting class. There are requirements such as the career planning with admissions, review of college transcripts, financial

aid 101 video, financial aid appointment, and placement evaluations, orientation, and other items for the student to complete. Completion of these tasks ensures that the applicant receives the information necessary to make an informed decision about enrollment into ANU. The Pathway to Success form also provides the student with documentation of all the requirements they have completed in a concise record that they can maintain with their enrollment records.

As previously stated, the financial aid processing is managed at the campus level by the student services representative, Ms. Davis. The student services representative is available on a day-to-day basis to assist the student with any questions they may have about their financial aid and can refer the student to university services when needed.

- 4.13 Describe how the institution maintains documentation that demonstrates that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).
- Mr. McKinley regularly monitors both phone calls and in-house interviews completed by both members of the admissions team. Mr. McKinley maintains documentation of these observations and follow-up consultations with the admissions representatives. All of the training that is provided to the admissions team is also documented and maintained for each representative. Notes of the weekly conference calls with Mr. Ramey are maintained by the director.
- 4.14 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?
- Mr. McKinley is responsible for the oversight of the recruitment process and manages the admissions team. Mr. McKinley completes regular interview observations with the admissions representative and the student in in-person interviews, as well as phone interviews (the representative's side of the conversation), and maintains the appropriate documentation on these observations. He reviews the results with both admissions representatives and they work on the areas that require development and improvement. The institution does not have the capability to listen in on phone interviews. Mr. Ramey conducts conference calls once a week and addresses such things as program updates and information on curricula, best practices for admissions, and any changes or updates in admissions policies and procedures.
- 4.15 Has the campus developed and demonstrated implementation of a recruitment training plan that allows for sufficient monitoring and oversight?
- Yes No
- 4.16 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
- 4.17 Does the state in which the campus operates require representatives to be licensed or registered?
- Yes No
- 4.18 Are the titles of recruitment and enrollment personnel appropriate?
- Yes No

- 4.19 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?

Mr. Thomas Haskins has been hired as the director of financial aid for the company and his employment began in September 2017. Mr. Haskins has over 24 years of experience in financial aid and loan management. He holds a bachelor's degree in business administration from Eastern Michigan University and a master's degree in organizational management from the University of Phoenix. Mr. Haskins's responsibilities include managing the financial aid and student services departments at university services. These departments will work with the students at the campuses in processing their financial aid packages and assisting them throughout their time at the institution.

Is this person someone other than recruitment and enrollment personnel?

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

- 4.20 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:

When a student requests that credits taken at another institution be evaluated for transfer to ANU, an official transcript is obtained listing the courses that the student is requesting be transferred. The course/s are reviewed for evaluation of coordinating objectives and indication that the goals of the courses correspond with the related ANU course. The transcript review is completed at university services and results are communicated to the campus. The student is required to complete the least 25 percent of their program at ANU. As an example, this means that a maximum of 72 quarter credits can be transferred into a 96-credit-hour program. The required documentation for considering transfer of credit must be received prior to the student starting school or during the first term. The consideration for transfer of credit is completed on a case-by-case basis.

The student is also eligible to earn credit by examination. These credits can be earned by completing the subject-related College Level Examination Program (CLEP) or the DANTES Subject Standardized Test (DSST). In addition, the student is eligible to earn credits from work experience. The student must work with the admissions representative, campus director, or student services representative to work through the process of substantiating accepted work experience. The guidelines for accepting work experience are set forth in the ANU catalog, dated September 1, 2017, on page 16.

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

Yes No

- 4.22 Has the campus established articulation agreements with other institutions?

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

If Yes, describe the location of the published list, the names of the institutions, and the nature of the agreement:

Blue Ridge Community and Technical College

Bethel College

Harrison College

Virginia College Online

International American University

Ohio Valley College of Technology

Pennsylvania Institute of Health and Technology
 Sullivan University
 Trumbull Business College
 West Virginia Junior College
 Moravian College

The articulation agreements with each of these institutions is designed to suit the individual curriculum of that institution and meet the needs of the student transferring to the school. Each school provides opportunities for the student to transfer equivalent courses from ANU to that institution and enable the student to continue their education. The list of articulation agreements maintained by ANU is found on page 15 of the ANU catalog dated September 1, 2017.

FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress (SAP) policy, in its entirety, published in the catalog?
 Yes No

If Yes, state the page number(s) where the standards of SAP policy is published.

The standards of satisfactory academic progress policy is published in the ANU catalog dated September 1, 2017, on pages 23 through 26.

- 4.25 Does the standards of 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 (not offered)
- Non-credit or remedial courses?
 Yes No Not Applicable (not offered)
- A warning status?
 Yes No Not Applicable (not used)
- A probationary period?

Yes No

An appeal process?

Yes No

An extended-enrollment status?

Yes No Not Applicable (not offered)

The effect when a student changes programs?

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

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

Yes No Not Applicable (The campus only offers one program.)

The implications of transfer credit?

Yes No

- 4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

As previously discussed in this report, SAP reports are completed by university services and results are communicated to Ms. Davis, student services representative at the institution. The reports are reviewed by Ms. Davis and if inaccurate, are corrected and returned to university services. The SAP reports are maintained in a binder. Each advising or counseling document that is reviewed with the student is imaged and then maintained in the student's electronic file. A copy is also kept in the SAP documentation binder. The information reviewed by the team evidenced that the criteria and measurements that are stated in the institution's policies and procedures are being followed correctly. The SAP reports and individual advising documents also evidenced that each student was evaluated based on the SAP standards set forth by the institution.

- 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 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?

Yes No Not Applicable (There are no such students.)

- 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 (The 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, have 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 (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.37.*)

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?

University services reviews the satisfactory academic progress at the measuring points and flags any relevant concerns. The results are forwarded to the campus and the SAP is reviewed at the campus level by Ms. Davis, student services representative. Ms. Davis's qualifications were detailed previously in this document

Once Ms. Davis reviews the SAP reports and determines if there are students not meeting the standards, the appropriate actions are taken with the student and documentation of these actions are maintained electronically and in a SAP binder.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes No

4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

When students are having difficulties in the classroom, they are encouraged to work with their instructor to improve their academic status. Additional counseling is administered by the student services representative, Ms. Davis. The director of the institution, Mr. McKinley, is also available to work with students that are at risk. A plan for improvement may be created for the student and documentation is maintained on the student's progress.

The student will be encouraged to participate in tutoring to assist in their positive progress. They will receive appropriate guidance during the improvement process and if any difficulties are being effected by personal issues, they may be referred to outside agencies for assistance.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes No

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

(a) Scholarships?

(b) Grants?

(c) Loans?

(d) The campus does not offer scholarships, grants, and/or loans. (Skip to 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 (The campus has not changed tuition or fees since the last catalog publication.)

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 Describe the documentation to evidence that the campus is following its stated refund policy.
When required, accurate refund calculations were completed and electronic documentation of the refund calculation is maintained in the student's electronic file. All refund processes are documented on the student's ledger card detailing the refund/s and appropriate distribution of refunds, if applicable.

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 4.54.*)

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

The on-site administering of financial aid is managed by the student services representative, Ms. Davis. Ms. Davis's qualifications and tasks associated with the on-site financial aid processes are documented previously in this document. A financial aid representative at university services completes the actual processing of financial aid for the student through video conferencing. Ms. Davis sets the student up for the video conference with university services.

The on-site student services representative is available to the students to assist with questions they may have about financial aid, institutional grants and scholarships, and veteran's benefits. They are also able to reach out to the university services financial aid representatives for any assistance needed.

4.51 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 Yes, list the names of the financial aid administrators and their affiliations:

Mr. Thomas Haskins is the director of financial aid. Because his date of employment was September 18, 2017, the company is currently in the process of associating Mr. Haskins with the current memberships maintained by the organization. They are as follows:

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
Indiana Student Financial Aid Association (ISFAA)
Kentucky Association of Student Financial Aid Administrators (KASF AA)
National Association of Student Financial Aid Administrators (NASFAA)
Ohio Association of Student Financial Aid Administrators (OASF AA)
Southern Association of Student Financial Aid Administrators (SASF AA)
Tennessee Association of Student Financial Aid Administrators (TASF AA)
Virginia Association of Student Financial Aid Administrators (VASF AA)
West Virginia Association Student Financial Aid Administrators (WVASF AA)

Once these memberships are changed to indicate Mr. Haskins as the named member, he will be responsible for participating in workshops and seminars, maintaining updates, and will be responsible for sharing appropriate information with the campuses. Information gained from his participation will also be utilized for training purposes.

- 4.52 Describe the educational activities, including membership **and** participation in state, regional, or national financial aid associations and other professional organizations that evidence the financial aid administrator and financial aid office stay up to date on procedures and changes in the field.
These memberships are held at the university services level. Information and training received through these memberships held by Mr. Haskins, will be shared with the financial aid team at university services and where appropriate, will be used in training with the student services representatives at the campuses.
- 4.53 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 Not Applicable (clock hour programs only)
- 4.54 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to 4.55.*)
- 4.55 The beginning enrollment on the most current Campus Accountability Report (CAR) is 104.
The ending enrollment reported on the previous year's CAR is 104.
- 4.56 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
- 4.57 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.
Students are advised by the university services financial aid personnel about their responsibilities related to loan repayment. These communications occur during all communications with financial aid, as well as during both the entrance and exit interviews. Once the student has left the campus as either a withdrawn student or a graduate, they are notified by mail reminding them of these responsibilities. This notification and subsequent follow up is supervised by Mr. Jodie Terry, director of repayment success at university services.

Mr. Terry has been with in this position since 2009 and works with default prevention and loan repayment across all campuses. Mr. Terry hold a bachelor's degree in economics from Radford University.

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
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Mr. Michael McKinley is the campus director and in this capacity, he also serves as director of education. He is the person assigned to oversee the educational activities of all programs at ANU-Lexington since September 2017. As previously mentioned, Mr. McKinley has a bachelor's degree in psychology from

The Ohio State University. He has over eight years of combined experience in postsecondary career education administration with various institutions, serving in capacities of progressive responsibility including dean, director of academic affairs, director of education, and his current position of campus director.

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 makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs primarily via committee membership. Each campus has an established campus academic committee (CAC) comprised of program directors, faculty, and staff members that works in conjunction with a system-wide curriculum review committee, (CRC); and a program development committee (PDC) made up of CAC members along with vice presidents of academic affairs for content specific areas, and regional directors. The curriculum committees have been developed to review all programmatic and academic issues related to their program. When convened these committees discuss all suggestions brought to their attention such as course changes, program changes, new programs, and textbook adoption.

Program administrators provide leadership and oversight of academic programs, promote professional development of faculty, and ensure that students' academic goals are achieved. As detailed by the responsibilities listed in the campus director's job description, duties are broad, including management of academic programs; recruitment, selection, supervision, and development of faculty and educational support personnel; evaluating and measuring satisfactory student progress and related student advisement; along with maintaining program compliance.

A review of documents and interviews revealed the time allocated for the administration of the programs is sufficient. Moreover, the primary campus administrator, Mr. McKinley, is supported in his role by program directors, allowing concentrated authority for and management of the educational 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 that 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 5.10 for renewal of accreditation. Skip to 5.12 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 5.12.*)

5.11 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

If *No*, list programs that fall below the rates:

The academic associate's degree in medical assisting reported a retention rate of 62 percent as of the 2016 CAR.

(b) Student placement rate of 70 percent?

Yes No

If *No* for either item, does the campus provide 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 Not Applicable

FOR ALL CAMPUSES

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

Yes No

5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?

The campus does have system in place to involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs. Stakeholder input is primarily derived from committee membership, i.e. CAC, PDC, and CRC. The team's review of documentation, along with interviews, revealed meeting participation and significant input. The committee members have a clear responsibility to participate in the development of educational programs, selection of course materials, academic changes, modifications, enhancements, and revision of the curriculum.

5.14 What provisions are made for individual differences among students in the learning environment?

The campus ensures appropriate provisions are made to address individual differences among students in the learning environment. The campus employs multiple modalities of instruction. There is lecture for the auditory learner, PowerPoints and audio-visual aides for the visual learner, and hands-on exercises for the kinesthetic learner. The campus requires that students take placement evaluations in the areas of reading comprehension and math. Campus administrators and faculty advisors use the results of these evaluations to ensure that each individual student is properly scheduled in classes that will enable them to increase their skill levels. For students who wish to challenge their current skill level in selected areas, the campus offers advanced placement evaluations. Also, the campus offers students the opportunity to apply for life experience credit and transfer of credit from an accredited postsecondary educational institution. If a student is not making satisfactory progress in one or more classes, the campus provides for individualized tutoring to ensure that the student has all the tools necessary to succeed. Tutors are provided free of charge to encourage students to seek out and make use of this educational benefit. The campus makes it a policy to consider all reasonable accommodations for individual differences in its student population.

5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.

The campus has in place a system to evaluate, revise, and make changes to the curriculum, primarily via academic committee memberships, CAC, working in conjunction with system wide committees, the PDC and CRC. Faculty members may participate on the curriculum committees and discuss possible changes as recommended by students, faculty, and employers. In addition, course evaluations are considered during this process to identify areas to be improved or changed. The CAC, CRC, and PDC are composed of administration, staff, and a team of academics. This committee accepts input from several sources: CACs, curriculum committees, graduate education oversight committee, and online education. The committee oversees the administration of all academic changes, modifications, and enhancements for the campus. Members of various campus and curriculum committees will be called upon to present proposals to the PDC for discussion. Syllabi are revised to accommodate changes in the textbook editions, journals, etc., and to allow for improvements that are recommended by faculty or program advisory committees (PACs).

The CAC and PDC forward all approved requests for modifications and changes to the academic programs to the CRC. The CRC is the final authoritative body responsible for approving and implementing changes to the academic programs and the creation of new academic programs. When a request is received by the CRC, one of three scenarios may occur: 1) the request for action is approved and implemented, 2) the request for action is sent back to the PDC for further study and recommendations, and 3) the request is not approved. The CRC has the final say on all requests for change or modification to academic programs at the campus.

5.16 Does the faculty participate in this process?

Yes No

5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?

The academic credit analysis (ACA) indicated the proper conversion of semester hours as one semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of externship. The team also reviewed course syllabi to verify appropriate application on the course level.

- 5.18 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 5.19.)*

If Yes, summarize the methods used for evaluating subject competency and awarding such credit. The campus does have a system in place to offer students credit for demonstrating subject competency based on academic, occupational, or personal experiences. Students who wish to demonstrate subject competency based on academic or occupational experiences may apply to take either College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Educational Support (DANTES). Students who choose to apply for subject competency credit based on personal or life experiences must provide a portfolio of work and evidence of experience for review. The portfolios are submitted to subject matter experts, who sit on the curriculum review committee for assessment of competency. Though these options are available to students, there is no evidence of students exercising these options during the past year.

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.)

- 5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No

- 5.20 Are the following appropriate to adequately support the number and nature of the general education courses? *(If only non-degree programs are offered with no general education courses, or if all general education courses must be transferred in, skip to 5.21.)*

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

The team found the campus provides an environment for its faculty that is conducive to effective classroom instruction. Lecture rooms and labs were found to be comfortable and suitably equipped. Several students take classes via video conferencing and thus lecture rooms contain audio-visual equipment, such as computers attached to large screen monitors, to enhance the lecture experience. Moreover, well designed labs allow the instructors to move fluidly between didactic and skills teaching.

- 5.22 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
- 5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.24 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), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), 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.)
- 5.25 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No

If Yes, how is this documented?

Faculty is provided with a schedule of upcoming in-services. Attendance is recorded on sign-in sheets and participants are provided with certificates of completion; substantiating documentation is then housed in the employee's personnel file.

- 5.26 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
- 5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No
- 5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.
The campus has in place a system to determine there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs via its faculty recruitment process. Well-credentialed and experienced faculty members are recruited, hired, and trained to provide instruction in key areas of study. Upon hire all new instructors are provided a mentor to assist with transition into teaching and performing duties specific to the campus.
- 5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.
A large percentage of students enrolled in the programs at the campus must complete a significant number of hours of practical learning via externship. The campus has contracted with healthcare and media entities to allow for the student to complete this part of their program outside of school grounds. The contracts viewed by the team details educational, attendance, privacy and safety requirements of all parties involved. The team witnessed current contracts that contained signatures of the school, student, and hosting entity.

Additionally, the campus provides distance education; the team reviewed a consortium agreement between the campus and hosting entity.

Do the contracts and/or agreements comply with all requirements of the applicable criteria, including disclosure in the catalog?

Yes No

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

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

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes No

5.34 Summarize the general education courses and describe whether they meet the Glossary definition of general education in placing emphasis on principles and theory, not on practical applications associated with a particular occupation.

The team's review of the general education courses of the associate's degree programs was deemed to be relevant both quantitatively and qualitatively to the chosen degree. The general education courses identified were in line with Council standard as the emphasis was found to be on principles and theory and not on practical applications associated with a particular occupation or profession; courses included the study of math, humanities, English, sciences, and social sciences.

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

Yes No

FOR BACHELOR'S DEGREES ONLY

5.36 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes No

5.37 Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation.

The team's review of the general education courses in the bachelor's degree programs was deemed to be relevant both quantitatively and qualitatively to the chosen degree. The general education courses identified were in line with Council standard as the emphasis was found to be on principles and theory and

not on practical applications associated with a particular occupation or profession; courses included the study of math, humanities, English, sciences, and social sciences.

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

Yes No

Note: At the time of the visit there were only four courses taught by two instructors being offered at the campus, and credentials for the two instructors were suitable. The campus hires instructors on a need basis; therefore the team could not make an informed decision on the qualifications of future hires. However, for those files available for team review, the campus has demonstrated a history of hiring competent and qualified faculty.

FOR ALL PROGRAMS

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

The campus provides an array of student services to its students. Structured tutoring is provided by peer tutors for any student in need of additional instruction, and faculty members also make themselves available to students, upon request. During the week prior to the beginning of classes students attend an orientation. At this session students are educated about their respective program, uses of the library and online platforms along with expectations of the school. Academic advisement is provided by instructors, student services representatives, and program directors. If personal issues arise, the campus provides referrals to outside agencies, when appropriate.

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

Ms. Catherine Davis is the student services representative and is the on-site individual responsible for counseling students on employment opportunities. Ms. Davis assists the students with navigating the online system and provides direction with resume writing and career counseling.

As previously mentioned, Ms. Davis has a master's degree in education from Western Kentucky University, and a bachelor's degree in business education from Campbellsville University. Ms. Davis has over 24 years of experience in higher education having served in such capacities as adjunct instructor, evening and weekend coordinator, continuing education manager, business office manager, and student services representative. Additionally, Ms. Davis has completed career counseling workshops and trainings.

- 5.41 How does the campus ensure that employment assistance is offered to all students?

The campus works in conjunction with the school's centralized career services department Career Connect, located in Ronoake, Virginia. Information about local employers is maintained in the Career Connect database, which students may access remotely. On site, the campus creates and maintains a list of local employers. Students also must participate in career preparedness activities in their capstone courses. Additionally, several programs have an externship component as part of the curriculum that provides exposure to potential employers. The campus also hosts program advisory committees and job

fairs to foster relationships between local employers and students. Moreover, local employers and industry professionals act as guest speakers, sharing experiences on the current workforce landscape.

5.42 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.)

5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes No

5.44 Describe the extracurricular educational activities of the campus (if applicable).

The campus does not currently provide any organized extracurricular activities for the students. However, the campus does encourage its students to participate in the health fairs sponsored by the campus. During the third week of October the campus participates in medical assisting week with several planned activities. At the close of every term the campus hosts "student recognition" activities. The campus also hosts activities for select days of celebration, i.e. Thanksgiving, and holiday parties.

GENERAL COMMENTS:

The team's visit found a campus with suitably equipped classrooms and labs. The faculty, staff, and administration were found to be committed to student success. Students were complimentary of the administration and faculty, and positive about their learning experiences. Students were also willing to recommend the institution to others in pursuit of educational opportunities and were confident regarding post-graduation employment.

6. PUBLICATIONS

6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)

The team reviewed the ANU, Kentucky/Indiana catalog effective July 1, 2017-June 30, 2018, and printed on September 1, 2017.

6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?

Yes No

6.03 Does the catalog contain the following items:

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

Yes No

(b) An indication of the year(s) 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 (Include Section 3-1-201 in the finding below.)

(e) A statement of accreditation?

Yes No Not Applicable (initial applicant)

- (f) A mission statement?
 Yes No
- (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?
 Yes No
- (h) An academic calendar?
 Yes No
- (i) A full disclosure of the admission requirements?
 Yes No
- (j) A list of institutions with which the institution has established articulation agreements?
 Yes No Not Applicable
- (k) A statement on the transferability of the credits in the programs that are offered?
 Yes No
- (l) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?
 Yes No Not Applicable
- (m) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and 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
- (n) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?
 Yes No
- (o) An explanation of the grading system that is consistent with the one that appears on the student transcript?
 Yes No
- (p) A definition of the unit of credit?
 Yes No Not Applicable (The campus does not award credit.)
- (q) A complete explanation of the standards of satisfactory academic progress?
 Yes No
- (r) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
 Yes No
- (s) The transfer of credit policy?
 Yes No
- (t) A statement of the tuition, fees, and any other charges?
 Yes No
- (u) A complete and accurate list of all scholarships, grants, and loans offered?
 Yes No Not Applicable (No scholarships, grants, and loans are offered.)
- (v) The refund policy?
 Yes No
- (w) A statement describing the student services offered?
 Yes No

(x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?

Yes No (Include Section 3-I-202(d) in the finding below.)

6.04 Does the campus list degrees of staff members in the catalog?

Yes No

6.05 Does the campus offer degree programs?

Yes No (Skip to 6.06.)

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

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

Yes No (Skip to 6.07.)

If Yes, does the catalog contain the following:

(a) A description of each mode of delivery used for distance education courses?

Yes No

(b) Any additional or different admissions requirements for students taking distance education courses?

Yes No Not Applicable (There are no additional or different admissions requirements.)

(c) A description of any tests used to determine access to distance education?

Yes No Not Applicable (No additional tests are given.)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?

Yes No

(e) Costs and fees associated specifically with distance education?

Yes No Not Applicable (There are no additional costs and fees.)

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

Yes No

6.08 Does the catalog contain an addendum/supplement?

Yes No (Skip to 6.09.)

If yes, describe the addendum/supplement content.

The catalog addendum dated September 18, 2017, and effective September 11, 2017, adds the contact information for the states of Indiana and Kentucky and ACICS to the grievance policy.

The catalog addendum A revised on September 5, 2017, lists faculty and staff for their respective campuses.

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

Yes No

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

Yes No

6.09 Is the catalog available online?

Yes No (*Skip to 6.10.*)

If *Yes*, does it match the hard copy version?

Yes No

6.10 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to 6.11.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff properly identified with respect to the campus to which they belong?

Yes No

6.11 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes No

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

Yes No

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

The campus advertises via social media, internet banners, flyers, career fairs, and on its website.

Are all print and electronic advertisements under acceptable headings?

Yes No

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

Yes No (*Skip to 6.15.*)

If *Yes*, describe how the campus uses endorsements, commendations, or recommendations in its advertising.

The campus uses these methods on its bulletin boards and fliers.

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes No

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

Yes No

6.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
 Yes No Not Applicable (The campus does not participate in financial aid.)

If *No*, insert section number 3-1-703 & Appendix C in parentheses and explain:

The campus does not reference financial aid in its advertising.

6.17 Does the campus provide the following information to the public:

(a) Campus retention rate?

Yes No

(b) Campus placement rate?

Yes No

(c) All program retention rates?

Yes No

(d) All program placement rates?

Yes No

(e) Licensure examination pass rates?

Yes No Not Applicable (No programs require licensure or certification.)

Where is this information published? Describe any additional information that the campus provides.

This information is published on the institution's website. In addition, the institutional graduation rate is published.

Does the information provided match the information reported on the campus's most recent CAR?

Yes No

Does the performance information disclosure include the required statement, “These are the data reported to ACICS by the institution in its most recent Campus Accountability Report”?

Yes No

7. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

7.01 Has the campus developed an adequate core of library resources to support academic success and to meet instruction and research needs?

Yes No

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

Yes No

7.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.

All incoming students and new faculty receive a library orientation, which includes instruction on using library resources, searching databases, and accessing physical holdings. Using the student portal and the faculty website, students and faculty can arrange one-on-one time with the librarian to discuss any specific needs. Moreover, there is a chat feature available where students and faculty can have real-time conversations with the librarian, via the internet. The library assistants will also visit classrooms by invitation of the instructor to address specific topics for a class.

7.04 Are adequate staff provided to support library development, collection, organization, and accessibility?

Yes No

7.05 Describe the campus's continuous assessment strategy for library resources and information services.

The assessment strategy for library resources and information services is based on the library selection policy, criteria for selection and the collection maintenance policy. The librarian is responsible for assessing the quantity and quality of holdings based on the needs of students and faculty. Faculty and students participate in surveys of the collection, participate in database evaluations, and may request materials to be added to the collection.

The librarian may make purchases based on trends in usage and when new editions of currently used materials are published. Moreover, there is a library committee that convenes three times per year. The committee includes key stakeholders such as librarians, programs directors, subject matter experts, staff, and students. During these meetings, the committee discusses the need of adding materials to the library to support student learning. Faculty may request new resources they feel would benefit their program. Materials are researched to see if they meet academic standards.

Are these methods appropriate?

Yes No

7.06 Is there a physical space on site or within close proximity of the campus in order to allow for access to library resources and services?

Yes No Not Applicable (Campus has no residential component.)

FOR NONDEGREE PROGRAMS ONLY

- 7.07 Are appropriate reference materials and periodicals available for all programs offered?
 Yes No
- 7.08 Are the instructional resources organized for easy access and usage?
 Yes No
- 7.09 Is there a current inventory of instructional resources and equipment?
 Yes No
- 7.10 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and student needs?
 Yes No

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

- 7.16 Is the institution'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
- 7.17 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is \$2,534, 75.
- 7.18 What portion of the current year's library budget has been spent?
To date the campus has allocated \$1,864.57 of its proposed budget.
How has the money been allocated?
The monies have been allocated for e books and databases subscriptions, library catalog, and additional resources.
- 7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?
 Yes No
- 7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.
To inspire, motivate, and direct student usage of library resources faculty encourages students to utilize the library to complete research projects and other outside assignments. Furthermore, faculty and students stated library assistants provides trainings on library usage to familiarize students with accessing and proper uses of resources.
- Are these methods appropriate?
 Yes No
- 7.21 Describe how the faculty have involvement in the selection of library resources.

The campus actively encourages faculty involvement in the selection of library resources. Select campus faculty members participate in a library committee, which convenes three times per year. During the meetings, the committee discusses resources needed support the curriculum and facilitate student learning. Faculty may also make provide input regarding library resources to the librarian, directly, or submit suggestions during library-conducted surveys.

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 7.22 Does the library collection include magazines and professional journals and periodicals?
 Yes No
- 7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No
- 7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?
 Yes No
- 7.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
 Yes No

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

- 7.26 Who supervises and manages the library on-site, and what are this person's qualifications?
 Mr. Eric Rector holds the position of director of library services for the ANU network. He works from the main campus, located in Roanoke, Virginia, and supervises and manages the library remotely.

Mr. Rector earned a MLS from the University of Iowa and a bachelor's degree in writing in from Missouri State University. He has over 21 years of experience in library service within the higher education sector, having held positions of increasing responsibility, such as circulations manager, director of online subscriptions, director of academic services, and director of library services.

To support Mr. Rector, the campus has trained several key members of the staff and faculty to provide library assistance to students, on site.

Does this individual:

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

- 7.27 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (Library staff do not hold foreign credentials.)
- 7.28 Is documentation on file to reflect the librarian's participation in annual professional growth activities?
 Yes No
- 7.29 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
The library's hours of operation are Monday through Thursday 8:00 AM-10:00 PM and Friday 8:00 AM to 5:00 PM. The library assistants (student services representative, work-study student, and administrative assistant) supervise the library during open hours. Moreover, students are provided with direction to contact student services (posted in the library) to receive assistance.
- 7.30 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- 7.31 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 7.32 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 7.33 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No

GENERAL COMMENTS:

The library of ANU-Lexington presents as suitable for research and learning. The facility is well equipped with 15 computer stations and comfortable area for study. The campus librarian assistants were found to be friendly, knowledgeable, and willing to help students with their research needs. Though remote, Mr. Eric Rector, director of library services, (via a combination of electronic modes) is readily accessible to address faculty, staff, and student needs.

8. PROGRAM EVALUATION**Academic Associate's Degree in Multimedia Production****FOR ALL PROGRAMS**

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (*Skip to 8.02*)

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

Mr. William Gray is assigned to administer the multimedia production program. He was hired as the campus department chair for the multimedia production program in June 2016 and has worked in higher education since 2003. Mr. Gray's qualifications include a bachelor's degree in communications from Morehead State University and an associate's degree in communications from Maysville Community College. Mr. Gray has five years of experience serving as the chief video editor at WTVQ nightly news. He edited video segments for the nightly news and for commercials, worked with producers writing scripts and teasers for newscasts, hired and trained new video editors, and organized and maintained a video library.

Mr. Gray's responsibilities as department chair include class instruction, curriculum supervision, evaluating and orienting faculty, participation in the CAC, student academic advising, and supervision of externships, textbook review, and course outline review. At present, there are no faculty staff members working under the supervision of Mr. Gray, as this program is in teach-out and currently has three students enrolled.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Mr. Gray has sufficient authority and responsibility for the development and administration of the multimedia production program. He is involved in the hiring process for faculty members for the program. He participates in the development of program curriculum and program focus. He is the subject-matter expert and provides direction to administration on the purchase of specialized equipment for the program. He works with a campus advisory committee to review and revise curriculum. He also provides input for scheduling, course offerings, and instructor teaching assignments.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

8.06 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 program is 40 percent.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

If *No* for either item, does the campus provide 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

If *No*, insert “Sections 2-1-809, 3-1-110, 3-1-111, 3-1-512, and Appendix K” in parentheses and explain: **(Section 2-1-809, 3-1-110, 3-1-111, 3-1-512 and Appendix K):** The specific plan to improve the retention rate of the multimedia production program is insufficient. The institution included an improvement plan for the retention rate of the academic associate’s in multimedia production. However, the plan’s proposed activities are not sufficient to improve student retention. It details one planned activity, which is limited to the program director working closely with students to make sure that they are competent in the various aspects of the program, as well as increasing the students’ experience in the field.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

(Section 3-1-512(c) and Glossary): The campus does not utilize a variety of community resources to enrich the multimedia production program. The only evidence of community resources provided was the externship class. No documentation of the use of other types of community resources was provided to the team.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (*Skip to 8.10.*)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program’s objectives.

Externships are an appropriate culmination of previously studied theory, and are appropriate for the program’s objectives. This was documented through the externship agreement as well as an interview with the site supervisor at LM Communications (a radio station) who stated that he finds the students well prepared for the duties at the station and that he has hired ANU-Lexington multimedia production internship students in the past. Students are evaluated at midterm and at term end. Evaluations are done by the site supervisor. Externship students also meet weekly with the department chair to review their experiences.

8.10 Does the program use independent studies?

Yes No (*Skip to 8.12.*)

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

8.14 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)

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

Yes No

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

Yes No

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

8.18 Do 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)

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

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

There is evidence that out-of-class work is being evaluated. Syllabi for all program courses state that there is a minimum of two hours of out-of-class work for every one credit hour. Documentation of out-of-class assignments was provided by the department chair along with corresponding rubrics for assessment. Students participate in academic assignments through Blackboard, an online curriculum delivery platform. Students participate in hands-on activities in and out of the classroom environment. Students receive instructor feedback via a rubric and through the grading functionality of the Blackboard delivery system.

FOR ALL PROGRAMS

8.20 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) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

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

(a) Systematic planning.

Systematic planning is demonstrated through the actives of the faculty meetings, student surveys, and the campus advisory committee. It is accomplished through faculty meetings and campus advisory boards.

(b) Well-defined instructional objectives.

Well-defined instructional objectives and competencies are documented on each class syllabus for the multimedia production program. The objectives were specific, describing the expectations of students as it relates to the overall coursework.

(c) The selection and use of appropriate and current learning materials.

Appropriate and current learning materials are identified on each syllabus. Faculty interviews and a facilities tour validated that relevant and appropriate materials are available to students. This includes computer equipment, media software applications, cameras, and grip and lighting gear.

(d) Appropriate modes of instructional delivery.

Appropriate modes of instructional delivery are documented on each syllabus. The syllabus identifies what mode of delivery will be utilized in the classroom for each class. The college utilizes an online curriculum

delivery system (Blackboard) for all classes. It includes access to the syllabus, assignments, grades and feedback.

(e) The use of appropriate assessment strategies.

Appropriate assessment strategies are utilized in the multimedia production program. The strategies are applied in the classroom and documented via Blackboard through course delivery. They include written class assignments, written out-of-class assignments, quizzes and exams, and hands-on activities and projects, which are scored using simple rubrics.

(f) The use of appropriate experiences.

Students take an externship as part of the degree. Externships are an appropriate culmination of the previous studied theory and objectives. The students are evaluated by the site supervisor at both the midterm and at the end of term. This was documented through the externship agreement and through an interview with an externship site.

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

8.24 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

8.25 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

8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

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

8.27 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

8.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?

Yes No

8.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

- 8.37 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The curriculum does approximate the standards of collegiate institutions that offer a degree in multimedia production. After reviewing the curriculum of the courses within the multimedia production program, the curriculum reflects the educational and industry standard for a multimedia professional entering the workforce at an entry-level position.

Westmoreland County Community College in Youngwood, PA, offers an associate's degree in multimedia production and photography and Trident Technical College in Charleston, SC, offers an associate's degree in media arts production. When compared to these programs, ANU's multimedia production program is similar in content, length, and scope.

- 8.38 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)

- 8.39 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not Applicable

8. PROGRAM EVALUATION

Diploma in Medical Billing and Coding

Diploma in Medical Office Professional

FOR ALL PROGRAMS

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (*Skip to 8.02*)

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

Ms. Stephanie Sloane is the director of health science education for the Lexington, Danville, and Richmond campuses of ANU. Ms. Sloane earned a bachelor's degree in healthcare management from Sullivan University and an associate's degree in medical assisting from National College. She is a registered medical assistant (RMA) with American Medical Technologists, a nationally certified phlebotomy technician (NCPT), and a nationally certified electrocardiography technician NE, with both certifications being issued by National Center for Competency Training (NCCT). Experientially, Ms. Sloane has over five years of industry experience coupled with six years of higher education experience serving in positions of increasing responsibility including adjunct instructor, full-time faculty, and director of health science education.

- 8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

- 8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

The program administrator does possess sufficient authority and responsibility for the development and administration of the educational programs. The program administrator works in conjunction with key stakeholders such as, faculty, program advisory committee members and students to recommend changes and revisions to the educational programs. Input of faculty and administrators may also be gathered through faculty meetings and academic committees. Program administrators provide leadership and oversight of academic programs, promote professional development of faculty, and ensure that students' academic goals are achieved. Faculty members and academic administrators share responsibility and authority for the educational programs.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

8.06 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.)

If *No*, list programs that fall below the standards.

The diploma in medical billing and coding reported a retention rate of 63 percent as of the 2016 CAR. The diploma in medical office professional reported a retention rate of 14 percent as of the 2016 CAR.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.

The diploma in medical billing and coding reported a placement rate of 0 percent as of the 2016 CAR.

If *No* for either item, does the campus provide 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

If *No*, insert "Sections 2-1-809, 3-1-110, 3-1-111, 3-1-512, and Appendix K" in parentheses and explain:

(Section 2-1-809, 3-1-110, 3-1-111, 3-1-512 and Appendix K): The specific plans to improve the retention and placement rates of the allied health programs are insufficient. The campus provided retention improvement plans for the medical billing and coding, and the medical office professional programs, respectively. The campus also submitted placement improvement plans for the medical billing and coding program. The retention and placement improvement plans for the medical billing and coding program; along with the retention improvement plan for the medical office professional plan did not include actionable activities that would positively impact retention and placement for the respective programs. Furthermore, the campus proposed a single planned activity to address both retention and placement for the medical billing and coding program. The causes for the low retention and placement rates in the program are driven by issues. Therefore, it is the opinion of the team that these causes should be addressed separately, to provide benefit to the student.

The planned activities proposed by the campus for the medical billing and coding and the medical office professional programs, respectively, read as follows:

Medical Billing and Coding:

The MCD program has been updated to offer the ICD 10 and more advanced coding courses, so it is felt the students enrolling in the program will become more engaged and will find employment with ease. The students will be counseled on how extensive the coursework will be with the goal they will take this into account prior to enrolling.

Medical Office Professional:

The campus cannot control the health reasons for students withdrawing but we do strive to work with the students by offering free tutoring for those that experience academic struggles. The campus currently does not have students enrolled in the MOP program.

- 8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

The team determined through conversations with students, faculty, staff, and a review of documentation that the campus aptly incorporates a variety of community resources to enrich and enhance the medical billing and coding and medical office professional programs..

The students of both programs have made multiple trips to the American Para Medical Services (APPS offices). APPS is part of a national organization specializing in mobile medical examinations for the insurance industry. This exposure gives the students the ability to hone clinical and medical skills while engaging in interactive exercises in a real-world work environment of a busy medical practice. The students have also made visits to the offices of Dr. Karen Santos, where the students were able to observe doctor/ patient interactions along with administrative functions of a medical office. Additionally, industry experts are invited to serve as guest speakers to share current workplace trends and expectations with the students. On May 2, 2017, the students were visited by Dr. Daryl Gregory, chiropractor, with Southside Chiropractic, who spoke to the students about merits of chiropractic treatment versus modern medicine.

The programs also have an advisory board that meets bi-annually, which includes employers from the local community who provide curriculum and program specific advice, as it relates to current career trends. Furthermore, the medical billing and coding program offers a 60-hour optional externship component. However, there are no externships currently offered in the medical office professional program.

The combined community resources work in concert to enhance student achievement by giving students practical learning opportunities to augment theoretical concepts taught in the classroom, the ability to learn from people actually employed in the student's prospective field, and the opportunity to witness first-hand the inner workings of a chosen profession coupled with needed exposure to potential employers.

- 8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (*Skip to 8.10.*)

The externship in the medical billing and coding program is optional; thus not all not are required to enroll in the externship course as a requirement for graduation. Students of the medical billing and coding diploma program may choose, as an elective, to enroll in HIM104, legal and ethical practice in health information management or MED249, medical billing and coding externship and review, which includes 60 hours of externship and 24 hours of lecture review preparation for the national certification testing.

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

A review of the externship agreement, skills checklist, and syllabus provided suitable evidence the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives. Throughout the externship experience the students are periodically evaluated by site personnel and a campus representative. The skills checklist used to evaluate student progress can be directly linked to previous course teachings and specific learning objectives.

8.10 Does the program use independent studies?

Yes No (*Skip to 8.12.*)

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

8.14 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)
- 8.15 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 8.17 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to 8.20.*)
- 8.18 Do 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)
- 8.19 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (clock hour programs only)

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

The team interviewed students, faculty, and reviewed course syllabi to verify out-of-class work by students. Provided by the faculty and students for team review were homework assignments submitted that evidenced printouts to detail graded out-of-class work, which included finished graded assignments, grading rubrics for projects, and individual and group work assignments.

FOR ALL PROGRAMS

- 8.20 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) Support for modes of instructional delivery?
 Yes No
(e) Personnel?
 Yes No

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

(a) Systematic planning.

While on the campus the team viewed several documents and conducted interviews with faculty and staff that would substantiate the campus does engage in systematic planning. There were minutes from faculty and advisory committee meetings. Also, the faculty interviewed stated they participated in regular curriculum review via participation in the campus academic committee (CAC). There was also evidence of faculty development plans and attendance at in-service and professional growth activities.

(b) Well-defined instructional objectives.

The team reviewed syllabi and course-related materials that demonstrated well-defined instructional objectives. Objectives were clearly stated and duly correlated to career preparedness of respective job duties within fields. Course objectives contained measurable learning outcomes. Furthermore, program objectives were found to be tied to the programs' outcomes and their relation to the institution's mission.

(c) The selection and use of appropriate and current learning materials.

The team's review revealed the campus met student needs with regards textbooks, instructional equipment, and library resources. The instructional tools are adequate for classroom training and provide sufficient training on equipment for students to work in the field. Moreover, textbooks and instructional materials were found to be suitable in meeting course learning objectives and providing students with necessary foundational concepts.

(d) Appropriate modes of instructional delivery.

The team substantiated the campus engages in appropriate modes of instructional delivery via faculty observations. Faculty files contained evidence of regular instructional observations with constructive critique and actionable feedback.

(e) The use of appropriate assessment strategies.

The team verified the use of appropriate assessment strategies. Assessment strategies were found to be fair, varied, and take on a schedule consistent with the course objectives. Furthermore, the curriculum was found to include regularly scheduled quizzes, group projects, investigative research, hands-on competency-based reviews that were found to be appropriate for the courses and program.

(f) The use of appropriate experiences.

The team found there was a concerted effort on the part of the campus to incorporate the use of appropriate experiences. The team viewed technology being duly integrated in the classroom and/or in assignments via PowerPoint, computer based assignments and the use of audio visual equipment. Instructors were animated and passionate finding creative ways to make learning activities active. There was also evidence of the deliberate and successful incorporation of community resources via field trips to local healthcare entities and the invitations extended to guest speakers.

FOR NONDEGREE PROGRAMS ONLY

- 8.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?
 Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.23 Are all faculty assigned to teach in no more than three fields of instruction at any given time, with no more than five preparations?
 Yes No

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

- 8.24 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
- 8.25 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.28 Are teaching loads reasonable?
 Yes No
- 8.29 What is the current student/teacher ratio?
The current student to teacher ratio for the diploma in medical billing and coding is 3:1.
The current student to teacher ratio for the diploma in medical office professional is 2:1.
- 8.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

GENERAL COMMENTS:

The team's visit evidenced well-run medical billing and coding along with medical office professional programs. The administration, faculty, and staff were found to be invested in student success. Many of the students interviewed spoke highly of the campus's faculty and administration and felt they were knowledgeable and supportive of student needs. Students also stated a willingness to recommend American National College to friends and family for their educational needs.

8. PROGRAM EVALUATION**Diploma in Pharmacy Technician**

FOR ALL PROGRAMS

8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (*Skip to 8.02*)

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

Ms. Stephanie Sloane is the director of health science education for the Lexington, Danville, and Richmond campuses of ANU. Ms. Sloane earned a bachelor's degree in healthcare management from Sullivan University and an associate degree in medical assisting from National College. She is a registered medical assistant (RMA) with American Medical Technologists, a nationally certified phlebotomy technician (NCPT), and a nationally certified electrocardiography technician, with both certifications being issued by National Center for Competency Training (NCCT). Experientially, Ms. Sloane has over five years of industry experience coupled with six years of higher education experience serving in positions of increasing responsibility, including adjunct instructor, full-time faculty, and director of health science education. She has a teaching load of one class at each campus.

Dr. Jean Oldham is the pharmacy technician (PT) lead instructor and was hired three weeks ago. She holds a doctorate in Kinesiology and Health Promotion, a master's degree in health and physical education and a bachelor's degree in agriculture, all from the University of Kentucky. There are no transcripts or certificates in her file but there was a form in the file requesting the credentials from the University of Kentucky. She is a Certified Pharmacy Technician (CPhT) by the Pharmacy Technician Certification Board (PTCB). She has many years of experience as a program coordinator for the pharmacy program at another career college.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Ms. Sloane has sufficient authority and responsibility for the development and administration of the PT program. She meets with her faculty once each term and discusses all suggestions pertaining to the programs and the curriculum. If there are any suggestions that merit changes, they will be discussed at the curriculum committee that is at a company-wide level. If the changes are agreed upon, they will be forwarded to the compliance department for implementation company-wide.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

8.06 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 diploma program in pharmacy technician is 33 percent.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

If *No* for either item, does the campus provide 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

If *No*, insert "Sections 2-1-809, 3-1-110, 3-1-111, 3-1-512, and Appendix K" in parentheses and explain:

(Section 2-1-809, 3-1-110, 3-1-111, 3-1-512 and Appendix K): The program improvement plan for the PT program in the CEP is insufficient. The plan that was in the CEP did not explain any plans to improve retention for the program. The plan mentions the previous year's plan, which suggested the program not enroll students for a time. In addition, the plan indicates the program has been revamped to give the students additional hands-on training with two externship experiences with both hospital and retail pharmacies. Externships are taken at the end of the program, and retention generally affects students at the early stages of the program.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

During the visit, the institution put down on paper a list of community resources that they had been talking about and planning to utilize in the program. A new cohort just began on September 11, 2017, after the program had not had any enrollment since the last student graduated in January 2017, and Dr. Oldham has just been employed for three weeks. The plan indicates that Dr. Oldham is working to leverage her contacts to provide guest speakers and opportunities for field trips. In addition, the institution is working with members of the advisory board to assist with guest speakers and field trips. For example, Mr. Jason Mullins, who works on the chemistry side of drug development, expressed interest in having students come for a field trip to his job. Mr. Charles Abney owns a pharmacy and is putting plans in place to have students come for a tour. Ms. Jody Banks-Henderson, a graduate of the program, is available to speak to the students on the effort and dedication needed to successfully complete the program and obtain employment in the field. The program includes an externship, which will be completed at local healthcare facilities.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (*Skip to 8.10.*)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No Not Applicable (No student is at the point of needing them.)

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

Externships enable the students to have real hands-on experience before going out into the workforce. They get to apply the theory and clinical aspects of the program in a pharmacy.

8.10 Does the program use independent studies?

Yes No (Skip to 8.12.)

Independent studies are available to students, though no student is currently utilizing them.

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

8.14 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)

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

Yes No

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

Yes No

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

8.18 Do 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)

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

Yes No Not Applicable (clock hour programs only)

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

Each course syllabus examined lists the implementation of the out-of-class homework as an integral part of the program. There is a statement in each course that states that students should expect to complete an average of two hours out of class work for every one hour of lecture in each course. The work is graded and is part of each course final grade. The team reviewed some graded assignments that documented the evaluation of out-of-class work.

FOR ALL PROGRAMS

8.20 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) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

- 8.21 Describe how the program(s) includes the following required instructional components:
- (a) Systematic planning.
Systematic planning includes faculty meetings, advisory boards, curriculum review committees, and strategic planning.
 - (b) Well-defined instructional objectives.
Syllabi include objectives that are specific, outcome based, realistic, and measurable.
 - (c) The selection and use of appropriate and current learning materials.
Learning materials used in the programs include up-to-date textbooks and manuals, and a hands-on simulated pharmacy setup.
 - (d) Appropriate modes of instructional delivery.
Instructional delivery consists of lectures, PowerPoint presentations, repetition, interactive learning, and assigned exercises. The use of multimedia such as audio visual aids, DVDs, CDs, and internet sites are included as appropriate.
 - (e) The use of appropriate assessment strategies.
Assessment strategies used by the campus include in- and out-of-class assignments, quizzes, practica, professionalism, unit tests, class participation, assignments, and final projects.
 - (f) The use of appropriate experiences.
Faculty intends to implement many activities such as guest speakers, who will be invited to share the latest trends and issues of the industry, and field trips. Interviews with faculty confirmed they intend to routinely incorporate real-world scenarios into their lessons. The externship also incorporates appropriate program experiences.

FOR NONDEGREE PROGRAMS ONLY

- 8.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?
- Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.23 Are all faculty assigned to teach in no more than three fields of instruction at any given time, with no more than five preparations?
- Yes No

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

- 8.24 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
- 8.25 Is the size of the faculty appropriate to the total student enrollment?
- Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.28 Are teaching loads reasonable?

Yes No

8.29 What is the current student/teacher ratio?

The current student/teacher ratio is 3:1

8.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

NONTRADITIONAL EDUCATION

- H-C Consortium Agreements

FOR MAIN OR BRANCH CAMPUSES UTILIZING CONSORTIUM AGREEMENTS

C.01 Does the institution fully disclose the consortium agreement by which it will offer distance education courses in its catalog and web site, and when appropriate, in its advertising and promotional material?

Yes No

C.02 Who is the on-site individual responsible for supporting students who are taking distance education courses through the consortium agreement, and what are this person's qualifications?

The institution has identified student services representative, Ms. Catherine Davis, as the on-site individual responsible for supporting students who are taking distance education courses through the consortium agreement. As previously mentioned, Ms. Davis has a master's degree in education from Western Kentucky University and a bachelor's degree in business education from Campbellsville University. Ms. Davis has over 24 years of experience in higher education having served in such capacities as adjunct instructor, evening and weekend coordinator, continuing education manager, business office manager, and student services representative. Respective to her roles as online liaison, Ms. Davis completed distance education liaison workshops and trainings.

C.03 How does the campus evidence that this individual possesses appropriate technical skills/experience?

To serve in the capacity as distance education liaison personnel must complete related workshops and trainings. Certificates of completion are housed in the employee file and subsequent certificates of completion are maintained in the corporate office.

C.04 Do the students confirm that they are provided with a knowledge base of technology utilization/an orientation for utilizing distance education delivery methods?

Yes No

C.05 Do students confirm that they receive institutional support for the distance education courses they are taking through the consortium agreement, and that any concerns they may have are addressed?

Yes No

C.06 Does the consortium agreement identify the following:

- (a) How curriculum and instruction is monitored?
 Yes No
- (b) How curriculum revisions will be undertaken?
 Yes No
- (c) How student grievances are addressed?
 Yes No
- (d) That the institution seeking approval retains ultimate responsibility for the delivery of its programs and the satisfaction of its students?
 Yes No

C.07 Is more than 50% of the program delivered by the institution that awards the academic credential?

Yes No

C.08 Does the institution have a contract with an unaccredited institution or entity for the delivery of up to 25% of a program?

Yes No

GENERAL COMMENTS:

The primary modes of distance education delivery at the campus are video conferencing and online. Students at the institution were highly complementary of the video conferencing delivery. Students stated instructions kept them engaged and classes were interactive. Students also stated instructors were accessible and responsive.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
1	2-1-809, 3-1-110, 3-1-111, 3-1-512, and Appendix K	<p>The specific plans to improve the retention rates of the multimedia production program and the pharmacy technician program are insufficient (pages 42 and 54).</p> <p>The specific plans to improve the retention and placement rates of the allied health programs are insufficient (pages 47 and 48).</p>
2	3-1-112 and Appendix K	<p>The Campus Effectiveness Plan (CEP) does not contain an analysis and summary of the data collected, and does not contain an explanation of how the data will be used to improve the educational process (page 9).</p> <p>There was no evidence that periodic progress reports of the CEP have been completed (page 9).</p>
3	3-1-113 and Appendix K	<p>There was no evidence that the CEP is evaluated at least annually (page 10).</p>
4	3-1-203 and Appendix L	<p>The team was unable to verify placement waivers for all students reported as unavailable for placement on the 2016 Campus Accountability Report (CAR) (page 5).</p>
5	3-1-512(c) and Glossary	<p>The campus does not utilize a variety of community resources to enrich the multimedia production program (page 42).</p>

RECOMMENDATIONS

Any recommendations provided in this report are not included in the report seen by the Council:

Medical Billing and Coding Program

The team recommends the campus consider incorporating MED249 Medical Billing and Coding Externship and Review as a required element of the medical billing and coding curriculum, as compared to an option. At present, MED219 is an elective made available to students enrolled in the medical billing and coding program. The students have the option between enrolling in HIM104 Legal and Ethical Practices in Health Information Management or MED249. While the HIM104 provides students with much needed information, the MED249 has the potential of providing greater benefit to the students. Additionally, the team would recommend adding an externship component to the medical office professional curriculum. Adding an externship to both aforementioned programs may prove of great value. The students would benefit from an ability to hone practical skills in a real-world environment during the externship component of the class. Moreover, student marketability would be positively impacted, as students increase their ability of post-graduation placement as they will be introduced to and working with potential employers.

Pharmacy Technician Program

Since the program has added an externship course for hospital pharmacy, it will be beneficial to add a laminar flow hood to the pharmacy lab to familiarize the students on how to mix IV medications under sterile conditions.

Also, students need hand-on practice on computer software specific to retail pharmacy. Such programs are readily available and should be implemented into the course of study for the students to practice before they go on to their externship course and eventually into the workforce.

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.

Survey Report

Generated: September 21, 2017

ACICS ID: 00011238

Surveys Between:

September 20, 2017 and September 20, 2017



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.





February 7, 2018

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00023099

Main Campus ID: 00023099

Staff Contact: Mr. Andre McDuffie – Phone: (202) 336-6767

Application ID: 74268

VISIT RESPONSE DUE DATE: February 22, 2018

Dr. Isa Sarac
President
Virginia International University
4401 Village Drive
Fairfax, VA 22030
acicsinfo@viu.edu

Dear Dr. Sarac:

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 before it takes formal action on your institution's application for accreditation. Please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten business 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 Linda Lundberg at llundberg@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 uploaded to satisfy the:

Finding 1 Narrative task must be labeled **1st Cite -Narrative**.

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: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced size PDF documents.

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.

- 1st Cite - Narrative
- 1st Cite - Supporting Document
- 2nd Cite - Narrative
- 2nd Cite - Supporting Document
- 3rd Cite - Narrative
- 3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



RENEWAL OF ACCREDITATION VISIT REPORT

CAMPUS
VIRGINIA INTERNATIONAL UNIVERSITY
4401 Village Drive
Fairfax, VA 22030
ACICS ID Code: 00023099

Dr. Isa Sarac, President (isarac@viu.edu)
(acicsinfo@viu.edu)
<http://www.viu.edu>

January 17-18, 2018

Ms. Pamela Bennett	Chair	Dallas Nursing Institute (Retired)	Coppell, TX
Mr. Edgar Krissler	Student-Relations Specialist	Krissler Business Institute (Retired)	Newburgh, NY
Mr. Terry Campbell	Public Administration/Education Activities Specialist	Kaplan University	Okeechobee, FL
Dr. Adriene Hobdy	Distance Education/Library Specialist	Montgomery County Community College	Blue Bell, PA
Dr. Harpal Dhillon	Information Systems, Information Technology, Computer Science, Software Engineering Specialist	Intelligent Education Solutions, Inc.	Tracey, CA
Dr. Lourdes Bates	Applied Linguistics and TESOL Specialist	California State University Stanislaus	Turlock, CA
Ms. Rachelle Butts	Business Programs Specialist	Northwood University	Bay City, MI
Ms. Perliter Walters-Gilliam	Staff Representative	ACICS	Washington, DC
Mr. Andre McDuffie	Staff Representative	ACICS	Washington, DC
Ms. Elizabeth Daggett	Observer	U.S. Department of Education	Washington, DC

**PROGRAMS OFFERED BY
VIRGINIA INTERNATIONAL UNIVERSITY
FAIRFAX, VA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/ Contact Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)			
						2017		2016	
						Ret.	Pla.	Ret.	Pla.
Master of Business Administration (MBA)	Master's Degree	Business Administration	540	36	79/19	88	61	87	71
MS in Accounting (MAC)	Master's Degree	Accounting	720	36	4/2	57	N/A	100	81
BS in Business Administration (BBA)	Bachelor's Degree	Business Administration	1800	120	19/5	71	38	86	88
MS in Project Management (MPM)	Master's Degree	Project Management	720	36	5/4	80	40	95	67
Graduate Certificate in Project Management (GCPM)	Certificate (Graduate)	Project Management	270	18	3/1	50	0	90	25
Certificate in Small Business Management	Certificate	Small Business Management**	360	24	0/0	100	100	100	100
Certificate in International Business	Certificate	International Business	360	24	0/1	75	100	100	100
MS in Computer Science (MCS)	Master's Degree	Computer Science	540	36	23/17	80	69	94	87
BS in Computer Science (BCS)	Bachelor's Degree	Computer Science	1800	120	24/8	72	67	81	40
MS in Information Systems (MIS)	Master's Degree	Information Systems	540	36	16/10	82	75	93	85
MS in Information Systems Management (MISM)	Master's Degree	Information Systems Management	540	36	13/5	74	61	94	73
MS in Information Technology (MIT)	Master's Degree	Information Technology	540	36	7/3	82	66	93	90
MS in Software Engineering (MSE)	Master's Degree	Software Engineering	540	36	5/1	86	92	98	73
Graduate Certificate in Business Intelligence	Certificate (graduate)	Business Intelligence**	270	18	0/0	0	N/A	100	0

Graduate Certificate in Information Systems (GCIS)	Certificate (Graduate)	Information Systems	270	18	0/1	N/A	N/A	100	50
Graduate Certificate in Information Systems Management	Certificate (Graduate)	Information Systems Management**	270	18	0/0	100	0	50	N/A
Graduate Certificate in ITAC	Certificate (Graduate)	Information Technology Audit & Compliance**	270	18	0/0	100	N/A	100	0
Master of Public Administration (MPA)	Master's Degree	Public Administration	540	36	6/2	93	33	91	100
MS in International Relations (MIR)	Master's Degree	International Relations	540	36	14/3	81	67	71	0
MS in Applied Linguistics (MSAPLX)	Master's Degree	Applied Linguistics	635	36	1/3	100	0	78	67
MA in Teaching English to Speakers of Other Languages (MATESOL)	Master's Degree	TESOL	600	36	6/3	77	0	83	67
Master of Education (MEd)	Master's Degree	Education**	675	39	0/0	0	N/A	100	60
Graduate Certificate in TESOL	Certificate (Graduate)	TESOL**	300	18	0/0	N/A	N/A	100	100
English as a Second Language (ESL)	Certificate	ESL***	840	N/A	7/5	79	N/A	51	N/A
Non-Degree					0/1				
TOTAL ENROLLMENT					326				
TOTAL CAMPUS RETENTION	79%		TOTAL CAMPUS PLACEMENT				67%		

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.

** Programs that had no enrollment and were not reviewed. VIU expects all programs, with the exception of the Master of Education, to continue enrolling students in 2018. The MEd program has been up for discussion with the Program Advisory Committee, Institutional Effectiveness Committee, and Executive Committee, and the institution will discontinue the program pending board approval in 2018.

*** The ESL program holds Commission on English Language Program Accreditation (CEA) accreditation and was not reviewed.

This campus is approved for distance education 50% or greater.

INTRODUCTION

History

Virginia International University (VIU) was established in 1998 to provide affordable and high-quality education for students preparing to meet the needs and opportunities of the 21st century. It has greatly expanded its programs, facility, faculty, and staff within its 20 years of operation. The various schools of study (business, computer information systems, education, language studies, online education, and public and international affairs) offer a variety of academic and non-academic degrees at the undergraduate, graduate, and certificate levels, with both on-ground and online classes. The campus is currently located in Fairfax, Virginia, which location was opened in 2014 with several updates over the past four years to ensure appropriate student services and a conducive learning environment.

VIU's Current State of Affairs

VIU's campus includes a three-story building of approximately 62,000 square feet, with classrooms, offices, a library, a dedicated student center, and a striking café that just recently opened in response to student requests. There is ample parking around the building, and VIU provides shuttle service to and from the nearby Metro Station. The team found the beautiful campus to be well organized and well managed, with a spirit of collegiality among students, staff, and faculty. VIU is a not-for-profit organization with articles of incorporation; and Dr. Isa Sarac, founder and president, has assembled a highly qualified staff and faculty to serve students on a daily basis.

Dr. Sarac shared with the team during the interview that VIU serves primarily international students - 90 percent of the student population is international students, reduced from 95 percent, which he believes is due to the current immigration climate in the U.S. As a result of this downward trend, VIU is attempting to recruit more local students from the Fairfax, Virginia area, while increasing its relationships with international schools, and conducting additional fund-raising activities. The 2017 Campus Effectiveness Plan (CEP) states that during the 2016-2017 academic year, the total unduplicated enrollment count was 1,160, with 67 percent being male and 33 percent female. Eighty-six (86) scholarships were awarded and the student-to-faculty ratio was 14 to 1. VIU enrolls students from approximately 60 different countries, with the majority of students coming from India (50-plus percent). The student count on the day of the visit was 326, with the institution reporting campus-level retention of 79 percent and campus-level placement of 67 percent.

Federal, State, and Local Compliance

The institution holds a Certificate of good standing from the Commonwealth of Virginia State Corporation Commission. It also holds a State Authorization from the Commonwealth of Virginia State Council of Higher Education for Virginia dated December 28, 2017. The Authorization lists a program inventory consisting of 24 certificate, bachelor, post-baccalaureate graduate certificates, and master's degree programs, along with a Conditional Certificate to Operate an Institution of Higher Education dated August 22, 2017, to expire September 30, 2018.

The institution was first approved to offer federal financial aid in October 2016, and there have been no audits to date. The institution presented a Program Participation Agreement (PPA) and an E-CAR with Provisional Approval to expire June 12, 2018. The team reviewed the institution's Emergency Preparedness Plan dated January 2017 and an Annual Security Report dated September 2017. There is an institutional Copyright Policy, which was updated February 11, 2017, and it includes appropriate guidelines for students and faculty.

Risk Assessment

There are no open complaints against the university; there are no adverse actions taken; and according to Dr. Sarac, the president, there are no financial concerns.

Student and Faculty Satisfaction

There were no issues found as a result of the data integrity review, call for comment, or on-site surveys. High student satisfaction with the institution was reported during the call for comment and the on-site student surveys, with comments such as, "I enjoy the environment, the professors, and the teaching quality"; "...good ratio of students to instructors"; "...superb e-library"; "...the university provides me a unique edge in the competitive job market"; and "I would recommend this institution to others." Faculty also shared, during interviews, a high level of satisfaction with the university and its leadership.

Future Plans

Although VIU cannot currently make any changes or add any new programs while in the process of acquiring additional accreditation, there are future plans for new programs in medicine, nursing, and criminal justice. VIU will also continue to update its curriculum to include instruction in the most current, industry-standard software, which Dr. Sarac believes will ensure higher placement rates for graduates, especially in the Virginia area.

Learning Sites

The institution currently has no learning sites.

Summary of Data Integrity Review

Retention Verification

1. Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

Placement Waivers

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

Yes No Not Applicable

On-Time Graduation by Cohort

1. Describe the tracking system utilized by the campus for students' scheduled graduation dates.

The institution utilizes the CAMS Enterprise as its student management system. At the time of admission, the expected graduation date is manually inputted by the admission representative. To ensure accuracy, the registrar conducts an audit of the data on a monthly basis. Further, program audits are done prior to every registration cycle (semester) to ensure that students are on the right track to program completion, with revisions made as needed.

2. How does the campus document leaves of absence and cohort transfers?

There is a detailed process for the documentation and monitoring of leave of absences, especially for students on restricted visas, as there are additional immigration requirements. The request must be made in writing and will be reviewed for approval. If approved, documentation is maintained and a notation made on the student's record. Subsequent revisions to the scheduled graduation date would be reflected in the program audit. In the event of a cohort transfer, the regular degree audits would identify the new expected completion/graduation date and communicate to students concerning their course load.

REPORT QUESTIONS

1. MISSION

- 1.01 What is the mission statement of the institution?
Virginia International University's mission is to educate students from all over the world through a highly qualified, equally diverse faculty and staff while striving to provide programs at the graduate, undergraduate, and certificate level that engender the intellectual curiosity, critical thinking, and creativity urgently needed in the global community with a commitment to providing students with the knowledge to achieve excellence in research, scholarship, and creative endeavors.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?
 Yes No
- 1.03 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
- 1.04 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?
 Yes No
- 1.05 Describe how the campus demonstrates its commitment to successful implementation of its mission.
The team interviewed the president, Dr. Isa Sarac, who discussed the university's commitment to educating students from all over the world at the graduate, undergraduate, and certificate levels. Dr. Sarac personally visits countries outside the U.S. to solidify memoranda of understandings (MOUs) and/or articulation agreements with new partners wherein the foreign universities will send their students to Virginia International University (VIU) to study. (Some universities are requesting that VIU send a faculty member to their school to better prepare foreign students prior to beginning their studies at the institution.) Dr. Sarac also discussed providing highly credentialed faculty who motivate students to learn and are involved in the curriculum review process, ensuring that VIU graduates are prepared to secure employment within the global community and in the U.S. once they have completed their studies. He also shared that the university is well managed without any financial worries at this time and that since the school is a non-profit institution, they have once again begun fund-raising efforts in order to ensure a healthy fiscal future for the university and its employees and students.
- 1.06 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.07 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

1.08 Are the following seven required elements evaluated in the CEP at both the campus and program levels:

- (a) Student retention rates?
 Yes No
- (b) Placement rates?
 Yes No
- (c) Graduation rates?
 Yes No
- (d) Level of student satisfaction?
 Yes No
- (e) Level of graduate satisfaction?
 Yes No
- (f) Level of employer satisfaction?
 Yes No
- (g) Student learning outcomes?
 Yes No

1.09 Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.

The institution presented the following student learning outcomes (SLOs): think critically and creatively, communicate effectively, demonstrate leadership, work productively as an individual and in a group, and make decisions based on reason and ethics with a respect for diversity. The university has mapped these SLOs within each program and each course, indicating where students demonstrate mastery of these outcomes. They have also included the faculty and student survey results wherein these stakeholders report their assessment of the realization of these SLOs. The CEP also contains an exhibit that is an analysis of student course completion rates and placement statistics as an assessment of these SLOs. The team spoke with Ms. Christy Koonts, associate vice president of institutional effectiveness who is the point person for the CEP, who indicated that student learning outcomes were recently updated to include appropriate language to meet the requirements as stated by Southern Association of Colleges and Schools (SACS) as VIU completes the process to secure regional accreditation within the next two years.

Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?

- Yes No Not Applicable (No programs require licensure or certification.)

1.10 Are the following identified and described in the CEP at both the campus and program levels:

(a) Appropriate baseline data and goals for each outcome?

Yes No

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

Yes No

(c) How the data was collected?

Yes No

(d) An analysis and summary of the data collected?

Yes No

(e) An explanation of how the data will be used to improve the educational processes?

Yes No

If *Yes* for (e), describe the specific activities the campus will be or is using to improve the educational processes.

The campus has identified the following activities to improve the educational process: a more robust academic advising process for those students who might be experiencing problems, identifying at-risk students earlier through consistent attendance monitoring and communication with students, and providing more opportunities for student engagement through guest speakers and job fairs.

1.11 What documentation does the campus maintain, and that the team reviewed, to evidence the following:

(a) That the CEP has been implemented?

The campus provided the 2016 Campus Effectiveness Plan (CEP); the Mid-Year Update to the 2016 CEP; and the 2017 CEP, which was finalized in December 2017. Staff meeting minutes where campus metrics and activities were discussed were also provided.

(b) That specific activities listed in the plan have been implemented?

The campus provided updates to the CEP that confirmed that planned activities like graduation, the fall festival, and career fairs have been implemented. Upon tour, the team visited the campus café that recently opened and was one of the planned undertakings listed in the CEP to meet student needs and improve retention.

(c) That periodic progress reports have been completed?

The campus provided a Mid-Year Update from 2017, and meeting minutes from the Institutional Effectiveness Committee October 2017. The mid-year update meeting for the December 2017 CEP is scheduled for May 2018.

1.12 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

There is a CEP team including the associate vice-president of institutional effectiveness and quality assurance (committee point person), the director of educational assessment, director of organizational assessment, the dean of the school of business, the dean of the school of computer information systems, the director of online education, the interim director of the school of language studies, the dean of the school of public and international affairs, the registrar, the executive vice president of university affairs, the career center manager, the student affairs manager, the vice president of academic affairs, and the campus president.

- 1.13 Describe the documentation that evidences that the CEP is evaluated at least annually.

The campus presented a CEP from 2016 and one from 2017 along with mid-year updates, which confirm that the CEP is evaluated at least annually. The most recently completed 2017 plan and the 2016 plan, as well as mid-year updates, were reviewed to verify the annual evaluation of the CEP.

2. ORGANIZATION

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

The founder and on-site administrator of Virginia International University (VIU) is Dr. Isa Sarac, who has been the president and a lecturer at VIU since 1998. Dr. Sarac holds a bachelor's degree in mathematics and a master's degree in statistics and computing from EGE University, Izmir, Turkey. He also holds a PhD in factor analysis, discriminant analysis, and applications from Dokuz Eylul University in Izmir, Turkey. Dr. Sarac has held various positions as a professor and lecturer in Turkey, the United Kingdom, and the United States. Prior to coming to VIU, he also worked as an educational consultant, and he has published several articles and served as a contributor to various books on mathematics.

- 2.02 Describe the leadership team and how they manage the campus effectively and efficiently and how appropriate attention and training is given for the necessary functions of the campus.

Dr. Sarac shared with the team, during the interview, that the members of his leadership team, which is composed of various vice presidents, directors, and specialists in the areas of academics, human resources, facilities, finance and accounting, enrollment management, student affairs, business development, quality assurance and institutional effectiveness, and public relations, were each selected based on their credentials and experience in the field. In addition, there is an extensive administrative team that supports the leadership team on a daily basis. Dr. Sarac meets with the leadership team bi-weekly, and individually with the vice presidents and directors as needed. Evaluation of how well each member of the leadership team is meeting their goals and suggestions for improvement are of the highest priority for Dr. Sarac. The team observed a well-managed campus that runs smoothly with evidence of collaboration among departments. Upon interview, students, faculty, and staff reported satisfaction with the training and support provided by Dr. Sarac and the university.

- 2.03 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.

Dr. Sarac confirmed that there is an extensive on-boarding process for all new employees that includes training, supervision, and monitoring at 30-, 60-, and 90-day intervals. After the first quarter of employment has been completed, employees are evaluated at least annually. Dr. Sarac meets with the leadership team on a bi-weekly basis, ensuring progress toward goals, with employee redirection and retraining as warranted.

- 2.04 Describe how the campus documents that faculty and staff members:

(a) Clearly understand their duties and responsibilities.

(b) Know the person to whom they report.

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

The employees sign a detailed job description that lists duties and responsibilities, indicate the person to whom they report, and discusses the standards by which they will be evaluated. The team was able to review these descriptions for both faculty and staff.

- 2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff. The institution maintains evidence of annual evaluations of faculty and staff for each year of employment with the institution. Comments by supervisors on employee performance and plans for improvement are included. These documents were found in the staff and faculty employment files.
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented? The employee grievance policy is contained in the university's current catalog (2017-2018 Academic Catalog, Virginia International University) as well as in the 2018 Employee and Faculty Handbooks. Employees attest to the fact that the handbook has been received upon employment by signing an acknowledgment form to that effect, which is contained in their personnel files.
- 2.08 Who is responsible for the financial oversight of the campus, and what are this person's qualifications? As president, Dr. Sarac is responsible for the financial oversight of the campus. As previously stated, Dr. Sarac holds degrees in mathematics and has held various positions as a professor and lecturer in Turkey, the United Kingdom, and the United States. Prior to coming to VIU, he worked as an educational consultant, and he has published several articles and served as a contributor to various mathematics books.

3. ADMINISTRATION

- 3.01 Is there evidence that the campus keeps adequate records to support the following administrative operations:
- (a) Financial aid activities?
 Yes No Not Applicable (The 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

- 3.02 Does the campus admit ability-to-benefit students?
 Yes No (*Skip to 3.07.*)
- 3.07 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No
- 3.08 Are appropriate transcripts maintained for all students?
 Yes No
- 3.09 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
- 3.10 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.11 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.12 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?
The team reviewed 49 student files including 43 files related to the 2017 CAR and 6 files related to the administration of Satisfactory Academic Progress (SAP). Two of these files were for students who were granted transfer credit. Of the 43 CAR-related files, 11 were withdrawals, 10 were graduates, 10 were students still enrolled as of June 30, 2017, and 12 were the entire number of students receiving financial aid. Files represented students pursuing all 18 programs reported on the 2017 CAR. All files are in an electronic format. The team reviewed printed VIU transcripts. All other documents were accessed electronically.
- 4.02 How does the campus ensure that its student relations reflect high ethical standards?
The campus ensures ethical practices in student relations by clearly outlining policies in the faculty/staff handbook. Topics covered include discrimination and harassment, sexual misconduct, fraternization, and a code of computing conduct (as it relates to electronic media usage). To assure admissions representatives are adhering to ethical standards, Ms. Deborah Brent, the associate vice president of enrollment, conducts phone call observations with the admissions representatives. Also, she listens to interviews between prospective students and the admissions representatives. The institution publishes a code of ethics in their employee handbook on page 7.
- The staff and faculty of VIU receive a handbook at the time of employment. They indicate receipt of the handbook with a signed document that is maintained in their personnel file. Various objectives are documented in the handbook for adherence that includes such items as professionalism, academic freedom,

annual reviews, and the guiding philosophy of VIU. Staff and faculty are expected to follow the guidelines and policies set forth in the handbook in relationships with students and with fellow employees.

4.03 Describe the admissions criteria.

- Applicants admitted to a program leading to a certificate or degree must have graduated from high school or its equivalent. Applicants admitted to a master's degree program must possess a bachelor's degree and a 2.5 GPA.

- Applicants must have a valid visa, permanent residency, or U.S. citizenship.

- Applicants must complete the application for admissions.

- Applicants must provide original or certified copies of all transcripts.

- Applicants whose native language is not English must demonstrate an established level of English language proficiency through one of the following tests:

(TOEFL) Internet-based (iBT): 79 or paper-based (pBT): 550

(IELTS) International English Language Testing System 6.0 or 6.5 depending on the program.

(PTE) Pearson Test of English academic overall band score: 59

In lieu of these proficiency requirements, the applicant may provide an official transcript indicating completion of a minimum of 9 credit hours (graduate level) or 12 credit hours (undergraduate level) from an accredited United States post-secondary institution at which the language of instruction was English, including at least one course in English composition, academic writing, or a similar subject. The GPA for those credits, as well as the writing course, must not be lower than C-level.

The institution provides another alternative to the proficiency requirements. The applicant may provide evidence of having completed high school in the United States (excluding special diplomas, special education diplomas, modified diplomas, applied study diplomas, adjusted diplomas, alternative diplomas, certificates of completion/attendance/participation, etc.). A CGPA of 2.0 or higher on a 4.0 grading scale or equivalent is required.

Is the admissions process appropriate?

Yes No

4.04 What evidence is there 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)?

The review of 49 student files evidenced that the published admissions criteria are appropriate and are being followed. All electronic files contained the required documentation: application form, official transcripts corresponding to the student's previous academic background, and English proficiency records are maintained for each non-native English-speaking student.

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

Yes No

If Yes, what evidence is there to demonstrate that these parties are supervised by and familiar with the campus?

The team reviewed documentation showing that VIU provides the international agencies training and monitoring on a regular basis. Most agencies are visited by VIU representatives. All agencies receive training and ongoing communication via e-mail and Skype as well as personal visits. Also, the agencies are provided with a VIU agency portal, which provides all current information about VIU. The institution is in the process of developing an international agency certification to better demonstrate that the agents are fully aware and up to date on all VIU information.

- 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) Includes the scheduled month and year of expected graduation?
 Yes No
- (d) Has a signature of the student and the appropriate school representative?
 Yes No

How does the campus evidence that a copy of the agreement has been provided to the student?

The original enrollment agreement is signed electronically by the student acknowledging receipt of the student's copy.

- 4.10 Describe the recruiting process for new students.
- Until last year, recruitment was 99.9 percent focused on international students. In 2017, the institution implemented a domestic marketing campaign and hired an admissions representative, Ms. Alaysia Cauley, whose sole responsibility is domestic recruitment.
- The following recruitment methods are utilized:
- Working with overseas educational consulting companies.
 - Paid and unpaid e-portals like Google, famous local educational portals (some with native languages) and blogs.
 - Effective use of social media, such as Facebook, Twitter, etc.
 - Attending international educational fairs/expos.
 - Using personal contacts both locally and internationally.
 - Participating in local high school and college fairs.
 - Working with local language schools.
 - Advertising on local cable TV channels.
 - Collaboration agreements with local and international universities/institutions.
 - Visiting local associations and businesses.

- Attending local cultural festivals and fairs.
- Visiting foreign embassies, particularly with educational attachés, to inform them of the opportunities available to foreign students.

Ms. Ana Serano, international marketing coordinator, focuses on generating leads and applications from the international marketing sources. The admissions representatives service interested applicants for the admissions process. Ms. Serano reports to Mr. Prashish Shrestha, executive vice president, IT & business development. Mr. Shrestha promotes VIU with the international agencies contracted for applicant referrals. He has personally visited many of the over 100 agencies with which VIU has contracted, and he is constantly seeking new partnerships.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

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

(a) Courses and programs?

Yes No

(b) Student achievement disclosures?

Yes No

(c) Services?

Yes No

(d) Tuition?

Yes No

(e) Terms?

Yes No

(f) Operating policies?

Yes No

If Yes, describe how communication to students of the above items is documented:

All information is transmitted over the internet and reviewed at the required new student orientation. This information is also published on the institution's website as well as in the catalog.

4.12 Who is responsible for oversight of recruitment activities at the campus?

Ms. Deborah Brent, associate vice president of enrollment management and marketing, is responsible for admissions. She is supported by three admissions representatives. Ms. Brent has been in this position for one year. She has over 23 years of experience at various private institutions as campus director, admissions director, and other management roles. Ms. Brent holds a bachelor's degree in telecommunications and a master's degree in international communications, both from Ohio University.

4.13 Describe the documentation that the campus maintains to demonstrate that it systematically monitors its recruitment activities for compliance with all applicable standards (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

Admissions representatives are required to complete a comprehensive training program within 30 days of hire. Phone, interview, and lead/applicant follow-up procedures are outlined in the admissions skills portion. Admissions representatives must be certified in the interview process after three attempts. The

team reviewed the VIU certifications of the three admissions representatives. They must earn a minimum score of 75 percent. The associate vice president of enrollment management and marketing performs documented observations of phone conversations and in-person interviews for compliance standards. Admissions representatives attend weekly product knowledge and skills training to stay current on all processes and procedures. Admissions representatives sign and acknowledge VIU's legal and ethical principles of recruitment and have their training manual available for easy access to essential information, including the language to avoid in recruitment with complaint alternative phrasing. VIU has an internal audit committee with monitoring of the admissions department program that inspects admissions phone contact with prospects and conducts in-person interview evaluations for compliance standards. Violations identified are rated per severity and addressed via the corrective action policy.

- 4.14 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
- 4.15 Does the state in which the campus operates require representatives to be licensed or registered?
 Yes No
- 4.16 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No
- 4.17 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:
Transfer credit is granted for courses comparable to those offered by VIU that were successfully completed with a grade of "B" or above for master's degree programs and with a grade of "C" or above for the bachelor's degree programs at another accredited institution. Up to 60 and 18 semester credits may be transferred at the undergraduate and graduate levels, respectively. The team reviewed three files of students who were awarded transfer credits and observed that the campus is following its published procedures.
- 4.18 Does the campus disclose in its catalog its transfer of credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.19 Has the campus established articulation agreements with other institutions?
 Yes No (If No, skip to 4.20 for Master's Degree Programs or 4.21 for all programs.)

If Yes, describe the location of the published list, the names of the institutions, and the nature of the agreement:

The campus publishes a list of institutions with which it has established academic partnerships. The list of current partnerships can be found at <https://www.viu.edu/our-university/viu-partnership/current-partnerships/>

VIU holds an academic collaboration with Czech College, pending ACICS approval. VIU holds a number of Memorandum of Understanding Agreements with institutions with whom they would like to explore opportunities for further collaborations. The MOU states that VIU and the other entity are interested in possible collaborations and serves as a basis for which future collaborations, such as

articulation agreements, might be built upon. Currently, the institution holds an active MOU with Universum College in Kosovo.

FOR MASTER'S DEGREE PROGRAMS ONLY

- 4.20 What is the maximum permissible number of transfer credits into the program?
VIU accepts a maximum of 18 semester credits of transfer course work earned at other accredited institutions.

FOR ALL PROGRAMS

- 4.21 Is the standards of satisfactory academic progress (SAP) policy, as one comprehensive policy, published in the catalog?
 Yes No

If Yes, state the page number(s) where the standards of SAP policy is published.

The standards of satisfactory academic progress (SAP) policy is published in its entirety on pages 58 through 66 of the VIU 2017-2018 catalog, 2nd edition.

- 4.22 Does the standards of 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) Minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
 Yes No
- (d) Procedures for re-establishing satisfactory academic progress?
 Yes No
- (e) 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 (not offered)
- Non-credit or remedial courses?
 Yes No Not Applicable (not offered)
- A warning status?
 Yes No Not Applicable (not used)
- A probationary period?
 Yes No

An appeal process?

Yes No

An extended-enrollment status?

Yes No Not Applicable (not offered)

The effect when a student changes programs?

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

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

Yes No Not Applicable (The campus offers only one program.)

The implications of transfer credit?

Yes No

- 4.23 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

The team reviewed the files of the 2 students currently on academic probation for failure to meet SAP requirements, 2 files of the 16 students on academic warning, and the files of the 2 students academically dismissed. Appropriate documentation of advising and notification of SAP status were provided electronically. The registrar, Ms. Yoko Gursen, runs the SAP report each semester.

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

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

- 4.25 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

- 4.26 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.)

- 4.27 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?

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

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

Yes No

- 4.29 Are students allowed to remain on financial aid while under warning or probation status?

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

If Yes, is the student informed of this policy?

Yes No

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

Yes No Not Applicable (There are no such students.)

4.31 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 (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.33.*)

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

4.33 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.)

4.34 Are students required to have a minimum CGPA of 2.0 (3.0 for graduate programs) or its equivalent upon graduation from all programs?
 Yes No

4.35 Who is responsible for the administration of satisfactory academic progress?

Ms. Yoko Gursen, registrar, administers the standards of SAP at the end of each semester. She is well-versed in the system and has been with VIU for 15 years. Ms. Gursen's professional experience in university administration is specific to the registrar's office. She holds a master's degree in business administration from the institution.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes No

4.36 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

When Ms. Gursen e-mails students concerning their SAP determinations, she requests they meet with an academic advisor or dean by the end of the add/drop period. She also requests that the students meet with her personally. The academic advisor in conjunction with the appropriate dean determine the best course of action to assist the student. In many cases, tutoring is arranged with a specific faculty member.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes No

4.37 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 4.39.*)

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

Yes No

Of the 326 currently enrolled students, 73 have been awarded institutional scholarships according to the procedures published in the 2017-2018 catalog. The team sampled 10 scholarship recipients and reviewed ledger cards of 10 students currently receiving institutional scholarships and found that the campus is posting the scholarships according to their published procedures. The scholarships comply with Council standards.

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

Yes No

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

Yes No

4.40 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

4.41 Do the financial records of students clearly show the following:

(a) Tuition 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

The institution records the balance after each transaction at the bottom of the financial statement. The electronic statement shows the date of payment, tuition charges, etc. Two columns are utilized: one for debits and one for credits. The difference between the two columns represents the balance after the last transaction and is visible on the statement. Students have access electronically. Although a history of balances after each transaction is not readily visible, students can access their current balance at any time via the student portal, and a printout can be provided showing the balance as of any specific date requested.

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

Yes No Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

4.43 Is the campus's refund policy published in the catalog?

Yes No

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

Yes No

4.45 Describe the documentation to evidence that the campus is following its stated refund policy.

The team reviewed 11 files of the 276 students who withdrew during the 2017 CAR year and 1 file of a recent withdrawal. Documentation showed that the institution is following its published refund policy. Documentation included a completed withdrawal application and the student's ledger statement showing the withdrawal fee of \$100. For the one student who withdrew who had been awarded financial aid, the required R2T4 form was on file and the appropriate refund was documented.

4.46 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 4.51.*)

4.47 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?

Ms. Busanee Luemrung, financial aid administrator, makes the final decisions regarding financial aid eligibility, packaging, and awarding. Ms. Yoon Hwang, director of finance, is responsible for disbursement.

Ms. Luemrung holds a master's degree from the University of Maryland in intercultural communication. She has been employed by VIU since February 2012. Ms. Luemrung began as a communications coordinator and in February 2016, she commenced her training in financial aid. VIU was approved to award federal financial aid starting in 2016 and currently has fewer than 15 students receiving loans and only 1 student receiving a Pell grant.

Ms. Yoon Hwang is the director of finance. She holds a bachelor's degree in accounting from George Mason University and has been director of finance for more than a year.

4.48 Who is responsible on site for administering student financial aid, and explain how this person (or persons) has been trained to administer financial aid?

As previously noted, Ms. Luemrung, financial aid administrator, is responsible for administering student financial aid. She transitioned to the role in 2016 when the institution was approved to award financial aid. Ms. Luemrung participated in the Fundamentals of Federal Student Aid Administration, March 7-11, 2016, in Washington, DC. She attended the Southern Association of Student Financial Aid Administrators conference February 7-11, 2016, and she has participated in the Virginia Association of Student Financial Aid Administrators (VASFAA) 2017 Fall conference.

4.49 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 Yes, list the names of the financial aid administrators and their affiliations:

Ms. Luemrung currently holds a membership with Virginia Association of Student Financial Aid Administrators (VASFAA) and the institution is a member of the Southern Association of Student Financial Aid administrators (SASFAA).

- 4.50 Describe the educational activities, including membership and participation in state, regional, or national financial aid associations and other professional organizations that evidence the financial aid administrator and financial aid office stay up to date on procedures and changes in the field.

Ms. Luemrung, financial aid administrator, receives weekly IFAP announcements and Dear Colleague Letters from the U.S. Department of Education, which outline the latest changes and updates in federal student aid programs.

In addition, Ms. Luemrung works with external Title IV partners to arrive at best business practices in the administration of financial aid. Her formal training for financial aid includes conferences administered by the Department of Education, NASFAA and VASFAA associations, webinars and self-assessment and training using the tools provided by the Department of Education at <http://ifap.ed.gov>.

She attended the 2017 FSA Training Conference for Financial Aid Professionals and participated in the VASFAA 2017 Fall non-conference Training.

- 4.51 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 Not Applicable (clock hour programs only)

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

Yes No (*Skip to 4.53.*)

- 4.53 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

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

Yes No Not Applicable

Sixty-two graduates were reported as unavailable for placement on the 2017 CAR. The team reviewed the 62 waivers, and appropriate documentation was found for every waiver. Over 50 percent of these graduates were continuing their education at various postsecondary institutions.

- 4.55 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.

The VIU financial aid office has adopted the U.S. Department of Education's default prevention plan. Every student seeking to borrow federal student loans must complete entrance counseling. The entrance counseling required is administered through the Department of Education's website and it details the terms and conditions of borrowing student loans, repayment options, and it encourages student to make a budget while attending school. In addition, each student borrower interviews with Ms. Luemrung, financial aid administrator, who goes over their eligible aid amounts and discourages loan over-borrowing. The same procedures are utilized for exit loan counseling.

FOR MASTER'S DEGREES ONLY

4.56 Do all students enrolled in master's degree programs possess a bachelor's degree?

Yes No

4.57 Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.

For the 13 graduate degree programs, applicants must have completed at least an appropriate bachelor's degree with a grade point average (GPA) of at least 2.5 on a 4.0 scale. The foreign transcript evaluation is an important technique in the evaluation process. All applicants must submit original official transcripts, or notarized or attested copies of transcripts, from all colleges or universities previously attended (whether or not a degree was earned from the institution). Evidence of sufficient English language proficiency must be provided as outlined in the institutional catalog.

Are these techniques appropriate?

Yes No

**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

All programs have been approved to the State Council of Higher Education for Virginia (SCHEV) and approved by the Accrediting Council for Independent Colleges and Schools (ACICS).

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

Dr. Ronald J. Kovach is the vice president for academic affairs and oversees all educational activities. He joined the institution in March 2017. He holds an EdD in adult and higher education from Northern Illinois University and a master's degree in English from Kent State University. Dr. Kovach brings to the University over 35 years of higher education experience, including extensive administrative experience. Previously, he held positions as provost, chief academic officer, chief student affairs administrator, and faculty member. Dr. Kovach has published journal articles and presented at many national and international conferences.

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.

Program administrators have sufficient authority and responsibility for the administration of programs. This is supported by detailed, written job descriptions entailing job duties and responsibilities.

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

The team reviewed the January 2018 Faculty Handbook and the academic governance policy is located on page 62.

- 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 that faculty members are aware of it?
 Yes No

During the faculty meeting, all faculty confirmed the knowledge and understanding of this policy. There is also a signed sheet acknowledging receipt of the faculty handbook.

- 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 5.10 for renewal of accreditation. Skip to 5.12 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 5.12.*)
- 5.11 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 N/A (ESL Program)
- (b) Student placement rate of 70 percent?
 Yes No N/A (ESL Program)

FOR ALL CAMPUSES

- 5.12 Are the educational programs consistent with the campus's mission and the needs of its students?
 Yes No

All programs and documentation reviewed are consistent with the campus mission and student needs.

- 5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?
All courses taught at VIU are evaluated and information is collected and received by the deans. Faculty, students, staff, and program advisory committees participate in this process. Students, staff, and faculty interviewed by the team verified they are aware of this process and have contributed to it. Review of program advisory committee meeting minutes provided confirmation of this process.
- 5.14 What provisions are made for individual differences among students in the learning environment?
Provisions are made for individual differences among students in the learning environment, with the use of various modes of instructional delivery. Students take a placement test to determine English language proficiency and they are then placed in courses based upon their skills and needs. Student affairs provides a variety of services to assist all students. This also includes writing and research assistance. All faculty and staff address any challenges students may face. The campus has tutoring in place to assist students who require additional assistance. Students and faculty interviewed by the team advised they are aware of these services.
- 5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team interviewed faculty, who confirmed they are aware of the process to evaluate, revise, and make changes to the curriculum. Some faculty have submitted revision recommendations for class syllabi, textbooks, and curriculum. The team also reviewed documentation to support that this process is in place.
- 5.16 Does the faculty participate in this process?
 Yes No
- During the faculty meeting, faculty advised they have submitted recommendations for their classes, and administration has reviewed these requests and approved the recommendations.
- 5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?
The campus provided the team with the academic analysis for all courses identifying course number, course name, lecture hours, intern/externship hours, total contact/clock hours, and total credits.
- 5.18 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 5.19.)
- At the time of the team's visit, no student had received academic credit to demonstrate subject competency based on academic, occupational, or personal experiences.
- 5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.20 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 5.21.)
(a) Facilities.
 Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

The campus provides an environment for faculty that supports effective classroom instruction. The team interviewed faculty, who reported that the institution supports them in providing some electronic classrooms, in-service and professional development opportunities, and they are encouraged to attend/participate in professional conferences and secure professional organization membership. Faculty are also supported by administration through use of academic freedom.

- 5.22 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

- 5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

(Section 3-1-542): Official transcripts are not on file for the following faculty members:

1) Getaneh Bitew Fenta – Ph.D. Computer Engineering, TU Berlin; M.S. and B.A. in Information Engineering, TU Dresden; and

2) Moses Niwe – Ph.D. in Computer Systems from Stockholm University

The evaluations of these foreign transcripts are currently on file, and the official transcripts were requested by the institution while the team was on site.

- 5.24 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), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), 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.)

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

Yes No

If *Yes*, how is this documented?

The team reviewed in-service files for faculty members.

- 5.26 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): Current faculty development plans are not on file for a majority of faculty members who are teaching in the January 2018 term. The institution shared with the team that it is in the process of concluding its 2017 review cycle and formulating 2018 plans. As such, a number of faculty members' development plans were not available as they are still under review. Initially, there was a concern with a lack of evidence of completion of activities for the most recent year (2017); but while the team was on site, the institution provided sufficient back-up documentation to demonstrate compliance for 2017.

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

Yes No

The team reviewed faculty meeting minutes, and during the faculty meeting attended by both full-time and part-time instructors confirmed that they participate in faculty meetings.

5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.

VIU maintains an appropriate number of full-time faculty based upon student enrollment, teaching, advising, and service responsibilities. Programs are also supported by adjunct/part-time faculty. Full-time faculty will teach one (1) to four (4) courses a semester and as well as conducting the advisement of students and program administrative responsibilities. Adjunct faculty may teach up to three (3) courses per semester.

VIU provides all faculty opportunity for advancement, compensation packages, professional growth opportunities, and other types of support.

5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.

The institution has a Memorandum of Understanding (MOU) with Universum College in Pristina, Kosovo. This is to "...establish certain cooperative programs that are beneficial to each respective education institution and to explore the development of joint studies, training activities, and other educational programs of mutual interest." This document, which is a general agreement to move forward with a more formal agreement, was signed and dated as of August 16, 2016. In addition, the university has an academic collaboration with Czech College, Czech Republic, that is pending approval from ACICS.

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

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

Yes No

All faculty teaching general education courses meet the stated requirements. The team reviewed the faculty files and interviewed faculty for confirmation.

FOR BACHELOR'S DEGREES ONLY

- 5.36 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
 Yes No
- 5.37 Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation.
 VIU requires completion of a total of 36 credits (12 courses) in general education classes in the following areas: communications, arts and humanities, social sciences and cross cultural studies, mathematical sciences, natural sciences, and languages.
- 5.38 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

FOR ALL PROGRAMS

- 5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.
 The following student services are provided by VIU and a detailed listing is located in the 2017-2018 Academic Catalog on pages 20-27: airport pick-up assistance, housing accommodation assistance, new student orientation, student ID cards, student activities, student health insurance, counseling services, student success initiative, leadership and mentorship program, student clubs, student union, library and information services, library online resources, computer and internet access, international student services, school transfers, financial support, opportunities for practical training, and a career center.
- 5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Ms. Robyn Taylor is the campus Career Center manager. Ms. Taylor coordinates employer needs to a student's skill set. She has an MBA from William Carey College and a bachelor's degree in organizational communications from Saint Augustine's College. Ms. Taylor brings to the campus over 10 years of career service experience.
- 5.41 How does the campus ensure that employment assistance is offered to all students?
 The majority of VIU students are international; however, a small percentage of students are domestic and Career Services office provides employment opportunities and assistance.
- 5.42 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)): The campus does not have a process in place to ensure graduate surveys are administered at specific measuring points after placement. The team interviewed Ms. Robyn Taylor,

Career Services manager, who indicated that these surveys are not currently being conducted by the university.

- 5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No

- 5.44 Describe the extracurricular educational activities of the campus (if applicable).

The team interviewed Ms. Allison Forbes, associate director of student affairs, and she provided the team with documentation for the following extracurricular activities available at VIU: community soccer sports league, humanity club, music club, international business club, fantastic trip club (rock climbing, bicycling, etc.), drama club, information technology club, international religious fellowship, Nobel Nepalese Club (Nepal), Indian Spirit Club, Hips and Toes (dance club), African Pride Club, and We I You Club (guest speakers for student topics of interests).

COMMENDATIONS:

The team would like to commend VIU for its commitment to providing numerous valuable experiences for student enjoyment, interaction, and collaboration.

6. PUBLICATIONS

- 6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)

The team used the Virginia International University 2017-2018 Academic Catalog 2nd Edition during the on-site evaluation.

- 6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?
 Yes No

- 6.03 Does the catalog contain the following items:

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

Yes No

(b) An indication of the year(s) 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 (Include Section 3-I-201 in the finding below.)

(e) A statement of accreditation?

Yes No Not Applicable (initial applicant)

(f) A mission statement?

Yes No

(g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?

Yes No

(h) An academic calendar?

Yes No

(i) A full disclosure of the admission requirements?

Yes No

- (j) A list of institutions with which the institution has established articulation agreements?
 Yes No Not Applicable
- (k) A statement on the transferability of the credits in the programs that are offered?
 Yes No
- (l) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?
 Yes No Not Applicable
- (m) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and 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
- (n) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?
 Yes No
- (o) An explanation of the grading system that is consistent with the one that appears on the student transcript?
 Yes No
- (p) A definition of the unit of credit?
 Yes No Not Applicable (The campus does not award credit.)
- (q) A complete explanation of the standards of satisfactory academic progress?
 Yes No
- (r) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
 Yes No
- (s) The transfer of credit policy?
 Yes No
- (t) A statement of the tuition, fees, and any other charges?
 Yes No
- (u) A complete and accurate list of all scholarships, grants, and loans offered?
 Yes No Not Applicable (No scholarships, grants, and loans are offered.)
- (v) The refund policy?
 Yes No
- (w) A statement describing the student services offered?
 Yes No
- (x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?
 Yes No

If *No* for any item, insert the applicable section numbers 3-1-201, 3-1-202(d), 3-1-701, and/or Appendix C in parentheses and explain:

(Section 3-1-701 and Appendix C): The catalog does not meet Council standards in all areas. The statement of accreditation currently indicates that ACICS is recognized by the United States Department of Education.

6.04 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

6.05 Does the campus offer degree programs?

Yes No (*Skip to 6.06.*)

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

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

(Section 3-1-701 and Appendix C): The catalog does not clearly identify courses that satisfy the upper-division requirement for bachelor's degrees.

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

Yes No (*Skip to 6.07.*)

If Yes, does the catalog contain the following:

(a) A description of each mode of delivery used for distance education courses?

Yes No

(b) Any additional or different admissions requirements for students taking distance education courses?

Yes No Not Applicable (There are no additional or different admissions requirements.)

(c) A description of any tests used to determine access to distance education?

Yes No Not Applicable (No additional tests are given.)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?

Yes No

(e) Costs and fees associated specifically with distance education?

Yes No Not Applicable (There are no additional costs and fees.)

(Section 3-1- 701 and Appendix C): While the catalog adequately addresses the items above, it does not clearly indicate how a student can transition from fully residential to an online mode of delivery. It is also unclear that residential students may be required to take classes online.

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

Yes No

6.08 Does the catalog contain an addendum/supplement?

Yes No (*Skip to 6.09.*)

If yes, describe the addendum/supplement content.

The addendum was created during the ACICS site visit in order to update the credentials of Mr. Michael Seyfert. The original catalog stated that he holds a master's degree; however, his file indicates that he only holds a bachelor's degree.

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

Yes No

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

Yes No

6.09 Is the catalog available online?

Yes No (*Skip to 6.10.*)

If Yes, does it match the hard copy version?

Yes No

6.10 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to 6.11.*)

6.11 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes No

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

Yes No

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

Virginia International University advertises their campus via Facebook, Twitter, LinkedIn, El Tiempo Latino, the Virginia International University magazine, and their catalog.

Are all print and electronic advertisements under acceptable headings?

Yes No

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

Yes No (*Skip to 6.15.*)

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

Yes No

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

Yes No Not Applicable

If No, insert section number 3-1-703 & Appendix C in parentheses and explain:

(Section 3-1-703 and Appendix C): The phrase "for those who qualify" is not properly used within a Virginia International University's marketing publication. In this publication, which has not yet been circulated to the public, states within their financial aid section, "Virginia International University considers all incoming accepted students who qualify for financial assistance." This statement gives the impression that only students who are eligible for financial aid will be accepted to the campus and those who do not qualify will not be accepted by the university. The campus has confirmed that they will make the necessary corrections.

6.17 Does the campus provide the following information to the public:

(a) Campus retention rate?

Yes No

(b) Campus placement rate?

Yes No

(c) All program retention rates?

Yes No

(d) All program placement rates?

Yes No

(e) Licensure examination pass rates?

Yes No Not Applicable (No programs require licensure or certification.)

Where is this information published? Describe any additional information that the campus provides. Virginia International University has published their 2017 CAR report on their website under the Consumer Information Disclosure section. This report lists all retention, placement, and licensure information at the campus and program levels.

Does the information provided match the information reported on the campus's most recent CAR?

Yes No

Does the performance information disclosure include the required statement, "These are the data reported to ACICS by the institution in its most recent Campus Accountability Report"?

Yes No

FOR MASTER'S DEGREES ONLY

6.18 Does the catalog have a separate section describing the following:

(a) Program requirements?

Yes No

(b) Admission procedures?

Yes No

(c) Transfer policies?

Yes No

(d) Graduation requirements?

Yes No

(e) Regulations?

Yes No

(f) Course descriptions?

Yes No

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

(Section 3-6-800): The catalog does not contain a separate section for admission procedures for graduate programs as required in the *Accreditation Criteria*.

7. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

7.01 Has the campus developed an adequate core of library resources to support academic success and to meet instruction and research needs?

Yes No

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

Yes No

7.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.

The campus offers an introductory information literacy course to all faculty, and to students during orientation. This session is 45 minutes of instruction with a 15-minute assessment at the end. This session introduces the library staff, and introduces library procedures and processes for borrowing print materials and accessing online resources. Additionally, faculty and students can request customized training or guidance on how to use, search for, or conduct research on particular topics or the use of individual resources. These trainings are facilitated by Mr. Jeffrey Prater, director of library services. The visit team reviewed the online student orientation and training materials, interviewed students and faculty, and reviewed workshop attendance sheets to verify that training and support for utilizing the library is offered to faculty and staff.

7.04 Are adequate staff provided to support library development, collection, organization, and accessibility?

Yes No

7.05 Describe the campus's continuous assessment strategy for library resources and information services.

The institution assesses their library resources according to the collection policy published by the American Library Association. Additionally, the institution reviews its library collection on an annual basis through feedback from faculty and students along with usage statistics.

Are these methods appropriate?

Yes No

7.06 Is there a physical space on site or within close proximity of the campus in order to allow for access to library resources and services?

Yes No Not Applicable (Campus has no residential component.)

FOR NONDEGREE PROGRAMS ONLY

7.07 Are appropriate reference materials and periodicals available for all programs offered?

Yes No

- 7.08 Are the instructional resources organized for easy access and usage?
 Yes No
- 7.09 Is there a current inventory of instructional resources and equipment?
 Yes No
- 7.10 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and student needs?
 Yes No

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

- 7.16 Is the institution'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

- 7.17 What is the amount of the current year's library budget excluding personnel allocations?
 The current year's library budget is \$40,000.

- 7.18 What portion of the current year's library budget has been spent?
 To date, \$11,683 has been spent.

How has the money been allocated?

Annual Renewal Bywater Solutions - \$2,600

JSTOR Renewal - \$5,600

Credo Reference Renewal - \$3,273

VLA Membership Request - \$90

Washington Business Journal Renewal - \$120

- 7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?
 Yes No

- 7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.

Faculty inspire, motivate, and direct student usage of the library resources by incorporating library information sessions in their courses, by developing assignments that require research and the use of library resources, and by requiring periodical and journal articles as reading assignments in their courses. For example, in ENG120 Academic Writing, in weeks three, four, and five of the course, students are required to conduct a comprehensive library catalog search, write an article summary, and complete an annotated bibliography. Similar assignments were found in EDUC 508 Motivational Theory and Classroom Management, BUSS 221 Consumer Behavior, and APLX 550 Language Assessment, and many others. Also, in all of the master-level course syllabi reviewed by the team, the faculty included instructions to access the library resources and links to recommended journal articles.

Are these methods appropriate?

Yes No

7.21 Describe how the faculty have involvement in the selection of library resources.

Faculty have multiple opportunities to be involved in the selection of library resources. At the end of the academic year, faculty are asked to complete a survey to evaluate the current library holdings and to make recommendations for future resources. Additionally, faculty can contact Mr. Jeffrey Prater, director of library services, with any request for additional holdings or to have outdated holdings removed from the collection. Also, Mr. Prater e-mails the faculty and academic administrators quarterly data on the usage of current holdings. Before any changes are made to the current library holdings, faculty and academic administrators have an opportunity to comment and recommend changes. The visit team reviewed completed surveys from November 2017 where faculty evaluated resources to provide recommendations for updating and removing resources from the current library collection. Additionally, the visit team interviewed faculty, who confirmed their involvement in the selection of library resources.

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

7.22 Does the library collection include magazines and professional journals and periodicals?

Yes No

7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No

7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?

Yes No

7.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes No

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

7.26 Who supervises and manages the library on-site, and what are this person's qualifications?

The on-site library is supervised and managed by Mr. Jeffery Prater, director of library services. Mr. Prater holds a bachelor's degree in history from Western Oregon University, a master's degree in teaching from Willamette University, and a master's degree in library science from The Catholic University of America. In his absence, Ms. Karen Weis, the campus librarian, supervises and manages the on-site library. Ms. Weis holds a bachelor's degree in speech communication from George Mason University and a master's degree in library science from The Catholic University of America.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes No

(c) Assist students in the use of instructional resources?

Yes No

7.27 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes No Not Applicable (Library staff do not hold foreign credentials.)

7.28 Is documentation on file to reflect the librarian's participation in annual professional growth activities?

Yes No

7.29 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?

Monday 8:30 am – 9:00 pm

Tuesday 8:30 am – 9:00 pm

Wednesday 8:30 am – 9:00 pm

Thursday 8:30 am – 9:00 pm

Friday 8:30 am – 6:30 pm

Saturday 9:00 am – 5:00 pm

Monday through Friday the library is staffed by Mr. Jeffrey Prater, director of library services, and Ms. Karen Weis, the librarian. On Saturday, the library is staffed by trained student workers.

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

Yes No

7.31 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

7.32 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes No Not Applicable (no interlibrary agreements)

7.33 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes No

FOR MASTER'S DEGREES ONLY

7.34 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?

Yes No

7.35 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the online and computer-based library resources?

Yes No

7.36 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?

Yes No

7.37 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?

Yes No

7.38 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes No

7.39 What library resources does the campus provide to support a better understanding of methods and principles scholarly research and how to use information ethically at the graduate level?

The institution has a Writing Resource Media Center that offers courses, tutorial services, and one-on-one assistance regarding writing strategies, formatting, Microsoft Office resources, research methods, and scholarly writing for both residential and online students. For example, in October 2017, the library offered a workshop on writing American Psychological Association (APA) citations, and in November 2017, the library offered a session on identifying scholarly resources. Additionally, the Writing Resource Media Center offers online articles and videos that address ways to avoid plagiarism, cite journal articles, and review academic journals.

8. PROGRAM EVALUATION

Bachelor's Degree in Business Administration

Master of Business Administration (MBA)

Master's Degree in Accounting

Master's Degree in Project Management

Graduate Certificate in Project Management

Certificate in International Business

Master's Degree in International Relations

FOR ALL PROGRAMS

8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (*Skip to 8.02*)

8.02 Who is assigned to administer the academic programs listed above, and what are this person's qualifications?

Dr. Grace Klinefelter is the dean of the school of business at the institution. She has had an extensive career in higher education working with undergraduate-, graduate-, and doctoral-level students in business and leadership. She has taught both online and on-ground courses in change leadership, organizational behavior, organizational development, and human resource management. She also has extensive experience in curriculum development and academic administration including institutional effectiveness, accreditation, assessment, and student success. Dr. Klinefelter holds a doctorate in business administration from Nova Southeastern University and a master's degree in library science from Pratt Institute. She

completed graduate coursework in human performance improvement at Capella University and was trained as a Certified Professional Co-Active Coach (CPCC) at Coaches Training Institute. She is certified as a Senior Professional in Human Resources (SPHR) and as an Associate Certified Coach (ACC). Dr. Klinefelter also serves on a team of item writers at the Society of Human Resource Management (SHRM) for a variety of professional certification exams. She is a former board member of the Northern Virginia Literacy Council.

Dr. Klara Bilgin, dean of the school of public & international affairs (master's degree in international relations) holds a Ph.D. in political science from Johns Hopkins University and a master's degree in international relations from the University of Delaware. Prior to her VIU position, Dr. Bilgin has taught at the College of St. Mary's in Maryland, Western Illinois University, and the State University of New York, Geneseo. Her research work and publications focus on the processes of regime change, elections, and transitions in Eastern Europe and Eurasia.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Dr. Grace Klinefelter, dean of the school of business, under the supervision of the vice president of academic affairs, is responsible for providing the academic leadership, curriculum and instructional design, planning, fiscal planning, hiring, recruitment, and development of the school of business. Her time is divided appropriately between academic planning, personnel and resources, academic collaboration, and marketing and outreach.

Dr. Klara Bilgin, dean of the school of public & international affairs (master's degree in international relations), under the supervision of the vice president of academic affairs is responsible for academics, development, and management of the school of public & international affairs. These duties and responsibilities include, but are not limited to, administrative tasks, advising, and teaching, being a representative at events, research/scholarly work, and marketing.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

8.06 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.)

If *No*, list programs that fall below the standards.

The master's degree in accounting has a 57 percent retention rate.

The graduate certificate in project management has a 50 percent retention rate.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.

The Master of Business Administration has a 61 percent placement rate.

The bachelor's degree in business administration has a 38 percent placement rate.

The master's degree in project management has a 40 percent placement rate.

The graduate certificate in project management has a 0 percent placement rate.

The master's degree in international relations has a 67 percent placement rate.

If *No* for either item, does the campus provide 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

If *Yes*, what specific activities does the campus have planned to improve the student retention and/or placement rate(s)?

Specific activities to improve the master's degree in accounting and graduate certificate in project management program retention rates include the following: develop stronger assessment to achieve learning outcomes; engage the Program Advisory Committee (PAC); review and change curriculum for relevancy in the workplace; add new faculty; increase enrollment; and enhance the classroom experience through guest speakers, field trips, and community partnerships.

Specific activities to improve placement rates for the bachelor's degree in business administration, Master of Business Administration, graduate certificate in project management, master's degree in project management, and master's degree in international relations programs include the following: develop a stronger assessment process; collect feedback from instructors and use data to make positive changes in course content; and work collaboratively with the career services department to develop mandatory placement sessions, increased placement resources, enhanced data tracking of unplaced graduates, and continued job fairs, networking events, internships, sponsored student clubs, and job opportunities.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

(Section 3-1-512(c)): Although the administration shared that they invite guest speakers to the campus, there are student organizations specific to the programs of study, and conferences and seminars are hosted, the team was unable to verify attendance of the business students at these events. The university provided flyers announcing events, a sign-in sheet for one event, and rosters for classes held on the days of the events indicating those present for the class and those absent for the class; but this was insufficient evidence of the use of these resources to enhance business students' achievement and potential career opportunities.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (*Skip to 8.10.*)

- (a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

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

(Section 3-1-513(a) and Glossary): The institution does not have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria. All business programs allow for an optional internship program. A blank internship packet was provided to the team for review. However, the dean confirmed that a completed packet including an agreement was not available for the student who is currently out on internship.

However, the master's degree program in international relations allows for an optional internship program. A completed internship packet was provided with proof of dean/faculty supervision.

- (b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

In the school of business, the optional internship is available in course MBA 660 Graduate Project Internship II. The internship/course allows students to work 135 hours per semester in their field under dean or faculty supervision.

The master's degree program in international relations allows an optional internship available through courses GOVT 665 and GOVT 666. The internship/course allows students to work 135 hours per semester in their field under dean or faculty supervision.

- 8.10 Does the program use independent studies?

Yes No (*Skip to 8.12.*)

- 8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

- 8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

- 8.14 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* for any item, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Some syllabi do not appropriately state the modality and the instructional methods used in the class. The team reviewed the syllabi for the business programs and found that some syllabi state that the course is on ground, others state that the course is online, and the team was not able to obtain clarification from the institution regarding the modality and instructional methods used in all courses.

- 8.15 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 8.17 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to 8.20.*)
- 8.18 Do 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)
- 8.19 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (clock hour programs only)

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

The team reviewed course syllabi and the rubric used to evaluate out-of-class work.

FOR ALL PROGRAMS

8.20 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) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

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

(a) Systematic planning.

(b) Well-defined instructional objectives.

(c) The selection and use of appropriate and current learning materials.

(d) Appropriate modes of instructional delivery.

(e) The use of appropriate assessment strategies.

(f) The use of appropriate experiences.

a. Systemic Planning: All students enrolled in school of business courses for the certificate, bachelor's, master's, or MBA programs of study receive individual academic advising when they enter their respective program of study. Students are provided a detailed matriculation guide, which specifies the exact course of study, all electives, and the recommended sequence of study. In most instances, students' matriculation is mapped completely during their initial academic advising session. All students are required to meet with their academic advisor a minimum of once per semester.

b. Well defined instructional objectives: Instructional objectives are outlined in the syllabi and in the catalog.

c. The selection and use of appropriate content and learning material: The school deans/directors review the effective creation and delivery of instruction in consultation with faculty, considering the following:

- establishing learning goals for each degree program and developing the overall assurance that lesson plans are the responsibility of the faculty for content delivery in conjunction with the course descriptions published in the Academic Catalog.

- The school's faculty members review proposed new and current course offerings to provide their expertise and input.

- Oversight and assurance of curriculum effectiveness through the measurement of learning goals, objectives, and accomplishments are the duties of the school deans/directors.

- The school administration receive copies of course syllabi for monitoring course content. The administrators and faculty share responsibility for assuring the effectiveness of instruction at VIU.

d. Appropriate modes of instructional delivery are used to meet the diverse needs of the student body.

e. Use of appropriate assessment strategies: Student Learning Outcomes are the largest self-assessment action undertaken by the university each year. Rubrics and other assessment methods are used to complete the annual assessment reports for each program. At VIU all course learning outcomes are tied to the program learning outcomes, which are tied to the school's learning outcomes, and finally to the institution's learning outcomes and mission. VIU conducts educational assessment on a semester basis, and has also developed a handbook for educational assessment, which explains the regulations and processes used in assessing student learning outcomes.

f. The use of appropriate experiences: VIU employs qualified faculty members who have teaching experience, practical working knowledge, and related experience in the area(s) of their expertise. The vast majority of faculty members have earned, or are working on, terminal degrees in their respective fields. VIU also provides continuous training for faculty to help them acquire new instructional methods and tools. VIU requires that any faculty member teaching at the graduate level must have an earned doctorate or PhD in the field of instruction.

FOR NONDEGREE PROGRAMS ONLY

- 8.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?
 Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.23 Are all faculty assigned to teach in no more than three fields of instruction at any given time, with no more than five preparations?
 Yes No

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

- 8.24 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
- 8.25 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

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

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

8.27 Are teaching loads reasonable?

Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.28 Are teaching loads reasonable?

Yes No

8.29 What is the current student/teacher ratio?

The current student/teacher ratio is 5:1 in the certificate program.

8.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

FOR BACHELOR'S DEGREES ONLY

8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes No

8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (The institution offers all four years of the degree.)

8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Admissions criteria for international and domestic students align with other collegiate institutions offering similar degrees to those within the business department and the master of science in international relations. Curriculum for program meets standards of at least 120 semester hours for bachelor programs and 36 semester hours for master's programs. Comparable courses and internship opportunities are offered at VIU as compared to the nearby George Mason University.

8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

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

Yes No

FOR MASTER'S DEGREES ONLY

- 8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The Program Advisory Committees (PAC) meet at least twice per year. The PAC for each program is comprised of faculty, a student representative, and external experts with practical experience in the field. Each PAC discusses vocational objectives and employability of graduates at the meetings as they review the curriculum and suggest changes to VIU's programs.

Does the committee include the following:

- (a) Students?
 Yes No
- (b) Faculty?
 Yes No
- (c) Administrators?
 Yes No
- (d) Employers?
 Yes No

- 8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

- 8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

The faculty, staff, and the industry experts (PAC) are highly involved in the development of both curriculum and policies internal to the department, as well as students' feedback. Feedback from stakeholders (employers, industry experts, faculty, students, and administrators) and research from staff will determine whether or not current curricula are meeting the present and future needs of the student and the University. If updates are suggested, the dean/director prepares a curriculum change proposal, which is then reviewed by the PAC as well as the Graduate Council.

- 8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

- 8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The graduate programs at VIU require completion of a minimum of 36 to 39 credit hours as do other similar institutions. A student may transfer in a maximum of 18 credit hours. No degree may be earned by a graduate student for any grade below 2.0 or a C on a 4.0 scale in a graduate level course (CGPA). Credit earned at an undergraduate level is not considered.

- 8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

- 8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No
- 8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No
- 8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

If Yes, describe how the campus encourages scholarly activity:

Faculty are supported financially by the institution and encouraged by the campus president and the respective deans of the departments to pursue scholarly activities.

COMMENDATIONS:

Since the last ACICS visit, the master's degree program in international relations has grown not only in population (8 to 35 students), but in its depth and breadth through Dr. Bilgin's leadership. Students are active leaders within Fairfax County, and international students take their knowledge and experiences back to their home countries to impact positive social change.

8. PROGRAM EVALUATION

Master's Degree in Computer Science (MSCS)
Bachelor's Degree in Computer Science (BSCS)
Master's Degree in Information Systems (MSIS)
Master's Degree in Information Systems Management (MSISM)
Master's Degree in Information Technology (MSIT)
Master's Degree in Software Engineering (MSSW)
Graduate Certificate in Information Systems

FOR ALL PROGRAMS

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (*Skip to 8.02*)
- 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
 Dr. Chakib Charaibi, dean of the school of computer information systems (SCIS), is the administrator for all degree and certificate programs operated in this school. As the administrator, Dr. Charaibi is assisted by Mr. Koorosh Azandeh, associate dean of SCIS.

Dr. Charaibi was appointed the dean of SCIS at Virginia International University (VIU) in 2016. Prior to joining VIU, Dr. Charaibi worked as a professor at Miami Dade College, and as associate dean at DeVry University for almost 10 years. He worked as a systems engineer in Bull, Inc. in France for three years. Dr. Charaibi holds a PhD in computer science from the State University of New York at Binghamton and a doctor of science degree in applied mathematics from Bordeaux University. He received a bachelor's degree and master's degree in computer science from Bordeaux University in France.

Mr. Azandeh joined the institution as the associate dean for SCIS in 2015. He worked as a media director at The Catholic University of America for more than 10 years, and as an adjunct faculty member at that university for seven years. Mr. Azandeh earned a master's degree in computer science from Catholic University, Washington, DC. Currently, Dr. Azandeh is in the final stages of completing a PhD degree in computer science from The Catholic University of America.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

Dr. Charaibi and Mr. Azandeh are both qualified to administer the SCIS programs.

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Dr. Charaibi and Mr. Azandeh shared that they have sufficient authority and responsibility for the development and administration of educational programs in CSIS. Records for Curriculum Review, Evaluation, and Development (CRED) committee meetings, faculty meetings, and other planned or unplanned administrative activities were reviewed by the team and provide the supporting evidence.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

8.06 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*, list programs that fall below the standards.

The 2017 placement rate for the master's degree in computer science (MSCS) was 69 percent.

The 2017 placement rate for the bachelor's degree in computer science (BSCS) was 67 percent.

The 2017 placement rate for the master's degree in information systems management (MSISM) was 61 percent.

The 2017 placement rate for the master's degree in information technology (MSIT) was 66 percent.

If *No* for either item, does the campus provide 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

If *Yes*, what specific activities does the campus have planned to improve the student retention and/or placement rate(s)?

The placement-rate enhancement activities include: (i) expand the local network, (ii) conduct a Professional Development Series, (iii) develop an alumni association, (iv) increase student awareness of resources, and (v) enhance data tracking. These activities are documented in the Placement Rate Improvement Plan.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

1. Every year, a few guest speakers address students in SCIS and other programs at the university. These presentations are beneficial for students and faculty in the context of new learning and professional networking. Two guest speakers, (Dr. Darlington Akaiso of the World Bank, and Dr. Mark Thaller, an International Development Specialist) made presentations at VIU during the last six months.
2. An eleven-member program advisory committee (PAC) has been created for SCIS. The seven external members of the PAC represent relevant organizations, institutions, and businesses. A current student and an alumnus are members of PAC. The PAC meets twice every year to discuss issues related to program administration, and the curriculum development, refreshment, and maintenance. The placement of several SCIS graduates has been facilitated by members of the PAC.
3. SCIS conducted an International Conference on Computing and Technology in November 2017.
4. SCIS is a member of the "Stop' Think/Connect' Alliance, created by the US Department of Homeland Security.
5. SCIS is a member of the Northern Virginia Technology Council. This organization has several hundred member entities accounting for 300,000 employees in the Information Technology domain.
6. SCIS is planning to conduct a STEM Boot Camp in July 2018, for middle and high school students.
7. SCIS is involved in several other activities for the benefit of the local community.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (*Skip to 8.10.*)

8.10 Does the program use independent studies?

Yes No (*Skip to 8.12.*)

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

8.14 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)

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

- Yes No

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

- Yes No

8.17 Does the campus participate in Title IV financial aid?

- Yes No (*Skip to 8.20.*)

8.18 Do 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)

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

- Yes No Not Applicable (clock hour programs only)

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

The following evidence of evaluation of out-of-class work was found in the classes:

- Samples of assigned out-of-class work statements.
- Samples of submissions of out-of-class work completed by students in the SCIS degree program.
- Samples of graded out-of-class assignment submissions and course records showing that these scores (grades) have been entered in student records.

FOR ALL PROGRAMS

8.20 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) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

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

(a) Systematic planning.

(b) Well-defined instructional objectives.

(c) The selection and use of appropriate and current learning materials.

(d) Appropriate modes of instructional delivery.

(e) The use of appropriate assessment strategies.

(f) The use of appropriate experiences.

(a) The future plans, and the ongoing planning process documented by the administration of VIU, confirm that the operations of this institution are based on systematic planning. The scheduling of courses, course assignments for instructors, and the acquisition of additional equipment and other instructional resources are planned well in advance.

(b) The instructional objectives are documented at the degree program level and individual course level. The contents of degree program descriptions and course syllabi confirm that the instructional components have well-defined student learning outcomes. Conversations with students and faculty members confirmed that these objectives are being achieved by most of the students.

(c) The prescribed textbook(s) and the supplementary learning materials are current in content and appropriate for the offered courses.

The on-campus library contains necessary books, journals, and other reference materials. Students can access the online library resources from the workstations in the library, and also from other locations using their laptop computers and mobile devices.

(d) The Canvas LMS is an appropriate mode for online delivery of instruction for students in SCIS. The mode of instruction for on-ground classes incorporates the utilization of state-of-the-art techniques and technology.

(e) The assessment strategy for evaluating the performance of students in computer information systems degree programs is appropriate. The assessment methodology includes credit for assigned work, individual and/or group projects, participation in graded discussion conferences, and research papers.

(f) The SCIS students are encouraged to share their relevant out-of-class experiences with their classmates and instructors. Students are also advised to utilize their in-class and work experience for the benefit of the VIU and the local community.

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

8.24 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

8.25 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

8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

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

8.27 Are teaching loads reasonable?

Yes No

FOR BACHELOR'S DEGREES ONLY

8.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or their equivalent?

Yes No

8.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

8.42 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (The institution offers all four years of the degree.)

8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The total number of semester credit hours (120), the general education semester credit hours (36), foundation semester credit hours (24), professional core courses semester credit hours (30), concentration courses semester credit hours (18), and elective courses semester credit hours (12) are quantitatively comparable to the typical requirements for the bachelor of science degree offered at other accredited institutions. The course syllabi confirm that the program and course content approximate the quality of courses in other bachelor degree programs in institutions similar to VIU.

8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

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

Yes No

FOR MASTER'S DEGREES ONLY

8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

There is a Curriculum Review, Evaluation and Development (CRED) committee in SCIS, with membership representing all stakeholders. Members of CRED, which is chaired by the dean of the school, are selected employers of VIU graduates, faculty, students, administration, and program advisory committee representatives. Although there is no prescribed schedule for meetings of this group, the dean and associate dean of the school indicated that they are regularly in contact with members of this committee to discuss plans for the maintenance and growth of graduate degree programs. At least two meetings of CRED are held annually.

Does the committee include the following:

(a) Students?

Yes No

(b) Faculty?

Yes No

(c) Administrators?

Yes No

(d) Employers?

Yes No

8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

The graduate degree programs at VIU are reviewed regularly regarding the currency and employment-market relevance of the curriculum, and the policies/procedures associated with the operation of each program. Graduate faculty members are encouraged to get involved in the formal process for continuous improvement of the SCIS graduate degree curriculum, quality of instruction, and student satisfaction. All graduate faculty members have opportunities for involvement in this process through monthly faculty meetings conducted by the dean. A number of graduate faculty are members of the CRED Committee.

8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The total number of semester credit hours required (36) for the master's degree at the institution is within the range (36 to 42) of required semester credit hours for this degree at comparable institutions. The distribution of these credit hours between core courses and elective courses is also similar to that in comparable programs at other institutions. The quality of content of the curriculum for the master's degrees at VIU compares favorably with the quality of the curriculum content of competing accredited degree programs.

8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?

Yes No

8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?

Yes No

8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes No

8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes No

If Yes, describe how the campus encourages scholarly activity:

The graduate faculty members are encouraged to:

- (a) conduct scholarly research related to the courses they are teaching;
- (b) write technical papers suitable for publication in professional journals and/or presentation at professional conferences;
- (c) involve their students in meaningful research; and
- (d) get involved in technical consultation for clients in the industrial sector.

GENERAL COMMENTS:

Virginia International University was observed to be a well-managed institution that places student welfare at the top of its list of priorities.

COMMENDATIONS:

The administration of SCIS has done a remarkable job of attracting highly qualified, committed, and motivated faculty. Most adjunct faculty members bring real-world experience to the classroom, which is very beneficial for the students.

8. PROGRAM EVALUATION**Master's Degree in Public Administration****FOR ALL PROGRAMS**

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (*Skip to 8.02*)
- 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
 Dr. Klara Bilgin is the dean of the school of public administration and international affairs. She began her career at the institution in August 2013. She holds a PhD in political science from John Hopkins University and a master's degree in political science and international relations from the University of Delaware. Dr. Bilgin brings over 10 years of faculty and administrative experience to the institution.
- 8.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
 Program administrators have sufficient authority and responsibility for the administration of programs. This is supported by detailed job descriptions entailing duties and responsibilities.
- 8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 8.06 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 master's degree in public administration has a 2017 placement rate of 33 percent.
- If *No* for either item, does the campus provide 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

If *Yes*, what specific activities does the campus have planned to improve the student retention and/or placement rate(s)?

The improvement plan for placement consists of the following: work with career services to prepare students for the application and interview process; develop a peer-to-peer system of employment information by contacting previously placed students; expand the internship program; and develop additional contacts for employers' public service in Fairfax, Virginia.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

The public administration program utilizes guest speakers, Fairfax public service tours, and a program advisory committee. The team reviewed documentation to verify the use of community resources.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

8.09 Does the program include an externship?

Yes No (*Skip to 8.10.*)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No students currently enrolled in internship.)

At the time of the team's visit, no students were enrolled in the internship course. The campus did provide documentation for previous students enrolled in the internship course. Documentation reviewed meets requirements for the internship program.

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No Not Applicable

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

Students are able to participate in the job-related environment and utilize learned theory to meet the program's objectives. This is hands-on practical application.

8.10 Does the program use independent studies?

Yes No (*Skip to 8.12.*)

8.11 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes No Not Applicable

At the time of the team's visit, no students were enrolled in independent studies.

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

8.14 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)

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

Yes No

Students interviewed by the team verified they received a copy of course syllabi.

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

Yes No

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

8.18 Do the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (clock hour programs only)

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

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

Students interviewed by the team provided homework assignments that included the graded element and comments from their instructor.

FOR ALL PROGRAMS

8.20 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) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

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

(a) Systematic planning.

(b) Well-defined instructional objectives.

(c) The selection and use of appropriate and current learning materials.

(d) Appropriate modes of instructional delivery.

(e) The use of appropriate assessment strategies.

(f) The use of appropriate experiences.

The team interviewed faculty and the program dean to verify the instructional components. Faculty and the dean participate in various in-service trainings, meetings, and are allowed to submit suggestions. These areas are also covered in faculty meetings. The team reviewed class syllabi and additional documentation to verify the inclusion of the required instructional components.

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

8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

The master's in public administration program has adequate full-time and adjunct faculty to support the current and future expansion of the program.

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

8.27 Are teaching loads reasonable?

Yes No

Full-time faculty teach four (4) classes per semester and adjunct faculty can teach up to three (3) classes. Additional time is allotted for office hours and meeting with students.

FOR MASTER'S DEGREES ONLY

8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.

The program advisory committee for the MPA program oversees the graduate degree program. Advisory membership consists of the vice president of academic affairs, program academic dean, community employers, students, and alumni. This committee makes recommendations to improve quality, relevancy, and course delivery, and to suggest new program offerings, supporting resources, and other materials. The team reviewed documentation to verify this information.

Does the committee include the following:

(a) Students?

Yes No

(b) Faculty?

Yes No

(c) Administrators?

Yes No

(d) Employers?

Yes No

8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

During the faculty meeting, faculty shared that they participate in the development and modification of master's degree components. Some of the faculty advised they submitted recommendations for revisions of curricula and for the adoption of textbooks. The team also verified their participation through the review of meeting minutes.

8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The team reviewed the master's degree in public administration program at the University of Arkansas at Little Rock, and James Madison University. Curriculum offered at both institutions is similar to course offerings at VIU.

- 8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No
- 8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No

At the time of the team's visit there were 7 faculty members. Six are part-time and one is full-time. All faculty possess a graduate degree, and six have terminal degrees.

- 8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No
- 8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

If Yes, describe how the campus encourages scholarly activity:

The team reviewed faculty documentation to verify they participate in scholarly research, are published in professional journals, attend conferences, and present at these conferences. During the faculty meeting, faculty also verified this information.

8. PROGRAM EVALUATION

Master's degree in Applied Linguistics

Master's degree in TESOL

FOR ALL PROGRAMS

- 8.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (*Skip to 8.02*)
- 8.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?
 Mr. 8.06Martin Kevin, PhD candidate, is assigned to administer the academic programs as the dean of education. He holds a master's degree in education and a bachelor's degree in French. He demonstrates sufficient experience in the field of Teaching Second Language Acquisition as well as Applied Linguistics. His academic background includes language, linguistics, and education studies at both undergraduate and graduate levels. Mr. Kevin has administration experience supervising similar academic programs and

developed the graduate programs in applied linguistics and TESOL. In addition, he is a member of TESOL association and organizes an annual conference at this institution.

The department chair is Dr. Rebecca Sachs. She holds a PhD in linguistics from Georgetown University in addition to a master's degree in TESOL from Michigan State University and a bachelor's degree in foreign languages and communication disorders from Boston University. Ms.Sachs has experience teaching linguistics and TESOL at other higher learning institutions.

8.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

Mr. Kevin is the dean of education and therefore has sufficient authority and responsibility to support these programs. In addition, he is a member of the committee that is responsible for program and curriculum development, as demonstrated in the faculty meeting minutes and in teacher evaluations. The department chair, Dr. Sachs, reports directly to the dean. She holds the department chair's position with its incumbent responsibilities and authority as verified by the faculty meeting minutes provided.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes that 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 placement rate for the Master's in Teaching English to Speakers of Other Languages is 0 percent.
The placement rate for the Master's in Applied Linguistics is 0 percent.

If *No* for either item, does the campus provide 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

The programs are relatively new; therefore, there is not sufficient data available to measure student placement at this point. There is a placement plan in place with a narrative describing the individual situation for each of the two programs.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

The programs offer an internship in linguistic education and the TESOL program offers a teaching practicum. In addition, the programs have a graduate committee, which includes representatives from the community to support student achievement. In terms of networking, the students attend and volunteer at an annual international conference. They also have guest speakers in their field.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?
 Yes No

8.09 Does the program include an externship?
 Yes No (*Skip to 8.10.*)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No Not Applicable (No student is at the point of needing them.)

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

The teaching practicum is generally done at the VIU's ESL program under the supervision of a faculty member. There is a detailed program where the student is asked to implement concepts and methods learned in class. The students have to compile a portfolio, submit it for approval, and complete it for graduation. In addition, students can choose another venue for externship. For example, one student preferred to participate in an externship at a nearby charter school.

8.10 Does the program use independent studies?
 Yes No (*Skip to 8.12.*)

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No

The curriculum, as described in the catalog for programs, is equivalent to other similar institutions. Both of VIU's programs require completion of 36 credits hours and a practicum and intership experience. This is equivalent to similar programs at other accredited institution like Arizona State University, which requires 36-39 credits, and Georgetown University, which requires 24-36 credits. The VIU catalog delineates similar concentration, core, and elective courses in general.

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No

8.14 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* for any item, insert the section number in parentheses, list the courses, and explain:

(Section 3-1-513(a) and Glossary): Some syllabi do not appropriately state the modality and the instructional methods used in the class. The team reviewed the syllabi for the TESOL program and found that some syllabi state that the course is on ground, others state that the course is online, and the team was not able to obtain clarification from the institution regarding the modality and instructional methods used in all courses.

- 8.15 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 8.17 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to 8.20.*)
- 8.18 Do 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)
- 8.19 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (clock hour programs only)

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

Most of course syllabi reviewed include reading articles with class discussion and written reports. Most course syllabi require student elaboration of a critical thinking paper with step-by-step development, including submitting a theme for approval, an outline proposal, and a class presentation. Some syllabi include a grading rubric.

FOR ALL PROGRAMS

8.20 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) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

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

(a) Systematic planning.

(b) Well-defined instructional objectives.

(c) The selection and use of appropriate and current learning materials.

(d) Appropriate modes of instructional delivery.

(e) The use of appropriate assessment strategies.

(f) The use of appropriate experiences.

a) The master's in TESOL includes an academic plan for the current year delineating objectives and proposes responses to findings from previous years. An example is the required Graduate Academic Research and Writing Seminar for students to develop writing and critical thinking skills.

b) All courses include clearly defined programs with student learning objectives.

c) Both programs include a bibliography list and other resources.

d) The modes of instructional delivery are described in the syllabus and program descriptions are adjusted to the nature of the course. The catalog describes the mode of delivery as hybrid to "...enable students to learn and expand outside" (VIU 2017-2018 Catalog p.141); however it is not course specific. Some of the on-ground courses ask students to post online responses, making the courses hybrid.

e) Assessment strategies are appropriate and well described in the syllabi of every course, including the use of rubrics; as well as in the program description (at length in the case of the master's in TESOL).

f) The master's in TESOL program offers a practicum with clearly defined objectives, outcomes, tasks, and assessments.

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

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

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

- 8.27 Are teaching loads reasonable?
 Yes No

FOR MASTER'S DEGREES ONLY

- 8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.
The program advisory committee for both programs include six external experts in the field at various universities and language entities, one administrator, one full-time faculty member, one alumnus, and one student.

Does the committee include the following:

(a) Students?
 Yes No

(b) Faculty?
 Yes No

(c) Administrators?
 Yes No

(d) Employers?
 Yes No

- 8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?
 Yes No

- 8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.
There is evidence of faculty involvement in these processes, as described in the faculty meeting minutes and the development of curricula, student learning objectives, and syllabi.

- 8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?
 Yes No

- 8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

In comparison with the master's degree in applied linguistics programs offered at Arizona State University and Georgetown University, this program is quantitatively similar in terms of units required for graduation. Some programs do not require completion of a thesis.

- 8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?
 Yes No
- 8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?
 Yes No

All four faculty members hold a terminal degree. There is one full-time faculty and two part-time faculty, with one faculty shared with another department. According to the course list provided, teaching loads vary from three to nine semester credits (information taken from provided course list, spring 2018).

- 8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?
 Yes No
- 8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No
- 8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

If Yes, describe how the campus encourages scholarly activity:

The Department organizes an annual international conference in the TESOL field. Faculty members are encouraged to participate in the faculty development events offered by the university, including conferences and guest speakers.

GENERAL COMMENTS:

In general, both programs are adequately designed, quantitatively and qualitatively. Both programs are clearly defined and delineated in the catalog. Students have the pertinent information for applying, registering, course and track selection, work load, and fulfillment of requisite courses for graduation. Both programs offer a practicum and internship as graduation requirements.

COMMENDATIONS:

The faculty is well-prepared and demonstrated commitment and enthusiasm. All syllabi submitted are well developed and provide all pertinent information to the student in terms of content and expectations. The students are engaged and interested in their studies and satisfied with their overall college experience.

NONTRADITIONAL EDUCATION

- H-A Distance Education (Online and Hybrid/Blended)

Up to 50% 50% or more

A.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications and any other responsibilities currently held at the campus (if applicable)?
Ms. Christine Smith, director for the school of online education, is responsible for providing administration for the distance education activities at the institution. She is also responsible for supervising Mr. Sadik Belut, academic technologist, and Dr. Nilufer Korkmaz, instructional designer. She holds a bachelor's degree in organizational leadership from Chapman University, a master's degree in computing technology in education from Nova Southeastern University, and she is currently enrolled in the doctor of philosophy in instructional design and technology program at Keiser University. Prior to her current role at the institution, Ms. Smith acquired over 15 years of experience as an online faculty member, involved in eLearning management and online faculty development.

A.02 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

A.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?
 Yes No

Describe documentation that was reviewed which enabled the team to make this determination.

The visit team interviewed Ms. Christine Smith, director of the school of online education, reviewed her job description, interviewed faculty and staff, and reviewed meeting minutes between Ms. Smith and Dr. Ron Kavach, vice president of academic affairs to determine that she has sufficient authority and responsibility for the development and administration of distance education at the institution. Ms. Smith is responsible for managing and developing Canvas, which is the institution's learning management system. The meeting minutes reviewed by the team provided evidence of collaboration between Ms. Smith, the faculty, and the deans to ensure that training is developed and offered on a regular basis. Ms. Smith has a team of two, which consists of one full-time person and one part-time person, who assist faculty with the development of their online courses.

Mr. Sadik Bulet, academic technologist, is a full-time, on-campus staff member who has a bachelor's degree in education from MarMara University in Istanbul, Turkey, a master's degree in management from Faith University in Istanbul, Turkey, and is currently pursuing a doctor of philosophy in eLearning methodology from Assumption University in Bangkok, Thailand. Both of Mr. Bulet's conferred degrees have been evaluated and an authentication report provided by WES Evaluation Services. Dr. Nilufer Korkmaz, instructional designer, is part-time and works remotely. Dr. Korkmaz holds a bachelor's degree in translation & interpreting from Bogazici University in Istanbul, Turkey, a master's degree in instructional systems technology and a doctor of philosophy in instructional systems technology, both from Indiana University.

A.04 Are the time and resources devoted to the administration of distance education sufficient?
 Yes No

A.05 Does the institution have a plan to implement distance education instruction?
 Yes No

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

(Section 3-1-512 and Appendix H, Section II, Institutional Readiness(b)): The institution did not provide a plan to implement distance education that included a rationale, resources, course/program objectives, course content, and student assessment. Ms. Smith explained that a formal, written plan has not been drafted for distance education. Ms. Smith also explained that she meets with her team weekly to address monthly goals, which are determined between her team and her supervisor, Dr. Ron Kovach, vice-president of academic affairs; but no documentation was provided to support this assertion.

During the visit, Ms. Smith consulted with Ms. Christina Koontz, assistant vice president, institutional effectiveness & quality assurance, and Dr. Ron Kovach, vice president of academic affairs to provide the visit team with the distance education plan for 2016-17 and the plan for the first quarter of 2018. While on site, the team was provided a 2017 Campus Effectiveness Distance Education Addendum that included an outline for distance education, a listing of student services, and results from satisfaction surveys conducted by the student services department; but the documents did not include a rationale and analysis for distance education, resources allocated, course/program objectives, course content, and student assessment.

A.06 If the institution has a plan, does it include the following:

- (a) Rationale?
 Yes No
- (b) Resources?
 Yes No
- (c) Course/program objectives?
 Yes No
- (d) Course content?
 Yes No
- (e) Student assessment?
 Yes No

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

(Section 3-1-512 and Appendix H, Section II, Institutional Readiness (b)): The institution did not provide the visit team with a plan for distance education that is integrated with the Campus Effectiveness Plan and includes student assessment, faculty development, course content, program objectives, resources, and rationale.

A.07 Does the institution integrate this plan into the Campus Effectiveness Plan?

- Yes No

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

(Section 3-1-111 and Appendices H and K): The institution did not provide the visit team with a plan for distance education, and does not integrate planning for the school of online education into the Campus Effectiveness Plan. The visit team interviewed Ms. Christine Smith, director of the school of online education, and reviewed the institution's Campus Effectiveness Plan to determine that planning for distance education was not included. While on site, the team was provided with a 2017 Campus Effectiveness Distance Education Addendum that included an outline for distance education, a listing of student services, and results from satisfaction surveys conducted by the student services department; but the documents did not include a rationale and analysis for distance education, resources allocated, course/program objectives, course content, faculty and student training, and student assessment.

During the visit, the team was informed that the online faculty and student orientation courses were recently developed and are still in the initial phases of rollout. While the team was on site, the school provided documentation to the team that all online faculty who teach fully online and all students admitted as online students have been trained; however, the campus did not provide documentation that all faculty and students at the institution have been trained to use the learning management system. The latter is of particular importance because the visit team observed classes and course syllabi that require students to login and use Canvas to submit assignments, post discussion board comments, review the course syllabi, and communicate with the instructor. Specifically, the visit team observed APLX 520 Introduction to Multilingualism taught by Dr. Marietta Bradinova, who instructed students to log into Canvas and post to weekly forums by Saturday. The course syllabus for APLX 520 specifies that students are required to post an initial weekly discussion to the forum, and are encouraged to respond to their peers and forum discussions, which accounts for 15 percent of their final grade. For example, in Week One students are required to provide an introduction, worth 25 points; in Week Two students are to write a post describing how the internet has changed the way people communicate, worth 25 points; in Week Three students are to discuss the variation in language, worth 25 points; and so forth. Furthermore, the visit team discovered multiple references to hybrid courses and programs throughout the institution's catalog. For example, pages 141 and 147 of the 2017-18 academic catalog state, "VIU's School of Education embraces a learning model that allows for a hybrid learning environment in which students can benefit from a combination of online coursework and in-class meetings." This is in direct conflict with the information shared with the visit team and the Campus Effectiveness Addendum documents provided to the team while on site.

A.08 Is the delivery method appropriate for students and the curriculum?

Yes No

A.09 Describe the distance education delivery method(s) the campus utilizes: fully online, hybrid/blended, or both.

The institution uses hybrid and fully-online delivery methods for its academic programs. During the admissions process applicants are asked to complete an application as an on-ground or online student. Also, faculty are required to set up an online shell for every course offered, and asked to post their contact information and the course syllabi. The team interviewed faculty, observed classes, and reviewed 17 online courses and 9 online course shells to determine that faculty are using the learning management system in their courses.

A.10 Are admission requirements for distance education courses/programs identified by the institution?

Yes No Not Applicable (There are no additional admissions requirements.)

A.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?

Yes No Not Applicable (No admissions test is required.)

A.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program and how the student's privacy will be protected?

Yes No

If Yes, explain how and when this information is disclosed.

The campus reviewed 12 signed enrollment agreements and interviewed 4 online students to determine that during enrollment students are informed how their identity will be verified throughout their

program. On the enrollment agreement, which is signed by the student prior to admission, the institution lists how students' identity is verified and how students' privacy is protected.

- A.13 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?

Yes No Not Applicable (There are no additional charges or fees associated with the verification of student identity.)

- A.14 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to access this mode of delivery during the admissions/enrollment process?

Yes No

- A.15 Describe the online orientation program that the institution provides to familiarize students with the equipment, learning management system, and resources used in the distance education activities, as well as the available support services (including technical support).

Students are required to complete an online orientation in the Canvas learning management system. This orientation is facilitated by Dr. Nilufer Korkmaz, instructional designer, is self-paced, and consists of six modules. The modules review the student handbook, the institution's mission and history, registering for classes, student services offered at the institution, and how to navigate Canvas. Students enrolled in online programs also have access to virtual advising, technical support, library services, and career services. For example, the institution utilizes a chat function so that students can communicate with information technology helpdesk staff and the library staff.

Is this orientation adequate?

Yes No

- A.16 Do syllabi identify course learning objectives, and does each course learning objective support one or more program learning outcomes?

Yes No

- A.17 Describe how the courses provide opportunities for interaction between faculty and students and among students.

The team reviewed 17 of the online courses offered in the Spring I term to verify that online courses provide opportunities for interaction between faculty and students, and among students. For courses offered fully online, each faculty member is required to have at least one discussion board question each week, and students are required to post an initial comment and respond to at least two of their classmates' posts each week. In addition, some courses, such as APLX 630 Sociolinguistics in the Classroom, requires online group work that is completed using Skype/Zoom and Google Docs for collaboration.

Are these opportunities sufficient and appropriate?

Yes No

- A.18 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

Yes No

If Yes, describe documentation reviewed by the team to evidence this.

The visit team reviewed the academic credit analysis, transcripts, and the course syllabi to determine that the clock-to-credit hours required and awarded are appropriate for the degree and credentials offered.

A.19 Is the curriculum administered in a way that maintains security of access?

Yes No

A.20 Describe the student identity verification method used by the campus.

The campus provides each enrolled student with a college e-mail address through Google Gmail Email services. For access to the student portal and the learning management system, the institution uses a single sign-on system. After the student has been admitted, a student number and e-mail address is automatically generated and provided directly to them via the e-mail provided on their application documents. Students are given a temporary password and they have three (3) days to change their password to meet institutional standards. The institution requires that passwords include a least one uppercase letter, one lower case letter, one number, no spaces, and be a minimum of eight characters long. Student passwords expire after every 180 days, and then students are required to reset their password. If a student has forgotten their password, they can reset their password online by providing their student identification number, school e-mail address, and their date of birth.

Is this method adequate?

Yes No

A.21 Does the institution employ academically and experientially credentialed faculty to teach online courses?

Yes No

A.22 Describe the institution's learning management system and the technical support provided for the system.

The institution uses the Canvas learning management system (LMS), which is a cloud-based system that is designed to be used on a computer and on mobile and tablet devices. Canvas allows institutions and faculty to customize their courses to fit their students' needs, upload media and resources from third-party sources, and provide real-time feedback on student assignments. The institution has three levels of technical support for students, faculty, and administration. The first level of support is internal and requires users to e-mail questions or concerns to online@viu.edu for assistance. This e-mail address is a shared inbox monitored by the team in the school of online education. This level typically handles password reset issues and course development issues. The second level of support is offered directly through Canvas and addresses upgrade issues and technical issues specific to the Canvas system. The third tier of support is offered internally by the information technology department at the institution, and this level of support addresses issues with the Application Programming Interface (API) for single sign-on patches from the institutional portal to Canvas, and serves as back-up support for student and faculty access issues.

Is the learning management system accessible and reliable and does the technical support effectively facilitate online instruction and learning?

Yes No

A.23 Are the faculty properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment?

Yes No

If *Yes*, explain how and when faculty members are trained to utilize the institution's learning management system.

Prior to teaching online, all faculty are required to complete three faculty orientation courses titled Canvas Level 1, 2, and 3 in the Canvas learning management system. Canvas course Level 1 and 2 are a non-facilitated, self-paced courses that provide an overview of Canvas, expectations for teaching online, process for grading, tutorials for recording and uploading files for students to review, and expectations regarding student communication. Canvas course Level 3 is specifically designed for faculty who develop online courses. While completing the online faculty orientation course, faculty are provided a sandbox course and expected to complete assignments as though they are setting up and teaching a live course. For example, in Canvas Level 1 and 2, faculty are asked to create discussion board posts, post an introductory video, and set up the gradebook. Once completed, Ms. Smith reviews the faculty sandbox course and provides feedback to each faculty member.

- A.24 Does the institution demonstrate appropriate faculty student ratios to support the following:
- Faculty and student interaction?
 Yes No
 - Facilitation of interaction among students?
 Yes No
 - Facilitation of interaction with curriculum content?
 Yes No
- A.25 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?
 Yes No
- A.26 Does the institution have adequate financial resources to support the courses/program(s)?
 Yes No
- A.27 Do students who are in a program, of which 50 percent or more is delivered online, have access to, at a minimum, a virtual library collection of program-related books, journals, and periodicals, and virtual library and information technology services?
 Yes No
- A.28 Does the institution provide support services for online students which are the same or equivalent to those provided for on-ground students in the following areas:
- Counseling?
 Yes No
 - Academic advising?
 Yes No
 - Financial aid?
 Yes No Not Applicable (The institution does not participate in financial aid.)
 - Employment assistance?
 Yes No Not Applicable (The institution enrolls only international students on a student visa.)

If *Yes* for any item, describe how the institution provides these support services to students.

Students enrolled in the school of online education can meet with program advisors, faculty, career services, and library personnel virtually for additional support. Students are informed of these services during their online orientation course. The institution uses a chat function online so that students can receive immediate attention from library staff, academic advisors, and career services. Additionally, students can e-mail or call the campus to request one-on-one Skype sessions with a librarian or a career services staff.

- A.29 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?
 Yes No
- A.30 Do assessments and assignments demonstrate student achievement of course learning objectives?
 Yes No
- A.31 Does the institution document that it conducts the following:
- (a) Course/program evaluations (including assessments of educational outcomes)?
 Yes No
 - (b) Student retention and placement?
 Yes No
 - (c) Student satisfaction?
 Yes No
 - (d) Faculty satisfaction?
 Yes No
 - (e) Employer satisfaction?
 Yes No
- A.32 Does the institution fully disclose what forms of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material?
 Yes No

Summary

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	3-1-111 and Appendices H and K	A distance education plan is not appropriately integrated into the Campus Effectiveness Plan (pages 68 and 69).
2	3-1-441(c)	Follow up studies on graduates are not conducted at specific measuring points following placement (pages 28 and 29).
3	3-1-512 and Appendix H, Section II, Institutional Readiness (b)	The institution does not have a distance education plan that includes the rationale, resources, course program objectives, content, or student assessment (page 68).
4	3-1-512(c)	Documentation of community resources is not sufficient in the business programs (page 40).
5	3-1-513(a) and Glossary	An appropriate externship agreement is not in place in the MBA program (page 41). Course syllabi in the business and TESOL programs do not clearly or accurately identify the online delivery methodology (pages 42 and 63).
6	3-1-542	Official transcripts are not available for two faculty members (page 26).
7	3-1-543	Current 2018 Faculty development plans are not on file for all faculty members (page 27).
8	3-1-701 and Appendix C	The catalog does not meet Council standards in some areas (pages 30 and 31).
9	3-1-703 and Appendix C	The reference to financial aid availability is not aligned with the requirements of the Criteria (page 33).
10	3-6-800	There is not a separate section for the graduate admissions procedures in the catalog (page 34).

RECOMMENDATIONS

Applied Linguistics and TESOL:

The assignment of a graduate mentor would benefit students. Also, financial support for faculty scholarly research is recommended.

Distance Education:

The visit team recommends that a representative from the school of online education be added to the campus effectiveness committee.

Admissions:

The team observed that the three admissions representatives are appropriately located on the first floor of the facility. However, the person who oversees them is located on the third floor. To adequately supervise and monitor the admissions department, the team recommends that the person in charge, Ms. Deborah Brent, should be located in the same area as the admissions representatives.

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.

SA.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.



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-135



To: Ms. Charlotte Brinneman
American National University
ID Code 00010154

From: Cathy Kouko, Accreditation Coordinator

Date: December 20, 2016

Subject: Scheduled Site Visit – **January 11 – 12, 2016**

Listed below are the details for your upcoming **Renewal of Accreditation** evaluation visit. Please send each team member listed below, including myself, an e-mail copy 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 campus's online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Current Class Teaching schedule (for the term)
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, along with the appropriate application materials by each team member no later than **December 30, 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.

Ms. Charlotte Brinneman
December 20, 2016
Page 2

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.

The invoice for visit fees is based on the number of team members identified below and is due upon receipt of this memo. Please log into the campus account via the ACICS Member Portal to remit payment conveniently and efficiently. Any changes to the number upon completion of the visit will be processed by ACICS accordingly.

VISIT ITINERARY

Campns to Be Visited

ACICS ID Code 00010154
American National University
8095 Connector Drive
Florence, KY 41042
(859) 525-6510
acics26@national-college.edu

Main (Oversight) Campus

ACICS ID Code 00011238
American National University
2376 Sir Barton Way,
Lexington, KY 40509
(859) 253-0621

Visit Dates

Wednesday January 11, 2017 – Thursday January 12, 2017

Visit Type

Renewal of Accreditation

Current Level of Accreditation

Academic Associate's degree

Itinerary (approximate)

Arrive on Wednesday January 11, 2017, at 9:00 a.m.
Depart on Thursday January 12, 2017, at 5:00 p.m.

Evaluation Team

Ms. Charlotte Brinneman

December 20, 2016

Page 3

CHAIR

Dr. John R. Jones

Campus President - Retired

3737 Pendlebury Drive

Palm Harbor, FL 34685

(b)(6)@yahoo.com

RELATIONS WITH STUDENTS

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Campus President - Retired

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Apt B

Myrtle Beach, SC 29572

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**EDUCATIONAL ACTIVITIES/ DISTANCE EDUCATION/ NETWORK SUPPORT
SPECIALIST**

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St. Petersburg College - Adjunct Faculty

Retired Administrator

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Largo, FL 33773-3243

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**BUSINESS ADMINISTRATION – ACCOUNTING AND BUSINESS ADMINISTRATION -
MANAGEMENT SPECIALIST**

Mr. James R. Grabe

Academic Dean - Retired

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ACICS STAFF REPRESENTATIVE

Ms. Cathy Kouko

Accreditation Coordinator

Work: (202) 336-6790

Cell: (b)(6)

ckouko@acics.org

Hotel

TBA

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)

EVALUATION VISIT DATA COLLECTION

Renewal of Accreditation Visit

1. PLACEMENT & CAR Data Review

Only placement information submitted via the ACICS Placement Verification Program (PVP) system since July 1, 2016 (the 2017 CAR data) will be reviewed and verified by the team's data integrity review. This would include July (submitted in August), August (submitted in September), September (submitted in October), October (submitted in November), and November (submitted in December). If there were no placements reported in a specific month that **needs to be submitted to the PVP**. There is drop-down menu which allows for month to month submission tracking. The PVP is accessed by logging in to www.acicspvp.com with the campus' ACICS portal login information. Please see guidelines on the ACICS website for completing the PVP submission process.

While onsite, the visit team will verify all placements confirmed by the PVP and contact all graduates and/or employers who did not respond to the PVP e-mails in an effort to contact and verify 100 percent of the graduate placements. The onsite team will also be verifying the documentation to support those graduates reported as not available for placement on the 2016 CAR. Hence, all waiver information, by program, **must be in the team's room prior to arrival**.

2. ACICS Call for Comment

ACICS seeks feedback from the faculty, staff and students of each campus undergoing an onsite evaluation visit, as a supplemental piece of information for the visit. The campus must send an e-mail communication to its faculty, staff and students with the link for ACICS' call for comment:

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

The campus should send this communication by **close of business tomorrow January 5, 2017** and copy the ACICS staff representative.

3. ACICS Student Survey

Each campus must proctor or support the ACICS staff representative in proctoring a student survey during the first day of the visit. At least 10 percent of students, across all disciplines and day/evening schedules, should be surveyed. This can be accomplished by sending in several classes to complete the survey in a room equipped with computers.

Students will login to the survey, which is located at <http://www.acicsvisit.com>, using the campus's eight-digit ACICS ID Code **00010154** and the daily access code, which will be provided to the campus by the staff person on the day of the visit.



To: Dr. Isa Sarac
President / CEO
Virginia International University
ACICS ID: 00023099

From: Andre McDuffie, Accreditation Coordinator

Date: January 2, 2018

Subject: Scheduled Site Visit – January 17-18, 2018

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including me, an electronic copy via e-mail of the Renewal of Accreditation Application.

As a reminder, the Application materials include:

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 campus's online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form
6. (If the campus offers distance education delivery--Administrative/faculty access to the online platform must be sent to the identified specialist.)

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 **January 10, 2018**.

Dr. Isa Sarac
January 2, 2018
Page 2

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.

As a reminder, the visit fees are to be paid prior to the onsite evaluation visit. The invoice will be sent under separate cover but will be due upon receipt of this memo. Please be advised that pursuant to Section 2-3-401(e) of the *Accreditation Criteria*, the Council may revoke an institution's accreditation for failing to pay evaluation fees.

*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

VIRGINIA INTERNATIONAL UNIVERSITY, FAIRFAX, VIRGINIA

ACICS ID Code 00023099
Virginia International University
4401 Village Drive
Fairfax, VA 22030
Telephone: (703)-591-7042
acicsinfo@viu.edu

Visit Dates

Wednesday, January 17, 2018 – Thursday January 18, 2018

Visit Type

Renewal of Accreditation

Current Level of Accreditation

Master's degree

Itinerary (approximate)

Arrive on Wednesday, January 17, 2018 at 9:00 a.m.

Depart on Thursday, January 18, 2018 at 5:00 p.m.

Evaluation Team

Dr. Isa Sarac
January 2, 2018
Page 3

CHAIR

Ms. Pamela Bennett
Director Library Services / Campus Compliance (Retired)
Dallas Nursing Institute
(b)(6)@gmail.com

RELATIONS WITH STUDENTS

Mr. Edgar Krissler
President (Retired)
Krissler Business Institute
(b)(6)@juno.com

EDUCATIONAL ACTIVITIES AND PUBLIC ADMINISTRATION PROGRAM SPECIALIST

Mr. Terry Campbell
Professor
Kaplan University
tcampbell@kaplan.edu

DISTANCE EDUCATION

Ms. Adrienne Hobdy
Faculty & Talent Management / Leadership Development
Montgomery County Community College
(b)(6)@yahoo.com

INFORMATION SYSTEMS, INFORMATION TECHNOLOGY, COMPUTER SCIENCE, AND
SOFTWARE ENGINEERING PROGRAMS SPECIALIST

Dr. Harpal Dhillon
President
Intelligent Education Solutions, Inc.
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T.E.S.O.L. AND ENGLISH AS A SECOND LANGUAGE PROGRAM SPECIALIST

Ms. Elayne Zinbarg
Academic Vice President (Retired)
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(b)(6)@yahoo.com

APPLIED LINGUISTICS PROGRAM SPECIALIST

Dr. Lourdes Bates
Lecturer
California State University Stanislaus
(b)(6)@gmail.com

Dr. Isa Sarac
January 2, 2018
Page 4

BUSINESS PROGRAMS SPECIALIST

Ms. Rachelle Butts
Director of Graduate Admissions
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(b)(6)@gmail.com

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Mr. Andre McDuffie
Accreditation Coordinator
(202) 336-6767
amcduffie@acics.org

ACICS STAFF OBSERVER

Mrs. Perliter Walters-Gilliam
Vice President of Accreditation
pwgilliam@acics.org

c: Evaluation Team

EVALUATION VISIT MEETING ROOM MATERIALS

Renewal of Accreditation 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.
- q. Library budget
- r. Copy of an official transcript

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 thumb drive or CD 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)

EVALUATION VISIT DATA COLLECTION

Renewal of Accreditation Visit

1. CAR Data Review

While onsite, the visit team will verify all graduates classified as not available for placement on the campus's 2017 Campus Accountability Report (CAR). Hence, all waiver information, by program, **must be in the team's room prior to arrival.**

2. ACICS Call for Comment

ACICS seeks feedback from the faculty, staff and students of each campus undergoing an onsite evaluation visit, as a supplemental piece of information for the visit. The campus must send an e-mail communication to its faculty, staff and students with the link for ACICS' call for comment:

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

The campus should send this communication by **ONE WEEK PRIOR TO VISIT** and copy the ACICS staff representative as confirmation of completion.

3. ACICS Student Survey

Each campus must proctor or support the ACICS staff representative in proctoring a student survey during the first day of the visit. At least 10 percent of students, across all disciplines and day/evening schedules, will be surveyed. This can be accomplished by sending in several classes to complete the survey in a room equipped with computers.

Students will login to the survey, which is located at <http://www.acicsvisit.com>, using the campus's eight-digit ACICS ID Code **00023099** and the daily access code, which will be provided to the campus by the staff person on the day of the visit.



To: Mr. Rod Farthing
Director of Education
Hondros College of Business
ID Code 00234214

From: Ms. Cathy Kouko, Accreditation Coordinator

Date: January 5, 2018

Subject: Scheduled Site Visit – **February 6-7, 2018**

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including me, an electronic copy via email of the Renewal of Accreditation Application. As a reminder, application materials include:

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 campus's online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form
6. If the campus offers distance education delivery--Administrative/faculty access to the online platform must be sent to the identified specialist.

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 **January 23, 2018**.

Mr. Rod Farthing
January 5, 2018
Page 2 of 7

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.

As a reminder, the visit fees are to be paid prior to the onsite evaluation visit and are due 10 business days upon receipt of the invoice. Please be advised that pursuant to Section 2-3-401(e) of the *Accreditation Criteria*, the Council may revoke an institution's accreditation for failing to pay evaluation fees.

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

Campus to Be Visited

ACICS ID Code 00234214
Hondros College of Business
4140 Executive Parkway, Suite 222
Westerville, OH 43081
(614) 508-7284
coreACICS@hondros.com

Visit Dates

Tuesday February 6, 2018 – Wednesday February 7, 2018

Visit Type

Renewal of Accreditation

Current Level of Accreditation

Occupational Associate's Degree

Itinerary (approximate)

Arrive on Tuesday February 6, 2018, at 9:00 a.m.
Depart on Wednesday February 7, 2018, at 5:00 p.m.

Evaluation Team

CHAIR

Mr. Rod Farthing
January 5, 2018
Page 3 of 7

Ms. Susan Mago
Regional Director (retired)
Globe University/Minnesota School of Business
(b)(6)@gmail.com

RELATIONS WITH STUDENTS

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EDUCATIONAL ACTIVITIES/DISTANCE EDUCATION/BUSINESS MANAGEMENT

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ACICS STAFF REPRESENTATIVE

Ms. Cathy Kouko
Accreditation Coordinator
Work: (202) 336-6790
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ckouko@acics.org

Hotel

TBA

c: Evaluation Team

EVALUATION VISIT DATA COLLECTION Renewal of Accreditation Visit

1. CAR Data Review

While onsite, the visit team will verify all graduates classified as not available for placement on the campus's 2017 Campus Accountability Report (CAR). Hence, all waiver information, by program, **must be in the team's room prior to arrival.**

2. ACICS Call for Comment

ACICS seeks feedback from the faculty, staff and students of each campus undergoing an onsite evaluation visit, as a supplemental piece of information for the visit. The campus must send an e-mail communication to its faculty, staff and students with the link for ACICS' call for comment:

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

The campus should send this communication by **January 30, 2018** and copy the ACICS staff representative as confirmation of completion.

3. ACICS Student Survey

Each campus must proctor or support the ACICS staff representative in proctoring a student survey during the first day of the visit. At least 10 percent of students, across all disciplines and day/evening schedules, will be surveyed. This can be accomplished by sending in several classes to complete the survey in a room equipped with computers.

Students will login to the survey, which is located at <http://www.acicsvisit.com>, using the campus's eight-digit ACICS ID Code **00234214** and the daily access code, which will be provided to the campus by the staff person on the day of the visit.

EVALUATION VISIT MEETING ROOM MATERIALS

Initial and Renewal of Accreditation 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.

I. 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 (CAR) 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 (CEP) along with the progress reports and/or prior year's CEP
- 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.
- q. Library budget
- r. Copy of official transcript

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
- c. A list of names of currently enrolled students by program, which includes their start date, drop date (if applicable) and any Satisfactory Academic Progress (SAP) status
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 thumb drive 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)

Mr. Rod Farthing
January 5, 2018
Page 7 of 7

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-136

From: [Terron King](#)
To: [LaToya Boyd](#)
Subject: FW: Northwest Suburban College
Date: Wednesday, August 16, 2017 11:25:09 AM
Attachments: [image001.png](#)

Terron A. King, Ed.D.
Senior Manager, Institutional and Program Review
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
www.acics.org | 202.336.6771 - p | 202.842.2593 - f

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

From: Terron King
Sent: Tuesday, February 28, 2017 12:15 PM
To: 'Winters, Amanda'
Cc: Perliter Walters-Gilliam
Subject: RE: Northwest Suburban College

Hi Ms. Winters:

I am copying Ms. Perliter Walters-Gilliam, Vice President of Accreditation on this email, as she will be able to give you the most up-to-date information on actions taken against Northwest Suburban College. Thank you.

Terron A. King, Ed.D.
Senior Manager, Institutional and Program Review
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
www.acics.org | 202.336.6771 - p | 202.842.2593 - f

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

From: Winters, Amanda [<mailto:Winters@ibhe.org>]
Sent: Tuesday, February 28, 2017 11:48 AM
To: Terron King
Subject: Northwest Suburban College
Importance: High

Dr. King,

I wanted to check in to see if ACICS was planning on taking any action or considering any steps with

Northwest Suburban College. You were so kind as to speak with me a few weeks ago about the currently unapproved Bachelors programs at that institution. I provided some confirmation from the institution's President that they have fully implemented both the Bachelors in Chemistry and the Bachelors in Biology and are graduating students from those unapproved programs. I am concerned about repercussions for those students who have unknowingly graduated from unapproved programs at this institution or are currently enrolled and under the impression that the Bachelors programs are included in the institutional accreditation. If there is any update about ACICS' stance/plans that you can provide, I would certainly appreciate it.

Best,

(b)(6)

Assistant Director, Academic Affairs
Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701
winters@ibhe.org
217-557-7356

From: Perliter Walters-Gilliam
To: [Katie Morrison](#)
Subject: FW: Request not to withdraw NWSC's bachelor degree granting authority
Date: Thursday, April 06, 2017 9:45:00 AM
Attachments: [image001.png](#)
[image002.png](#)

From: Terron King
Sent: Tuesday, February 21, 2017 4:17 PM
To: Roger J Williams; Perliter Walters-Gilliam
Cc: Karly Zeigler
Subject: FW: Request not to withdraw NWSC's bachelor degree granting authority

Good afternoon:

I just got off of the phone with Ms. Amanda Winters from the Illinois Board of Higher Education who phoned me to share some information concerning Northwest Suburban College in Rolling Meadows, IL which just came before the Executive Committee in January 2017 (and was deferred) for an expansion of its scope of accreditation to the bachelor's level. Specifically, a bachelor's in Biology. They have also applied for a bachelor's in Chemistry which was scheduled to come before the Executive Committee last week but they neglected to upload their expansion of scope form for the program on time so, it was not considered by the committee. Ms. Winters said that the school is and has been offering the bachelor's in Biology and Chemistry and forwarded me the email below from the campus which indicates that the campus has activity in these programs. I thanked Ms. Winters for reaching out with this information and told her that we would notify the IBHE of any action taken against the institution. If anyone would like to contact her directly her direct line is 217-557-7356. Thanks.

Terron A. King, Ed.D.
Senior Manager, Institutional and Program Review
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
www.acics.org | 202.336.6771 - p | 202.842.2593 - f

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

From: Winters, Amanda [<mailto:Winters@ibhe.org>]
Sent: Tuesday, February 21, 2017 3:52 PM
To: Terron King
Subject: FW: Request not to withdraw NWSC's bachelor degree granting authority

Update from NWSC.

From: M.T. AliNiazee [[mailto:\(b\)\(6\)@gmail.com](mailto:(b)(6)@gmail.com)]

Sent: Monday, February 20, 2017 8:31 AM

To: Cullen, Daniel <Cullen@ibhe.org>; Winters, Amanda <Winters@ibhe.org>; Bernoteit, Stephanie <Bernoteit@ibhe.org>

Subject: Request not to withdraw NWSC's bachelor degree granting authority

February 20, 2017

Dear Dr. Cullen and the IBHE Team,

I am writing this letter to reiterate what Shazia Ilyas had emphasized in her letter of February 16, and requesting your postponement of any decision regarding the withdrawal of our bachelor degree granting authority. Unlike our PTA program that was never implemented, our bachelor degree programs were fully implemented soon after they were approved by IBHE in 2013, in accordance with IBHE rules. As a matter of fact, our first cohort of 3 of our Associate of Science graduates, joined the BS program in 2013 and earned the degree in the Fall of 2014. Our next batch of 6 students graduated with a BS degree in 2016. We expect 2-3 more students to graduate in 2017. We maintain high cohort graduation rates, which is quite impressive for a young institution like ours.

Out of the 9 graduates with a BS degree from NWSC during the past 3 years, six students (2/3) are in the medical schools doing their MD degree, two are professionally employed, one as a Clinical Research Coordinator at a Medical Research Center in Schamburg, and one of our graduates is in a master degree program in medical physiology at Case Western Reserve University, one of the top universities in the country. As the data show, we have a stellar BS degree offering that deserves your encouragement and support. Additionally, we have 10 students currently enrolled in the program and we expect similar results from this batch as well.

As our mission states, we are trying to develop a center of high quality education with a focus on quality, acceleration, and affordability. We are supported in our efforts by our community with the dream of building a center of excellence in higher education through their passion and financial contributions. Our community aspires to build an esteemed institution like Elmhurst college. NWSC is a financially very secure institution and expects a large endowment donation during the next few years.

As I mentioned above, we have a fully implemented bachelor degree program in accordance with IBHE rules, and are earnestly trying to get accreditation from ACCSC and HLC. We believe that we will be successful in the time frame of next 15 months given to us by the US Department of Education Financial Aid office. Our current accrediting agency ACICS, as you well know, has a short lease of life left and working with a skeleton staff. We are trying to get their approval as well for our bachelor program. We have been answering all the questions that they raised, and they keep on postponing with some more questions. Although it is beyond our control, we believe that we will be successful given additional time. They are aware that we have selected another accrediting agency, namely ACCSC, thus may have less motivation to processes our request in time.

We have been in constant contact with Dona Soby of US Department of Education regarding accreditation, and she assures us that we have another 15 months to get our accreditation through ACCSC and ACCSC is aware of this. We are working very hard to accomplish this.

Considering all the information above, I humbly request you to continue our degree granting authority at the bachelor level. Your support at this juncture is very critical for us, the college and the supporting community, the faculty with over 200 years of combined teaching experience, current students and former students. All of us will be devastated if this degree granting authority is withdrawn. I would like to assure you that we are working very hard to attain the accreditation with ACCSC and HLC. It will not happen without your support.

I request your understanding and support. Please reconsider the memorandum of February 16.

Best regards,

Dr. M. T. AliNiaze
President Northwest Suburban College
5999 S. New Wilke Rd.# 500, Rolling Meadows, Il 60192
847-290-6425



February 28, 2017 **REVISED**

ID CODE 00135778

VIA E-MAIL AND UPS DELIVERY

admin@nwsc.edu

Dr. Mohammed Aliniaze
President
Northwest Suburban College
5999 S. New Wilke Road, Suite # 400
Rolling Meadows, IL 60008

Subject: Show-Cause Directive - Unapproved Credential Offering

Dear Dr. Aliniaze:

The Council was provided with information by Ms. Amanda Winters at the Illinois Board of Higher Education (IBHE) concerning the institution's request to not have its bachelor's degree granting authority withdrawn. In this request, as articulated in an email sent on Monday, February 20, 2017, from you to Dr. Daniel Cullen, Ms. Amanda Winters, and Ms. Stephanie Bernoteit at the IBHE, you assert that the "...bachelor's degree programs were fully implemented soon after they were approved by IBHE in 2013...." You further contended that, in fact, the "...first cohort of 3 of our Associate of Science graduates, joined the BS program in 2013 and earned the degree in the fall of 2014. Our next batch of 6 students graduated with a BS degree in 2016. We expect 2-3 more students to graduate in 2017."

Northwest Suburban College, when it received initial accreditation from ACICS in August 2014, was approved, based on ACICS's initial evaluation, to offer an academic associate's degree in biology, and certificates in dental assistant and medical assistant. ACICS does not have any record of an approval of a bachelor's degree program for the institution, nor was any information on such a degree provided in the application process or in the course of the onsite team evaluation visit conducted on January 16-17, 2014. In fact, the institution submitted applications for two bachelor's degrees in July 2016, both of which are still under review and consideration of the Executive Committee.

Council Action

As outlined in Section 2-2-107 of the *Accreditation Criteria*, the institution must secure approval from the Council prior to initiating a program at a higher credential level. Given that the institution has not been approved by ACICS to offer a bachelor's degree, the Council has directed the institution to **show-cause why its accreditation should not be withdrawn by suspension or otherwise conditioned** at its April 2017 meeting.

The hearing associated with this show-cause directive will be conducted in written format for the Council's consideration. The institution must provide the written notification (email being acceptable) and \$2000 hearing fee **within ten calendar days of receipt of this notice.** In response to the show-cause directive, the institution must submit the following information by **March 28th, 2017:**

1. A narrative explanation of the discrepancy between the information provided to the Illinois Board of Higher Education and what is on record with ACICS as approved program offerings.
2. Evidence that the students indicated as being enrolled, and having graduated from said bachelor's degree program between 2014 – 2017, were notified that the programs were not included in the institution's accreditation. Documentation must include copies of enrollment agreements, academic records, and final transcripts for the graduates.
3. A teach-out plan, via the ACICS Member Center, which includes the following:
 - a) List of programs to include credential level, number of students, and longest expected graduation date.
 - b) Audit of Enrolled Students - with the student name, program of study, expected graduation date, and financial obligations.
 - c) List of institutions in the area (with notation of the distance from your institution) that offers programs similar to those offered at the institution. A program comparison should be included for each institution.
 - d) Identify a custodian for all permanent academic records (transcripts, etc.) that includes contact information for the responsible individual or entity (such as a third-party: Parchment, Inc., etc.) and the process by which students can obtain their records.
 - e) A description of the financial resources available and committed to ensure that students who are too advanced in their studies to be able to successfully transfer elsewhere from their current campus can complete their programs or receive refunds.

The information or reports listed above must be received in the Council office electronically via the online Show-Cause application in Member Center on the campus's account. This application

Dr. Mohammed Aliniazee
February 28, 2017
Page 3

will be initiated once notification and payment have been received by the Council. Failure to provide all information requested by the Council by the due date may result in the withdrawal of your institution's accreditation.

The Council is obligated to take adverse action against any institution that fails to come into compliance with the *Accreditation Criteria* within established time frames without good cause. Please consult the Introduction of Title II, Chapter 3 for additional information.

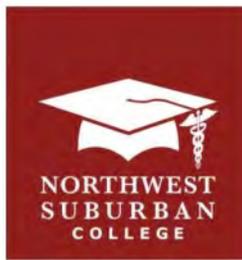
If you have any questions about this action, please contact Ms. Katie Morrison at kmorrison@acics.org

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Ms. Shazia Ilyas, Associate Dean of Academic and Student Affairs (silyas@nwsc.edu)
- Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (aslrecordsmanager@ed.gov)
- Dr. Daniel Cullen, Deputy Director for Academic Affairs, Illinois Board of Higher Education (cullen@ibhe.org)
- Ms. Katie Morrison, Accreditation Coordinator (kmorrison@acics.org)



Committed to
excellence in education

March 6, 2017

Mr. Roger J. Williams
Interim President
750 First Street, NE, Suite 980
Washington, DC 20002-4223
www.acics.org

RE: Response To Your Letter Dated February 28, 2017
Item 1: Narrative Explanation

Dear Mr. Williams:

Northwest Suburban College (NWSC) takes pride in its educational program offerings and services. We were taken aback to receive your recent communication regarding the directive for “unapproved credential offering.” We submit the following reasons for continuation of the ACICS accrediting status, along with a detailed explanation provided in the next session.

1. Since the College’s initial application for accreditation, NWSC has followed all instructions and advice provided by ACICS.
2. Per ACICS notification of requirement for approval of the baccalaureate programs in June 2016, NWSC ceased to enroll any new students in the bachelors programs.
3. At no point has the College claimed the bachelors programs to be accredited by ACICS. Reference to currently enrolled students appears to be with respect to those who were admitted in the programs prior to ACICS notification.

The following timeline further illustrates pertinent communications received from ACICS and subsequent action by NWSC.

1. **April 29, 2013:** The ACICS Initial Accreditation team was presented with current and anticipated programs at its initial accreditation visit.
2. **May 29, 2015:** NWSC President Dr. AliNiazee met with Dr. Joseph Gurubatham and discussed the process for approvals of the active bachelors programs. Dr. Gurubatham was made aware of the program status, and he indicated that the programs would be approved by ACICS within 30 days of application submission.
3. **June 7, 2016:** Ms. Susan Greer contacted Ms. Shazia Ilyas, Associate Dean of Academic & Student Affairs, to notify the College of the need to submit New Program Applications for the bachelor programs. Ms. Ilyas explained that these programs were currently being offered at NWSC, and no new students were admitted in the bachelors programs after this discussion.
4. **July 1, 2016:** In compliance with Ms. Greer's directive, NWSC submitted the New Programs Application for the Bachelor of Science in Biology program.
5. **July 20, 2016:** NWSC submitted the new Program Application for the Bachelor of Science in Chemistry program.
6. **October 20, 2016:** While we were awaiting ACICS' action on the bachelors programs, Ms. Amanda Winters from the Illinois Board of Higher Education (IBHE) visited the campus and discussed the progress of the ACICS' review of the bachelors programs.
7. **February 16, 2017:** IBHE threatened to withdraw state approvals for the baccalaureate programs since they were not yet approved by ACICS, which were submitted in July 2016. The action is still pending.
 - 7a. Notification was provided to IBHE from the College regarding current enrollments. To reiterate, since notification of ACICS requirement for approval of

the baccalaureate programs, NWSC has not enrolled any new students in the bachelors programs. Any reference to currently enrolled students is with respect to students who enrolled in the programs prior to ACICS notification. The number of enrollments and completions for the bachelor programs include the following:

- Seven (7) graduates with a Bachelor of Science in Biology.
 - One additional graduate is enrolled at our articulated institution for completion of the cooperative bachelors & medical degree.
- Three (3) enrollments in the Bachelor of Science in Biology: These 3 students are at freshman or sophomore levels. Should our governing bodies insist that students not move forward to the bachelor-level courses, NWSC will work with the students in meeting these requirements.
- Two (2) enrollments in the Bachelor of Science in Chemistry: These 2 students are working on the last requirements for both the Associate of Science in Biology while completing the BS in Chemistry and are expected to graduate within the year.

A detailed narrative for the above items follows:

April 29, 2013: During ACICS initial accreditation visit conducted by Dr. Joseph Gurubatham, Ms. Perliter Walters-Gilliam, and Ms. Karly Zeigler, NWSC presented all programs offered at the College, including medical assistance, dental assistance, pharmacy technician, phlebotomy technician, EKG technician, billing and coding specialist, biology—both at the associate and anticipated baccalaureate level, chemistry at the anticipated baccalaureate level, and physical

therapist assistance at the associate level. At the time, the biology and chemistry baccalaureate programs were still under review by the Illinois Board of Higher Education (IBHE), and Dr. Gurubatham noted that graduating data was needed prior to approval of these programs. Therefore, it was the College's understanding that ACICS was aware of all programs offered at the College, even if it chose not to accredit some of them due to clock hour requirements, program missions, etc.

May 29, 2015: When Dr. AliNiazee met Dr. Gurubatham, the two discussed approvals for the currently running bachelors programs. Dr. Gurubatham informed him that in order to get ACICS approvals, the programs should be applied in nature and the application should include graduating data. Further, Dr. Gurubatham assured Dr. AliNiazee with a 30-day approval timeline for these programs. Once the program demonstrated the applied component and included graduating data, NWSC intended to submit the application. However, Ms. Sue Greer contacted NWSC with notification to cease enrollment on June 7, 2016, before the completed application was submitted. The College complied, and the applications were submitted to ACICS in July 2016, but they are still under review by the Executive Committee.

June 7, 2016: During the phone conversation with Ms. Greer, Ms. Ilyas expressed NWSC offered the programs under the approval of IBHE and did not make any claims that they were accredited by ACICS. Further, Ms. Ilyas noted the College has been enrolling students in these program and some have even graduated. Ms. Greer informed Ms. Ilyas that she should then cease new enrollments and immediately submit a New Program Application for both bachelors programs. To follow, New Program Applications for both the Bachelor of Science in Biology

and Bachelor of Science in Chemistry were submitted via the ACICS Member Portal in July 2016, respectively.

October 20, 2016: Ms. Amanda Winters of IBHE met with Dr. AliNiazee to discuss the progress of accreditation for the baccalaureate programs. During their meeting, Dr. AliNiazee informed her that the College applied for approvals of the baccalaureate programs with ACICS in July 2016 and was told that the approval process takes 30 days, as per the conversation with Dr. Gurubatham. Ms. Winters was provided with periodic updates on the accreditation process, and in February 2017, Ms. Winters threatened to withdraw state approvals of the baccalaureate programs because of the lack of accreditation progress. NWSC staff made earnest appeals to reconsider the withdrawal—which was forwarded to ACICS by IBHE—and further notification from IBHE is pending.

Current: While there are students who expressed interest in enrolling in the bachelors programs, all enrollments beginning June 2016 are in the associate program. To restate, since notification in June 2016 to cease new enrollments, NWSC has not accepted students in the bachelors programs, and reference to the number of currently enrolled students was in regards to the associate-level students who expressed desire to continue forward to the bachelors programs.

It is the College's firm belief that the cost of education should not hinder students' academic endeavors, so NWSC's institutional and community funds help support most, if not all, of our undergraduate students. In 2016, less than 1% of the College's revenue came from federal funds

as the majority of our undergraduate students receive substantial institutional aid and community grants.

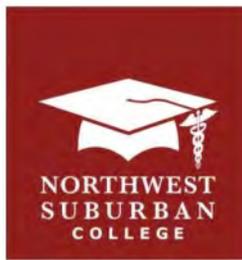
As a not-for-profit institution with a small staff, we are working tirelessly to ensure the College meets the expectations of the governing bodies and its constituents. It is our guiding principle that the students come first and their education not be compromised, regardless of their ability to pay. We continue to act with the utmost integrity as we understand our moral and ethical responsibility to all members of our community and the accrediting agencies. Hence, NWSC seeks your continued approval to offer programs under ACICS accreditation.

Enclosed is additional documentation demonstrating graduates were informed that the baccalaureate programs are not accredited. In addition, enclosed is a copy of the teach-out plan submitted to the Department of Education per the Provisional Program Participation Agreement for ACICS-accredited schools. Please contact me or Ms. Shazia Ilyas (silyas@nwsc.edu) for any additional information.

Sincerely,

(b)(6)

Dr. M. T. AliNiazee
President
Northwest Suburban College
847.290.6425, ex. 105
president@nwsc.edu



Committed to
excellence in education

March 6, 2017

Mr. Roger J. Williams
Interim President
750 First Street, NE, Suite 980
Washington, DC 20002-4223
www.acics.org

RE: Response to Your Letter Dated February 28, 2017
Item 2: Evidence of Accreditation Status of Baccalaureate Programs

2) Enclosed are enrollment agreements for current students and graduates of the Bachelor of Science in Biology and Bachelor of Science in Chemistry programs. As evidenced under the section titled "Notice to Students," Item 6, Northwest Suburban College delineated that only the Associate of Science in Biology program is accredited.

Further, the official transcript key (backside of transcript) reiterates that only the Associate of Science in Biology, Medical Assistant, and Dental Assistant programs are accredited by ACICS.



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5999 S. New Wilke Road, Suite 400 • Rolling Meadows, IL 60008
Phone: 847.290.6425 • Fax: 847.290.1441

SCHOOL OF BASIC SCIENCES **ENROLLMENT AGREEMENT**

STUDENT INFORMATION

Student Name:

Address:

City, State, Zip:

Phone:

Email:

Social Security #:

[Redacted student information]

EMERGENCY CONTACT

Name:

Relationship:

[Redacted emergency contact information]

PROGRAM INFORMATION

DATE OF ADMISSION: 08/29/2015

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Personal interview with Admissions Representative, Dean, or President

PROGRAM START DATE: FALL 2015 SCHEDULED END DATE: 12/2017

FULL-TIME PART-TIME DAY EVENING

NUMBER OF WEEKS: 112 TOAL CREDITS: 120 Credits Hours

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

For disclosure information, please see the NWSC website, About Us page.

FINANCIAL ASSISTANCE

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NWSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NWSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

One-Time Incidental Fees	
Application	\$ 50.00
Background Check	\$ 10.00
Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
FALL 2015-SUMMER 2016 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 5550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 462.50/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Housing	\$ 2500
Transportation	\$ 500

REFUND / CANCELLATION POLICY

Tuition Refund Policy

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;

3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the program is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months. The refund formula shall be based on tuition owed for twelve (12) months.
- Northwest Suburban College shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months. (Tuition Refund Schedule for short courses is available.)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NWSC programs are approved by the Illinois Board of Higher Education, and only the Associate of Science in Biology program is accredited. Undergraduate coursework conducted at NWSC may or may not transfer to other institution, depending on the receiving institution's policy. For updates on accreditation, contact the Accreditation Coordinator.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. NWSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, students may complete and submit the NWSC Grievance Form to the Dean of Student Affairs. For more information on complaint procedures, please see the NWSC College Catalog.

Complaints against this school may be registered with the Illinois Board of Higher Education:

Illinois Board of Higher Education

431 East Adams, 2nd Floor

Springfield, Illinois 62701-1404

p: 217.557.7359

www.ibhe.org

STUDENT ACKNOWLEDGMENTS

1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, equipment or supplies provided, Code of Conduct and policies and procedures, and College accreditation standings. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.

Student Initials JMA

2. I have carefully read and received an exact copy of this enrollment agreement.

Student Initials JMA

3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.

Student Initials JMA

4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

Student Initials JMA

5. I understand that the school does not guarantee transferability of credit. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations upon my request.

Student Initials JMA

6. I understand that the school does not guarantee job placement to graduates upon program completion.

Student Initials JMA

7. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2nd Floor, Springfield, IL 62701 or at www.ibhe.org.

Student Initials JMA

The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that s/he has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.

 Student's Signature

Date

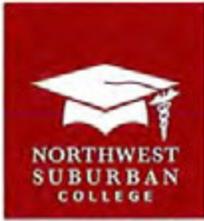
6/29/2015

Admissions Rep's Signature

(b)(6)

Date

8/29/2018



Committed to
excellence in education

5999 S. New Wilke Road, Suite 400 • Rolling Meadows, IL 60008
Phone: 847.290.6425 • Fax: 847.290.1441

SCHOOL OF BASIC SCIENCES **ENROLLMENT AGREEMENT**

STUDENT INFORMATION

Student Name:

Address:

City, State, Zip:

Phone:

Email:

Social Security #:

[Redacted student information]

EMERGENCY CONTACT

Name:

Relationship:

[Redacted emergency contact information]

PROGRAM INFORMATION

DATE OF ADMISSION: 07/22/2015

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Personal interview with Admissions Representative, Dean, or President

PROGRAM START DATE: FALL 2015 SCHEDULED END DATE: 12/2016

FULL-TIME PART-TIME DAY EVENING

NUMBER OF WEEKS: 112 TOAL CREDITS: 120 Credits Hours

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

For disclosure information, please see the NWSC website, About Us page.

FINANCIAL ASSISTANCE

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NWSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NWSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

One-Time Incidental Fees	
Application	\$ 50.00
Background Check	\$ 10.00
Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
FALL 2015-SUMMER 2016 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 5550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 462.50/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Housing	\$ 2500
Transportation	\$ 500

REFUND / CANCELLATION POLICY

Tuition Refund Policy

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;

3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the program is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months. The refund formula shall be based on tuition owed for twelve (12) months.
- Northwest Suburban College shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months. (Tuition Refund Schedule for short courses is available.)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains **any blank** spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NWSC programs are approved by the Illinois Board of Higher Education, and only the Associate of Science in Biology program is accredited. Undergraduate coursework conducted at NWSC may or may not transfer to other institution, depending on the receiving institution's policy. For updates on accreditation, contact the Accreditation Coordinator.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. NWSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, students may complete and submit the NWSC Grievance Form to the Dean of Student Affairs. For more information on complaint procedures, please see the NWSC College Catalog.

Complaints against this school may be registered with the Illinois Board of Higher Education:

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701-1404
p: 217.557.7359
www.ibhe.org

STUDENT ACKNOWLEDGMENTS

1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, and equipment or supplies provided. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.

Student Initials LB

2. I have carefully read and received an exact copy of this enrollment agreement.

Student Initials LB

3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.

Student Initials LB

4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

Student Initials LB

5. I understand that the school does not guarantee transferability of credit and that in most cases, credits or coursework are not likely to transfer to another institution. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations.

Student Initials LB

6. I understand that the school does not guarantee job placement to graduates upon program completion.

Student Initials LB

7. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2nd Floor, Springfield, IL 62701 or at www.ibhe.org.

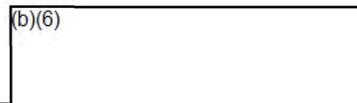
Student Initials LB

The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that he/she has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.



Student's Signature

07-22-2015
Date

(b)(6)


Admissions Rep's Signature

07/22/2015
Date

Assistant Dean of
Academic + Student
Affairs

BACHELOR OF SCIENCE PROGRAMS ENROLLMENT AGREEMENT

STUDENT INFORMATION

Student Name:

Address:

City, State, Zip:

Home Phone:

E-Mail Address:

Social Security:

Emergency Contact Name:

Contact #:

* By providing your cell phone number, you agree to receive messages from NWSC or it's third-party affiliates regarding important information (e.g., campus closures, etc.)

PROGRAM INFORMATION

DESCRIPTION OF PROGRAM

Select the program of choice from our bachelors programs.

PROGRAM NAME: Bachelors of Science in **BIOLOGY**

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology must complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

NUMBER OF WEEKS: 112

TOTAL CREDIT HOURS: 120

PROGRAM NAME: Bachelors of Science in **CHEMISTRY**

PROGRAM DESCRIPTION: The Bachelor of Science in Chemistry unites the other fields of studies—including biology, health sciences, physics, and mathematics—in order for the student to fully comprehend the role of “the central science.” Students pursuing a BS in Chemistry are required to complete a minimum of 120 credit hours, including required general education courses, core courses, and select electives. The bachelors program can be completed in seven trimesters, and upon successful completion of the program, students will be awarded a Bachelor of Science in Chemistry. Students following this track may choose to enter the workforce, a graduate school, or a professional school for further studies.

NUMBER OF WEEKS: 112

TOTAL CREDIT HOURS: 120

Pre-Medicine Concentration

ADMISSION REQUIREMENTS

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Vaccination from measles, mumps, rubella, diphtheria, and tetanus, or document exemption

Date of Admission: 03.27.2016Program Start Date: 09.06.2016 Expected Grad Date: 04.2017Full-Time: Part-Time: Classes Meet: Varies: Mon-Sat**TUITION & FEES**

One-Time Incidental Fees	
Application	\$ 50.00
Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
FALL 2016 Trimester Fees	
Full-Time Trimester Tuition 12-15 Credit Hours	\$ 6550.00
Per Credit Tuition 0-12 Credit Hours or 15+ hours	\$ 437.00/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Housing	\$ 2500
Transportation	\$ 500
Estimated Cost of Attendance: First Academic Year (2 FT Trimesters)	\$ 18,540.00*
Estimated Cost of Attendance Academic Year (2 FT Trimesters)	\$17,880.00*

* Subject to tuition and fee changes

FINANCIAL AID

Federal or state funded financial aid programs may be available to qualified students interested in the Associate of Science in Biology program (64 credit hours). Students interested in financial aid should meet with an NWSC Representative and complete the Free Application for Federal Student Aid (FAFSA) either online or by mail. Additional information on federal financial aid as well as private assistance for all programs is available at the campus.

REFUND / CANCELLATION POLICY**Tuition Refund Policy**

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;
3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the program is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months. The refund formula shall be based on tuition owed for twelve (12) months.
- Northwest Suburban College shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months. (Tuition Refund Schedule for short courses is available.)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

For disclosure information, please see the NWSC website (www.nwsc.edu), Student Consumer Information page.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. Accredited programs include the Associate of Science in Biology program; bachelors programs are not accredited. Coursework conducted at NWSC may not transferable to another school, college, or university.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. NWSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, students may complete and submit the NWSC Grievance Form to the Dean of Student Affairs. For more information on complaint procedures, please see the NWSC College Catalog.

Complaints against this school may be registered with the Illinois Board of Higher Education:

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701-1404
p: 217.557.7359
www.ibhe.org

STUDENT ACKNOWLEDGMENTS

Consents	Initials
1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, and equipment or supplies provided. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.	ZK
2. I have carefully read and received an exact copy of this enrollment agreement.	ZK
3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.	ZK
4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.	ZK
5. I understand that the school does not guarantee transferability of credit and that in most cases, credits or coursework are not likely to transfer to another institution. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations.	ZK
6. I understand that the school does not guarantee job placement to graduates upon program completion.	ZK
7. I hereby agree to provide updated job placement information to the school and consent to the school inquiring about my status with my future employer for a period of at least one calendar year upon graduation.	ZK
8. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2 nd Floor, Springfield, IL 62701 or at www.ibhe.org .	ZK

The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that he/she has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.

	3/27/16
Student Signature	Date
(b)(6)	3/27/16
Admissions Rep. Signature	Date
(b)(6)	3/27/16
Administrator Signature	Date



Committed to
excellence in education

5999 S. New Wilke Road, Suite 400 • Rolling Meadows, IL 60008
Phone: 847.290.6425 • Fax: 847.290.1441

SCHOOL OF BASIC SCIENCES ENROLLMENT AGREEMENT

STUDENT INFORMATION

Student Name:

Address:

City, State, Zip:

Phone:

Email:

Social Security #:

[Redacted student information]

EMERGENCY CONTACT

Name:

Relationship:

[Redacted emergency contact information]

PROGRAM INFORMATION

DATE OF ADMISSION: 10/20/2015

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Personal interview with Admissions Representative, Dean, or President

PROGRAM START DATE: WINTER/
SPRING 2016 SCHEDULED END DATE: 04/2018

FULL-TIME PART-TIME DAY EVENING

NUMBER OF WEEKS: 112 TOAL CREDITS: 120 Credits Hours

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

For disclosure information, please see the NWSC website, About Us page.

FINANCIAL ASSISTANCE

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NWSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NWSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

One-Time Incidental Fees	
Application	\$ 50.00
Background Check	\$ 10.00
Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
FALL 2015-SUMMER 2016 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 5550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 462.50/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Housing	\$ 2500
Transportation	\$ 500

REFUND / CANCELLATION POLICY

Tuition Refund Policy

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;

3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
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Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300—whichever is less, plus the cost of any books or materials which have been provided by the school.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NWSC programs are approved by the Illinois Board of Higher Education, and only the Associate of Science in Biology program is accredited. Undergraduate coursework conducted at NWSC may or may not transfer to other institution, depending on the receiving institution's policy. For updates on accreditation, contact the Accreditation Coordinator.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

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Complaints against this school may be registered with the Illinois Board of Higher Education:

Illinois Board of Higher Education

431 East Adams, 2nd Floor

Springfield, Illinois 62701-1404

p: 217.557.7359

www.ibhe.org

1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, and equipment or supplies provided. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.

Student Initials S.P

2. I have carefully read and received an exact copy of this enrollment agreement.

Student Initials S.P

3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.

Student Initials S.P

4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

Student Initials S.P

5. I understand that the school does not guarantee transferability of credit and that in most cases, credits or coursework are not likely to transfer to another institution. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations.

Student Initials S.P

6. I understand that the school does not guarantee job placement to graduates upon program completion.

Student Initials S.P

7. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2nd Floor, Springfield, IL 62701 or at www.ibhe.org.

Student Initials S.P

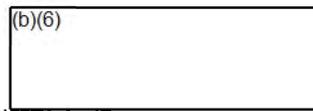
The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that he/she has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.



Student's Signature

1/8/16

Date

(b)(6)


Admissions Rep's Signature

1/8/16

Date

BACHELOR OF SCIENCE PROGRAMS ENROLLMENT AGREEMENT

STUDENT INFORMATION

Student Name:

Address:

City, State, Zip:

Home Phone:

E-Mail Address:

Social Security:

Emergency Contact Name:

Contact #:

* By providing your cell phone number, you agree to receive messages from NWSC or it's third-party affiliates regarding important information (e.g., campus closures, etc.)

PROGRAM INFORMATION

DESCRIPTION OF PROGRAM

Select the program of choice from our bachelors programs.

PROGRAM NAME: Bachelors of Science in **BIOLOGY**

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology must complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

NUMBER OF WEEKS: 112

TOTAL CREDIT HOURS: 120

PROGRAM NAME: Bachelors of Science in **CHEMISTRY**

PROGRAM DESCRIPTION: The Bachelor of Science in Chemistry unites the other fields of studies—including biology, health sciences, physics, and mathematics—in order for the student to fully comprehend the role of "the central science." Students pursuing a BS in Chemistry are required to complete a minimum of 120 credit hours, including required general education courses, core courses, and select electives. The bachelors program can be completed in seven trimesters, and upon successful completion of the program, students will be awarded a Bachelor of Science in Chemistry. Students following this track may choose to enter the workforce, a graduate school, or a professional school for further studies.

NUMBER OF WEEKS: 112

TOTAL CREDIT HOURS: 120

Pre-Medicine Concentration

ADMISSION REQUIREMENTS

- I. High school or GED (General Education Development) graduate
 II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 o Provisional acceptance may be provided to students who do not meet this requirement.
 III. Vaccination from measles, mumps, rubella, diphtheria, and tetanus, or document exemption

Date of Admission: 03.27.2016

Program Start Date: 09.06.2016 Expected Grad Date: 04.2017

Full-Time: Part-Time: Classes Meet: Varies: Mon-Sat

TUITION & FEES

One-Time Incidental Fees	
Application	\$ 50.00
Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
FALL 2016 Trimester Fees	
Full-Time Trimester Tuition 12-15 Credit Hours	\$ 6550.00
Per Credit Tuition 0-12 Credit Hours or 15+ hours	\$ 437.00/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Housing	\$ 2500
Transportation	\$ 500
Estimated Cost of Attendance: First Academic Year (2 FT Trimesters)	\$ 18,540.00*
Estimated Cost of Attendance Academic Year (2 FT Trimesters)	\$17,880.00*

* Subject to tuition and fee changes

FINANCIAL AID

Federal or state funded financial aid programs may be available to qualified students interested in the Associate of Science in Biology program (64 credit hours). Students interested in financial aid should meet with an NWSC Representative and complete the Free Application for Federal Student Aid (FAFSA) either online or by mail. Additional information on federal financial aid as well as private assistance for all programs is available at the campus.

REFUND / CANCELLATION POLICY**Tuition Refund Policy**

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;
3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the program is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months. The refund formula shall be based on tuition owed for twelve (12) months.
- Northwest Suburban College shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months. (Tuition Refund Schedule for short courses is available.)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

For disclosure information, please see the NWSC website (www.nwsc.edu), Student Consumer Information page.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. Accredited programs include the Associate of Science in Biology program; bachelors programs are not accredited. Coursework conducted at NWSC may not transferable to another school, college, or university.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. NWSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, students may complete and submit the NWSC Grievance Form to the Dean of Student Affairs. For more information on complaint procedures, please see the NWSC College Catalog.

Complaints against this school may be registered with the Illinois Board of Higher Education:

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701-1404
p: 217.557.7359
www.ibhe.org

STUDENT ACKNOWLEDGMENTS

Consents	Initials
1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, and equipment or supplies provided. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.	RS
2. I have carefully read and received an exact copy of this enrollment agreement.	RS
3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.	RS
4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.	RS
5. I understand that the school does not guarantee transferability of credit and that in most cases, credits or coursework are not likely to transfer to another institution. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations.	RS
6. I understand that the school does not guarantee job placement to graduates upon program completion.	RS
7. I hereby agree to provide updated job placement information to the school and consent to the school inquiring about my status with my future employer for a period of at least one calendar year upon graduation.	RS
8. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2 nd Floor, Springfield, IL 62701 or at www.ibhe.org .	RS

The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that he/she has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.

Student Signature	Date 3/27/16
(b)(6)	
Admissions Rep. Signature	Date 3/27/16
(b)(6)	
Administrator Signature	Date 3/27/16



Committed to
excellence in education

5999 S. New Wilke Road, Suite 400 • Rolling Meadows, IL 60008
Phone: 847.290.6425 • Fax: 847.290.1441

SCHOOL OF BASIC SCIENCES ENROLLMENT AGREEMENT

STUDENT INFORMATION

STUDENT NAME: _____

ADDRESS: _____

CITY/STATE/ZIP: _____

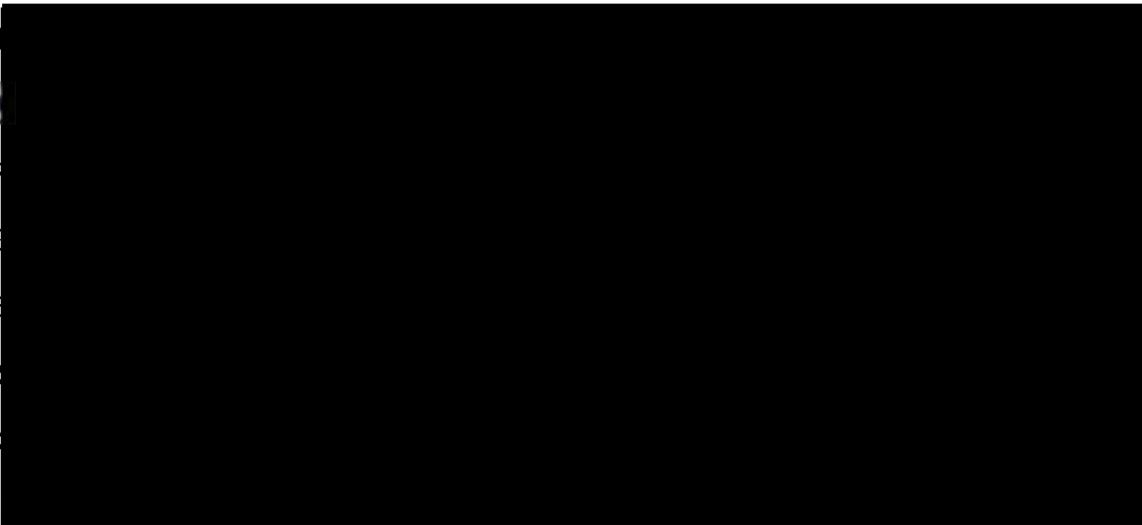
PHONE NUMBER: _____

E-MAIL ADDRESS: _____

SOCIAL SECURITY: _____

EMERGENCY CONTACT: _____

RELATIONSHIP: _____



PROGRAM INFORMATION

DATE OF ADMISSION: 12, 29, 14

PROGRAM NAME: BS in Biology

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete the required general education courses as well as the core courses, which focus on natural and biological sciences. Students following this track may receive this degree as their terminal degree and seek employment after graduating. The Bachelor of Science program may be completed within 7 trimesters. Upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology.

PREREQUISITE COURSES & OTHER REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Vaccination from measles, mumps, rubella, diphtheria, and tetanus or documented exemption
- IV. If applicable, minimum ACT score of 20 or equivalent SAT score
- V. Personal interview with Admissions Representative, Dean, or President

PROGRAM START DATE: FALL 2015

SCHEDULED END DATE: End of FALL 2016

FULL-TIME

PART-TIME

DAY

EVENING

NUMBER OF WEEKS: 112

TOTAL CREDITS: 120 Credit Hours

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

For disclosure information, please see the NWSC website, About Us page.

FINANCIAL ASSISTANCE

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NWSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NWSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

One-Time Incidental Fees	
Application	\$ 50.00
Background Check	\$ 10.00
Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
FALL 2014-SUMMER 2015 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 5550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 462.50/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
FALL 2015-SUMMER 2016 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 6550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 545.00/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Housing	\$ 2500
Transportation	\$ 500

REFUND / CANCELLATION POLICY

Tuition Refund Policy

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Cancellation Policy

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Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

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3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NWSC programs are approved by the Illinois Board of Higher Education, and only the Associate of Science in Biology program is accredited. Undergraduate coursework conducted at NWSC may or may not transfer to other institution, depending on the receiving institution's policy. For updates on accreditation, contact the Accreditation Coordinator.

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Illinois Board of Higher Education

431 East Adams, 2nd Floor

Springfield, Illinois 62701-1404

p: 217.557.7359

www.ibhe.org

STUDENT ACKNOWLEDGMENTS

1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, equipment or supplies provided, Code of Conduct and policies and procedures, and College accreditation standings. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.

Student Initials N.A

2. I have carefully read and received an exact copy of this enrollment agreement.

Student Initials N.A

3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.

Student Initials N.A

4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

Student Initials N.A

5. I understand that the school does not guarantee transferability of credit. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations upon my request.

Student Initials N.A

6. I understand that the school does not guarantee job placement to graduates upon program completion.

Student Initials N.A

7. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2nd Floor, Springfield, IL 62701 or at www.ibhe.org.

Student Initials N.A

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Student's Signature

8/3/15
Date

12/29/14

(b)(6)


Admissions Rep's Signature

12/29/14
Date

Nassib Aden

NWSC Student ID: U166
 Date of Birth: [REDACTED]
 Transcript Printed On: 03/20/2017

Program: Undergraduate: Biology
 Concentration: Pre-Medicine

Degree: Associate of Science
 Bachelor of Science
 Date Conferred: AS: 05/01/2016
 BS: 08/28/2016

Transfer Credit:

TERM	CODE/ TITLE	NWSC EQUIV.	TRANSFER CRD
MCTC: Spring 2011	FSY 1110/ General Psychology	PSY 101/ Principles of Psychology	3.00
MCTC: Spring 2011	ENG 1110/ College English 1	ENG 101/ English Language & Composition I	3.00
MCTC: Spring 2011	PHIL 1171/ Ethics	HUM 205/ Intro. to Ethics	3.00
MCTC: Spring 2011	THRT 1163/ Mixed Blood Theatre	FA XXX/ Fine Arts Elective	1.00
MCTC: Fall 2011	BIOL 2200/ Principles of Biology	BIO 101/ Principles of Biology	4.00
MCTC: Fall 2011	ENGL 1111/ College English 2	ENG 102/ English Language & Composition II	3.00
MCTC: Fall 2011	CHST 1010/ Interpersonal Comm.	ENG 202/ Fundamentals of Speech Comm.	3.00
MCTC: Fall 2011	THTR 1161/ Guthrie Theater	FA XXX/ Fine Arts Elective	1.00
MCTC: Spring 2012	BIOL 1136/ Environmental Science	BIO 205/ Environmental Biology	3.00
MSU: Fall 2012	MATH 115/ College Algebra	MTH 121/ College Algebra	4.00
MSU: Fall 2012	PSYC 363/ Community Psychology	SOC 101/ Principles of Sociology I	3.00
MSU: Spring 2013	PSYC 336/ Social Psychology	PSY 210/ Fundamentals of Social Psychology	3.00
MSU: Fall 2013	CHEM 111/ General Chemistry I	CHEM 101/ General Chemistry I	5.00
NHCC: Summer 2014	CHEM 1062/ General Chemistry II	CHEM 102/ General Chemistry II	4.00
NTC: Fall 2015	HLTH1106/ Medical Terminology	BIO 104/ Medical Terminology	2.00
			Total 45.00

Northwest Suburban College Credit:

CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS	CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS
TRIMESTER: Winter/Spring 2015						TRIMESTER: Fall 2015					
BIO 102	Cellular & Molecular Biology	5.00	5.00	B	15.00	BIO 200	Evolutionary Biology	4.00	4.00	B	12.00
MTH 122	Calculus	4.00	4.00	A	16.00	BIO 201	Human Anat. & Phys. I	4.00	4.00	B	12.00
RES 210	Community Service	2.00	2.00	A	8.00	CHEM 202	Organic Chemistry II	5.00	5.00	C	10.00
RES 307	Undergrad. Research Seminar	3.00	3.00	B	9.00	MTH 201	Statistics	4.00	4.00	C	8.00
		TOTAL:	14.00		48.00	PHYS 201	General Physics I	4.00	4.00	A	16.00
		CUMULATIVE:	14.00		48.00			TOTAL:	21.00	21.00	58.00
		TERM GPA:	3.43	CGPA:	3.43			CUMULATIVE:	55.00	100.00	165.00
								TERM GPA:	2.76		CGPA: 3.11
TRIMESTER: Summer 2015						TRIMESTER: Winter/Spring 2016					
BIO 210	Genetics	4.00	4.00	A	16.00	BIO 202	Human Anat. & Phys. II	4.00	4.00	A	16.00
CHEM 201	Organic Chemistry I	5.00	5.00	B	15.00	BIO 302	Molec. Gen. & Biotech.	4.00	4.00	A	16.00
CHEM 321	Biochemistry I	4.00	4.00	C	8.00	BIO 302A	Molec. Gen. & Biotec. L	2.00	2.00	A	8.00
RES 200	College Seminars	2.00	2.00	P	-	HUM 201	World Religions	3.00	3.00	A	12.00
BIO 303	Microbiology	5.00	5.00	A	20.00	PHYS 301	General Physics II	4.00	4.00	B	12.00
		TOTAL:	20.00		59.00	RES 408	Undergrad. Research Pro	3.00	3.00	B	9.00
		CUMULATIVE:	34.00		107.00			TOTAL:	20.00	20.00	73.00
		TERM GPA:	3.28	CGPA:	3.34			CUMULATIVE:	75.00	120.00	238.00
								TERM GPA:	3.65		CGPA: 3.26

TOTAL/SUMMARY:

TERMS: 4.0 EARNED CREDITS: 120.00 QUALIFYING POINTS: 238.00 CGPA: 3.26 NOTICES: --

*****END OF TRANSCRIPT*****

(b)(6)



Northwest Suburban College
 of Basic and Allied Health Sciences
 5999 S. New Wilke Road
 Rolling Meadows, IL 60008-4501
 847.290.6425

Office of Registration & Records

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Northwest Suburban College

Northwest Suburban College of Basic and Allied Health Sciences (NWSC) was established in 2008 as an independent, private, not-for-profit institution of higher education. NWSC is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) for the Associate of Science in Biology Program, Medical Assistant Certification Program, and Dental Assistant Certification Program. For more information on program accreditation and approvals, see the NWSC College Catalog.

Privacy of Records

NWSC complies with the Family Educational Rights in Privacy Act. Student records are kept confidential and can be released only after written permission from the student.

Clock and Credit Hours

School of Allied Health Sciences:

A clock (or contact) hour is defined as a minimum of 50 minutes of supervised or direct instruction and appropriate break(s).

School of Basic Sciences:

The number of credit hours assigned to a course consists of a minimum of 15 classroom lecture periods of 50 minutes each and which assumes outside reading and/or preparation, 30 laboratory hours where classroom theory is applied, or 45 hours of external discipline-related work experience with indirect instructor supervision, or a combination of all three.

Each hour of class work requires two hours of out-of-class activities.

Transfer Credits

School of Allied Health Sciences:

The School of Allied Health Sciences does not accept transfer credits for certificate programs.

School of Basic Sciences:

Transferred courses will appear on the top portion of the transcript. NWSC transfers courses with a grade of C or higher.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus.

The following grading scale will be used to assess each student's performance:

Grade	Percentage	GPA Points	Significance
A	100 – 90	4.0	Excellent
B	89 – 80	3.0	Good
C	79 – 70	2.0	Average
D	69 – 60	1.0	Poor
F	59 or below	0	Failure
P	-	-	Pass
I	-	-	Incomplete
R	-	-	Repeat
W	-	-	Withdrawal
AW	-	-	Administrative Withdrawal

Incomplete: Grade Changes

Students not completing specific course requirements and/or the Final Exam may be assigned an Incomplete (I) by the instructor, which is not used to calculate the GPA. To remove the Incomplete, a student must complete all requirements by the end of the following course. If the student fails to do so, then the grade will be converted into a grade of F.

Grade Point Average Distinctions

School of Basic Sciences:

Undergraduate students who have enrolled in a minimum of 12 credit hours for the trimester may qualify for the following awards:

Award	GPA
President's List	4.00
Dean's List	3.75-3.99

Cumulative GPA

Students may repeat course(s) with a D or F grade, and only the final grade will be included in the GPA. Transferred courses or courses with a P grade are not calculated. Only grades A through F are included in the CGPA calculation. A minimum CGPA of 2.0/4.0 is required to graduate.

Graduation Requirements

Requirements for graduation in the School of Allied Health Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Meet the minimum course requirements.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Minimum requirements for graduation in the School of Basic Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Satisfactorily complete program's required courses and credit hours.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

For more information on specific program requirements for graduation, see the NWSC College Catalog.

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5999 S. New Wilke Road, Suite 400 • Flossmoor Meadows, IL 60008

Phone: 847.290.6425 • Fax: 847.290.1441

Email: admissions@northwestsuburbancollege.com • Web: northwestsuburbancollege.org

SCHOOL OF BASIC SCIENCES ENROLLMENT AGREEMENT

STUDENT INFORMATION

STUDENT NAME:

ADDRESS:

CITY/STATE:

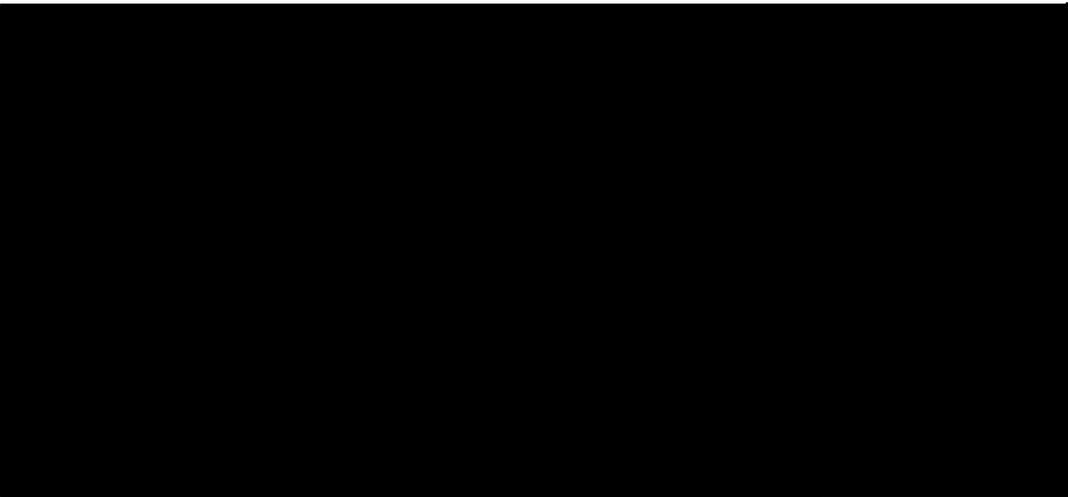
PHONE NUMBER:

E-MAIL ADDRESS:

SOCIAL SECURITY NUMBER:

EMERGENCY CONTACT:

RELATIONS:



PROGRAM INFORMATION

DATE OF ADMISSION: 05/05/2014

PROGRAM NAME: BS in Biology

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Personal interview with Admissions Representative, Dean, or President

PROGRAM INFORMATION

PROGRAM START DATE: 05/05/2014

SCHEDULED END DATE: 08/2014

FULL-TIME PART-TIME

DAY EVENING

DAYS/EVENINGS CLASS MEETS: Varies

TIME CLASS BEGINS: Varies

TIME CLASS ENDS: Varies

NUMBER OF WEEKS: 112

TOTAL CREDIT HOURS: 120

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NSC College Catalog 2013-2014.

For disclosure information, please see the NSC website, About Us page.

FINANCIAL AID

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

NON-REFUNDABLE REGISTRATION FEE: \$ (waived) 0

TUITION: \$ 5550

BOOKS & SUPPLIES: \$ -

MISC. EXPENSES: \$ -

OTHER: \$ 250

Other Includes: Lab fee for each lab course

TOTAL COST FOR BS in BIO PROGRAM: \$ 5800 (approximately)

REFUND/CANCELLATION POLICY

Tuition Refund Policy

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;
3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the program is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months. The refund formula shall be based on tuition owed for twelve (12) months.
- Northwest Suburban College shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months. (Tuition Refund Schedule for short courses is available.)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NSC programs are approved by the Illinois Board of Higher Education, but they are not yet accredited. Currently, only the Associate of Science in Biology is under review for accreditation. Coursework conducted at NSC may not be transferable to another school, college, or university. For updates on accreditation, contact the Accreditation Coordinator.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. NSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, students may complete and submit the NSC Grievance Form to the Dean of Student Affairs. For more information on complaint procedures, please see the NSC College Catalog.

Complaints against this school may be registered with the Illinois Board of Higher Education:

Illinois Board of Higher Education
431 East Adams,
2nd Floor
Springfield, Illinois 62701-1404
p: 217.557.7359
www.ibhe.org

STUDENT ACKNOWLEDGMENTS

1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, and equipment or supplies provided. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.

Student Initials HB

2. I have carefully read and received an exact copy of this enrollment agreement.

Student Initials HB

3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.

Student Initials HB

4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

Student Initials HB

5. I understand that the school does not guarantee transferability of credit and that in most cases, credits or coursework are not likely to transfer to another institution. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations.

Student Initials HB

6. I understand that the school does not guarantee job placement to graduates upon program completion.

Student Initials HB

7. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2nd Floor, Springfield, IL 62701 or at www.ibhe.org.

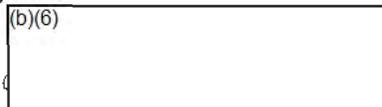
Student Initials HB

The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that he/she has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.



Student's Signature

5/2/14
Date

(b)(6)


Admissions Rep's Signature

5/2/2014
Date

Hanna Bakhshi

NWSC Student ID: U101
 Date of Birth: [REDACTED]
 Transcript Printed On: 03/20/2017

Program: Undergraduate: Biology
 Concentration: Pre-Medicine

Degree: Associate of Science
 Bachelor of Science
 Date Conferred: AS: 12/21/2012
 BS: 08/23/2014

Transfer Credit:

TERM	CODE/TITLE	NWSC EQUIV.	TRANSFER CRD
AUSOM: Fall 2013	MED 5436/ Biostatistics/Epidemiology	MTH 201/ Statistics	4.00
AUSOM: Fall 2013	MED 5489/ Histology, Cell & Molecular Bio.	BIO 302/ Molec. Genetics, Biotech.	4.00
		BIO 303/ Microbiology	5.00
AUSOM: Fall 2013	MED 5418/ Medical Embryology	BIO 304/ Human Embryology	4.00
AUSOM: Winter 2014	MED 6519/ Biochemistry	CHEM 321/ Biochemistry I	4.00
		CHEM 322/ Biochemistry II	4.00
		Total:	25.00

Northwest Suburban College Credit:

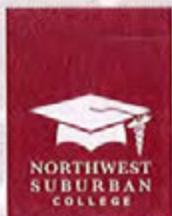
CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS	CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS
TRIMESTER: Fall 2011						TRIMESTER: Fall 2012					
ENG 101	English Lang. & Comp. I	3.00	3.00	A	12.00	BIO 200	Evolutionary Biology	4.00	4.00	A	16.00
NUM 201	World Religions	3.00	3.00	A	12.00	BIO 201	Human Anat. & Phys. I	4.00	4.00	B	12.00
MTH 121	College Algebra	4.00	4.00	A	16.00	CHEM 101	General Chemistry I	5.00	5.00	A	20.00
SOC 101	Prin. of Sociology I	3.00	3.00	A	12.00	RES 210	Community Service	3.00	3.00	A	12.00
	TOTAL:	13.00	13.00		52.00	SOC 220	Medical Sociology	4.00	4.00	A	16.00
	CUMULATIVE:	13.00	13.00		52.00		TOTAL:	20.00	20.00		76.00
	TERM GPA:	4.00		CGPA:	4.00		CUMULATIVE:	65.00	65.00		251.00
	President's List						TERM GPA:	3.80		CGPA:	3.86
							Dean's List				
TRIMESTER: Winter/Spring 2012						TRIMESTER: Winter/Spring 2013					
ENG 102	English Lang. & Comp. II	3.00	3.00	A	12.00	BIO 102	Cell. & Molec. Biology	5.00	5.00	A	20.00
FL 101	Arabic I	3.00	3.00	A	12.00	BIO 104	Medical Terminology	2.00	2.00	A	8.00
HIS 101	Middle Eastern History I	3.00	3.00	A	12.00	BIO 202	Human Anat. & Phys. II	4.00	4.00	A	16.00
MTH 122	Calculus	4.00	4.00	A	16.00	BIO 210	Genetics	4.00	4.00	A	16.00
PSY 101	Prin. of Psychology	3.00	3.00	A	12.00	CHEM 201	Organic Chemistry I	5.00	5.00	A	20.00
	TOTAL:	16.00	16.00		64.00		TOTAL:	20.00	20.00		80.00
	CUMULATIVE:	29.00	29.00		116.00		CUMULATIVE:	85.00	85.00		331.00
	TERM GPA:	4.00		CGPA:	4.00		TERM GPA:	4.00		CGPA:	3.89
	President's List						President's List				
TRIMESTER: Summer 2012						TRIMESTER: Summer 2013					
BIO 101	Prin. of Biology	5.00	5.00	B	15.00	CHEM 102	General Chemistry II	5.00	5.00	A	20.00
ENG 201	Argument & Rhetorical Anal.	4.00	4.00	A	16.00	CHEM 202	Organic Chemistry II	5.00	5.00	A	20.00
HIS 102	Middle Eastern History II	3.00	3.00	A	12.00	PHYS 202	General Physics II	4.00	4.00	A	16.00
PSY 201	General Physics I	4.00	4.00	A	16.00		TOTAL:	14.00	14.00		56.00
	TOTAL:	16.00	16.00		59.00		CUMULATIVE:	99.00	99.00		387.00
	CUMULATIVE:	45.00	45.00		175.00		TERM GPA:	4.00		CGPA:	3.91
	TERM GPA:	3.69		CGPA:	3.89		President's List				

TOTAL/SUMMARY:

TERMS:	EARNED CREDITS:	QUALIFYING POINTS:	CGPA:	NOTICES:
6.00	124.00	387.00	3.91	President's List: 4 Terms Dean's List: 1 Term

*****END OF TRANSCRIPT*****

(b)(6)



Northwest Suburban College
 of Basic and Allied Health Sciences
 5999 S. New Wilke Road
 Rolling Meadows, IL 60008-4501
 847.290.6425

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Clock and Credit Hours

School of Allied Health Sciences:

A clock (or contact) hour is defined as a minimum of 50 minutes of supervised or direct instruction and appropriate break(s).

School of Basic Sciences:

The number of credit hours assigned to a course consists of a minimum of 15 classroom lecture periods of 50 minutes each and which assumes outside reading and/or preparation, 30 laboratory hours where classroom theory is applied, or 45 hours of external discipline-related work experience with indirect instructor supervision, or a combination of all three.

Each hour of class work requires two hours of out-of-class activities.

Transfer Credits

School of Allied Health Sciences:

The School of Allied Health Sciences does not accept transfer credits for certificate programs.

School of Basic Sciences:

Transferred courses will appear on the top portion of the transcript. NWSC transfers courses with a grade of C or higher.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus.

The following grading scale will be used to assess each student's performance:

Grade	Percentage	GPA Points	Significance
A	100 – 90	4.0	Excellent
B	89 – 80	3.0	Good
C	79 – 70	2.0	Average
D	69 – 60	1.0	Poor
F	59 or below	0	Failure
P	-	-	Pass
I	-	-	Incomplete
R	-	-	Repeat
W	-	-	Withdrawal
AW	-	-	Administrative Withdrawal

Incomplete: Grade Changes

Students not completing specific course requirements and/or the Final Exam may be assigned an Incomplete (I) by the instructor, which is not used to calculate the GPA. To remove the Incomplete, a student must complete all requirements by the end of the following course. If the student fails to do so, then the grade will be converted into a grade of F.

Grade Point Average Distinctions

School of Basic Sciences:

Undergraduate students who have enrolled in a minimum of 12 credit hours for the trimester may qualify for the following awards:

Award	GPA
President's List	4.00
Dean's List	3.75-3.99

Cumulative GPA

Students may repeat course(s) with a D or F grade, and only the final grade will be included in the GPA. Transferred courses or courses with a P grade are not calculated. Only grades A through F are included in the CGPA calculation. A minimum CGPA of 2.0/4.0 is required to graduate.

Graduation Requirements

Requirements for graduation in the School of Allied Health Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Meet the minimum course requirements.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Minimum requirements for graduation in the School of Basic Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Satisfactorily complete program's required courses and credit hours.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

For more information on specific program requirements for graduation, see the NWSC College Catalog.

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excellence in education

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Phone: 847.290.6425 • Fax: 847.290.1441

SCHOOL OF BASIC SCIENCES ENROLLMENT AGREEMENT

STUDENT INFORMATION

STUDENT NAME: _____

ADDRESS: _____

CITY/STATE/ZIP: _____

PHONE NUMBER: _____

E-MAIL ADDRESS: _____

SOCIAL SECURITY NUMBER: _____

EMERGENCY CONTACT: _____

RELATIONSHIP: _____

PROGRAM INFORMATION

DATE OF ADMISSION: 3/15/15

PROGRAM NAME: BS in Biology

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete the required general education courses as well as the core courses, which focus on natural and biological sciences. Students following this track may receive this degree as their terminal degree and seek employment after graduating. The Bachelor of Science program may be completed within 7 trimesters. Upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology.

PREREQUISITE COURSES & OTHER REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Vaccination from measles, mumps, rubella, diphtheria, and tetanus or documented exemption
- IV. If applicable, minimum ACT score of 20 or equivalent SAT score
- V. Personal interview with Admissions Representative, Dean, or President

PROGRAM START DATE: FALL 2015 SCHEDULED END DATE: End of FALL 2016

FULL-TIME PART-TIME DAY EVENING

NUMBER OF WEEKS: 112 TOTAL CREDITS: 120 Credit Hours

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

For disclosure information, please see the NWSC website, About Us page.

FINANCIAL ASSISTANCE

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NWSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NWSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

One-Time Incidental Fees	
Application	\$ 50.00
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Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
FALL 2014-SUMMER 2015 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 5550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 462.50/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
FALL 2015-SUMMER 2016 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 6550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 545.00/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Housing	\$ 2500
Transportation	\$ 500

REFUND / CANCELLATION POLICY

Tuition Refund Policy

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
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Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

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- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
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Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

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Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

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1. Do not sign this agreement before you have read it or if it contains any blank spaces.
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3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NWSC programs are approved by the Illinois Board of Higher Education, and only the Associate of Science in Biology program is accredited. Undergraduate coursework conducted at NWSC may or may not transfer to other institution, depending on the receiving institution's policy. For updates on accreditation, contact the Accreditation Coordinator.

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p: 217.557.7359

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Student Initials A.G.

2. I have carefully read and received an exact copy of this enrollment agreement.

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4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

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Student's Signature

8/11
Date

(b)(6)


Admissions Rep's Signature

8/10/15
Date

Amal Ghosh

NWSC Student ID: U167
 Date of Birth: [REDACTED]
 Transcript Printed On: 03/20/2017

Program: Undergraduate: Biology
 Concentration: Pre-Medicine

Degree: Bachelor of Science
 Date Conferred: 08/28/2016

Transfer Credit:

TERM	CODE	TITLE	NWSC EQUIV.	TRANSFER CRD
D99 HS AP Exam: 2011	-	Biology	BIO 101/ Principles of Biology (Lecture)	3.00
D99 HS AP Exam: 2011	-	U.S. History	HIS 120/ U.S. History & Government	3.00
D99 HS AP Exam: 2012	-	English Lang/Comp	ENG 101/ English Language & Composition I	3.00
D99 HS AP Exam: 2012	-	Psychology	PSY 101/ Principles of Psychology	3.00
D99 HS AP Exam: 2013	-	Calculus AB	MTH 122/ Calculus	4.00
UIUC: Spring 2014	HIST 120	East Asian Civilizations	HUM XXX/ Humanities Elective	3.00
COD: Summer 2014	PHYSI-2111	Science & Engineering I	PHYS 201/ General Physics I	4.00
COD: Fall 2014	CHEMI-1551	Principles of Chemistry I	CHEM 101/ General Chemistry I	5.00
COD: Fall 2014	PHYSI-2112	Science & Engineering II	PHYS XXX/ Physics Elective	5.00
COD: Spring 2015	BIOL0-1120	Intro. to Genetics	BIO 210/ Genetics	3.00
COD: Spring 2015	CHEMI-1552	Prin. of Chemistry II	CHEM 102/ General Chemistry II	5.00
COD: Spring 2015	ANTHR-1100	Cultural Anthropology	SOC XXX/ Social & Behavioral Sciences Elective	3.00
COD: Spring 2015	PHYSI-1202	General Physics II	PHYS 301/ General Physics II	4.00
COD: Summer 2016	ART-1100	Intro to the Visual Arts	FA XXX/ Fine Arts Elective	3.00
				Total 51.00

Northwest Suburban College Credit:

CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS
TRIMESTER: Summer 2015					
BIO 303	Microbiology	5.00	5.00	B	15.00
CHEM 201	Organic Chemistry I	5.00	5.00	A	20.00
ENG 102	Eng. Lang. & Comp. II	3.00	3.00	A	12.00
RES 200	College Seminar	2.00	2.00	P	-
SOC 220	Medical Sociology	4.00	4.00	B	12.00
		TOTAL:	19.00		59.00
		CUMULATIVE:	19.00		59.00
		TERM GPA:	3.47	CGPA:	3.47
TRIMESTER: Fall 2015					
BIO 200	Evolutionary Biology	4.00	4.00	A	16.00
BIO 201	Human Ana. & Physiology I	4.00	4.00	C	8.00
CHEM 202	Organic Chemistry II	5.00	5.00	A	20.00
CHEM 321	Biochemistry I	4.00	4.00	A	16.00
MTH 201	Statistics	4.00	4.00	A	16.00
		TOTAL:	21.00		76.00
		CUMULATIVE:	40.00		135.00
		TERM GPA:	3.62	CGPA:	3.55
TRIMESTER: Winter/Spring 2016					
BIO 102	Cellular & Molecular Biology	5.00	5.00	A	20.00
BIO 202	Human Anat. & Physiology II	4.00	4.00	C	8.00
CHEM 322	Biochemistry II	4.00	4.00	A	16.00
HUM 201	World Religions	3.00	3.00	A	12.00
RES 408	Undergrad. Research Project	3.00	3.00	A	12.00
		TOTAL:	19.00		68.00
		CUMULATIVE:	59.00		203.00
		TERM GPA:	3.58	CGPA:	3.56
TRIMESTER: Summer 2016					
BIO 250	Pathophysiology	3.00	3.00	A	12.00
ENG 202	Fund. of Speech Comm.	3.00	3.00	A	12.00
RES 210	Community Service	2.00	2.00	B	6.00
RES 307	Undergrad. Research Seminar	3.00	3.00	B	9.00
RES 408	Undergrad. Research Project	3.00	3.00	A	12.00
		TOTAL:	14.00		51.00
		CUMULATIVE:	73.00		254.00
		TERM GPA:	3.64	CGPA:	3.58

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TOTAL/SUMMARY:

TERMS:	EARNED CREDITS:	QUALIFYING POINTS:	CGPA:	NOTICES:
4.00	124.00	254.00	3.58	--

*****END OF TRANSCRIPT*****

(b)(6)



Northwest Suburban College
 of Basic and Allied Health Sciences
 5999 S. New Wilke Road
 Rolling Meadows, IL 60008-4501
 847.290.6425

Office of Registration & Records

This signed transcript is printed on SCRIP-SAFE security paper.
 A raised seal is not required. "COPY" appears as a latent image.
 A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

Northwest Suburban College

Northwest Suburban College of Basic and Allied Health Sciences (NWSC) was established in 2008 as an independent, private, not-for-profit institution of higher education. NWSC is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) for the Associate of Science in Biology Program, Medical Assistant Certification Program, and Dental Assistant Certification Program. For more information on program accreditation and approvals, see the NWSC College Catalog.

Privacy of Records

NWSC complies with the Family Educational Rights in Privacy Act. Student records are kept confidential and can be released only after written permission from the student.

Clock and Credit Hours

School of Allied Health Sciences:

A clock (or contact) hour is defined as a minimum of 50 minutes of supervised or direct instruction and appropriate break(s).

School of Basic Sciences:

The number of credit hours assigned to a course consists of a minimum of 15 classroom lecture periods of 50 minutes each and which assumes outside reading and/or preparation, 30 laboratory hours where classroom theory is applied, or 45 hours of external discipline-related work experience with indirect instructor supervision, or a combination of all three.

Each hour of class work requires two hours of out-of-class activities.

Transfer Credits

School of Allied Health Sciences:

The School of Allied Health Sciences does not accept transfer credits for certificate programs.

School of Basic Sciences:

Transferred courses will appear on the top portion of the transcript. NWSC transfers courses with a grade of C or higher.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus.

The following grading scale will be used to assess each student's performance:

Grade	Percentage	GPA Points	Significance
A	100 – 90	4.0	Excellent
B	89 – 80	3.0	Good
C	79 – 70	2.0	Average
D	69 – 60	1.0	Poor
F	59 or below	0	Failure
P	-	-	Pass
I	-	-	Incomplete
R	-	-	Repeat
W	-	-	Withdrawal
AW	-	-	Administrative Withdrawal

Incomplete: Grade Changes

Students not completing specific course requirements and/or the Final Exam may be assigned an Incomplete (I) by the instructor, which is not used to calculate the GPA. To remove the Incomplete, a student must complete all requirements by the end of the following course. If the student fails to do so, then the grade will be converted into a grade of F.

Grade Point Average Distinctions

School of Basic Sciences:

Undergraduate students who have enrolled in a minimum of 12 credit hours for the trimester may qualify for the following awards:

Award	GPA
President's List	4.00
Dean's List	3.75-3.99

Cumulative GPA

Students may repeat course(s) with a D or F grade, and only the final grade will be included in the GPA. Transferred courses or courses with a P grade are not calculated. Only grades A through F are included in the CGPA calculation. A minimum CGPA of 2.0/4.0 is required to graduate.

Graduation Requirements

Requirements for graduation in the School of Allied Health Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Meet the minimum course requirements.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Minimum requirements for graduation in the School of Basic Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Satisfactorily complete program's required courses and credit hours.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

For more information on specific program requirements for graduation, see the NWSC College Catalog.

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on burgundy SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document.

NORTHWEST SUBURBAN COLLEGE • NORTHWEST SUBURBAN COLLEGE • NORTHWEST SUBURBAN COLLEGE • NORTHWEST

ADDITIONAL TESTS: The institutional name and the word COPY appear on alternate rows as a latent image. When this paper is touched by fresh liquid bleach, an authentic document will stain brown. A black and white or color copy of this document is not an original and should not be accepted as an official institutional document. This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. If you have any questions about this document, please contact our office. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!

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excellence in education

5999 S. New Wilke Road, Suite 400 • Rolling Meadows, IL 60008
Phone: 847.290.6425 • Fax: 847.290.1441

SCHOOL OF BASIC SCIENCES ENROLLMENT AGREEMENT

STUDENT INFORMATION

Student Name:

Address:

City, State, Zip:

Phone:

Email:

Social Security #:



EMERGENCY CONTACT

Name:

Relationship:



PROGRAM INFORMATION

DATE OF ADMISSION: 03/08/2013

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Personal interview with Admissions Representative, Dean, or President

PROGRAM START DATE: 05/10/2013 SCHEDULED END DATE: 05/2016
(01/02/2015 - BS)

FULL-TIME

PART-TIME

DAY

EVENING

NUMBER OF WEEKS: 112

TOAL CREDITS: 120 Credits Hours

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

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[Redacted Signature]

Student's Signature

08/04/15
Date

(b)(6)
[Redacted Signature]

Admissions Rep's Signature

8/4/15
Date

Samia Hersi

NWSC Student ID: U134
 Date of Birth: [REDACTED]
 Transcript Printed On: 03/20/2017

Program:
 Undergraduate: Biology
 Concentration:
 Pre-Medicine

Degree:
 Bachelor of Science
 Associate of Science
 Date Conferred:
 AS: 05/01/2016
 BS: 05/01/2016

Northwest Suburban College Credit:

CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS	CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS						
TRIMESTER: Summer 2013						TRIMESTER: Winter/Spring 2015											
BIO 201	Human Anat. & Phys. I	4.00	4.00	A	16.00	CHEM 322	Biochemistry II	4.00	4.00	C	8.00						
MUM 201	World Religions	3.00	3.00	B	9.00	ENG 101	English Lang. & Comp. I	3.00	0.00	F	0.00						
MTH 201	Statistics	4.00	0.00	F	0.00	ENG 202	Fund. of Speech Comm.	3.00	3.00	B	9.00						
PHYS 201	Gen. Physics I	4.00	4.00	A	16.00	MTH 122	Calculus	4.00	3.00	B	9.00						
TOTAL:					15.00	11.00	41.00	TOTAL:					14.00	10.00	26.00		
CUMULATIVE:					15.00	11.00	41.00	CUMULATIVE:					97.00	86.00	275.00		
TERM GPA:					2.73		CGPA:	2.73	TERM GPA:					1.86		CGPA:	2.93
TRIMESTER: Fall 2013						Academic Probation											
TRIMESTER: Summer 2015						TRIMESTER: Summer 2015											
BIO 101	Prin. of Biology	5.00	5.00	B	15.00	PSY 101	Prin. of Psychology	3.00	3.00	B	9.00						
BIO 202	Human Anat. & Phys. II	4.00	4.00	C	8.00	RES 200	College Seminars	2.00	2.00	F	-						
CHEM 101	Gen. Chem. I	5.00	5.00	A	20.00	RES 408	Undergrad. Res. Project	6.00	0.00	AW	-						
PHYS 301	Gen. Physics II	4.00	4.00	B	12.00	SOC 220	Medical Sociology	4.00	4.00	C	8.00						
TOTAL:					18.00	18.00	55.00	TOTAL:					15.00	9.00	17.00		
CUMULATIVE:					33.00	29.00	96.00	CUMULATIVE:					112.00	95.00	292.00		
TERM GPA:					3.06		CGPA:	2.91	TERM GPA:					2.43		CGPA:	2.89
TRIMESTER: Winter/Spring 2014						TRIMESTER: Fall 2015											
BIO 102	Cell. & Molec. Biology	5.00	5.00	B	15.00	ENG 101	Eng. Lang. & Comp I	3.00	3.00	A (R)	12.00						
BIO 210	Genetics	4.00	4.00	A	16.00	MTH 121	College Alg./Pre-Calc	4.00	4.00	B	12.00						
CHEM 201	Organic Chem. I	5.00	5.00	B	15.00	MTH 201	Statistics	4.00	4.00	B (R)	16.00						
RES 210	Community Service	2.00	2.00	B	6.00	RES 307	Undergrad. Res. Seminar	3.00	3.00	A	12.00						
RES 307	Undergrad. Research Sem.	1.00	0.00	AW	0.00	RES 408	Undergrad Res. Project	3.00	3.00	A	12.00						
TOTAL:					17.00	16.00	52.00	TOTAL:					17.00	17.00	64.00		
CUMULATIVE:					50.00	45.00	148.00	CUMULATIVE:					129.00	112.00	356.00		
TERM GPA:					3.25		CGPA:	3.02	TERM GPA:					3.76		CGPA:	2.97
TRIMESTER: Summer 2014						Dean's List											
TRIMESTER: Winter/Spring 2016						TRIMESTER: Winter/Spring 2016											
BIO 303	Microbiology	5.00	5.00	B	15.00	BIO 302	Molec. Gen. & Biotech.	4.00	4.00	B	12.00						
CHEM 102	Gen. Chem. II	5.00	5.00	A	20.00	BIO 302A	Molec. Gen. & Bio. Lab	2.00	2.00	A	8.00						
CHEM 202	Organic Chem. II	5.00	5.00	B	15.00	ENG 102	Eng. Lang. & Comp. II	3.00	3.00	A	12.00						
HIS 101	Middle Eastern His. I	3.00	3.00	C	6.00	FA 103	Religion in Architec.	3.00	3.00	A	12.00						
RES 307	Undergrad. Research Sem.	2.00	0.00	AW	0.00	SOC 101	Prin. of Sociology I	3.00	3.00	C	6.00						
TOTAL:					20.00	18.00	56.00	TOTAL:					17.00	17.00	58.00		
CUMULATIVE:					70.00	63.00	204.00	CUMULATIVE:					146.00	129.00	414.00		
TERM GPA:					3.11		CGPA:	3.04	TERM GPA:					3.41		CGPA:	3.02
TRIMESTER: Fall 2014						TRIMESTER: Fall 2014											
BIO 104	Medical Terminology	2.00	2.00	C	4.00	BIO 200	Evolutionary Biology	4.00	4.00	A	16.00						
BIO 200	Evolutionary Biology	4.00	4.00	A	16.00	CHEM 321	Biochemistry I	4.00	4.00	A	16.00						
CHEM 321	Biochemistry I	4.00	4.00	A	16.00	HIS 102	Middle Eastern His. II	3.00	3.00	B	9.00						
HIS 102	Middle Eastern His. II	3.00	3.00	B	9.00	TOTAL:					13.00	13.00	45.00				
CUMULATIVE:					83.00	76.00	249.00	CUMULATIVE:					83.00	76.00	249.00		
TERM GPA:					3.46		CGPA:	3.11	TERM GPA:					3.46		CGPA:	3.11

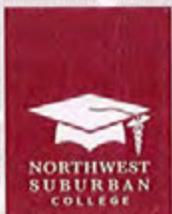
TOTAL/SUMMARY:

TERMS: 9.00
 EARNED CREDITS: 129.00
 QUALIFYING POINTS: 414.00
 CGPA: 3.02
 NOTICES: Academic Probation: 1 Term
 Dean's List: 1 Term

*****END OF TRANSCRIPT*****

(b)(6)

Office of Registration & Records



Northwest Suburban College
 of Basic and Allied Health Sciences
 5999 S. New Wilke Road
 Rolling Meadows, IL 60008-4501
 847.290.6425

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Northwest Suburban College

Northwest Suburban College of Basic and Allied Health Sciences (NWSC) was established in 2008 as an independent, private, not-for-profit institution of higher education. NWSC is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) for the Associate of Science in Biology Program, Medical Assistant Certification Program, and Dental Assistant Certification Program. For more information on program accreditation and approvals, see the NWSC College Catalog.

Privacy of Records

NWSC complies with the Family Educational Rights in Privacy Act. Student records are kept confidential and can be released only after written permission from the student.

Clock and Credit Hours

School of Allied Health Sciences:

A clock (or contact) hour is defined as a minimum of 50 minutes of supervised or direct instruction and appropriate break(s).

School of Basic Sciences:

The number of credit hours assigned to a course consists of a minimum of 15 classroom lecture periods of 50 minutes each and which assumes outside reading and/or preparation, 30 laboratory hours where classroom theory is applied, or 45 hours of external discipline-related work experience with indirect instructor supervision, or a combination of all three.

Each hour of class work requires two hours of out-of-class activities.

Transfer Credits

School of Allied Health Sciences:

The School of Allied Health Sciences does not accept transfer credits for certificate programs.

School of Basic Sciences:

Transferred courses will appear on the top portion of the transcript. NWSC transfers courses with a grade of C or higher.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus.

The following grading scale will be used to assess each student's performance:

Grade	Percentage	GPA Points	Significance
A	100 – 90	4.0	Excellent
B	89 – 80	3.0	Good
C	79 – 70	2.0	Average
D	69 – 60	1.0	Poor
F	59 or below	0	Failure
P	-	-	Pass
I	-	-	Incomplete
R	-	-	Repeat
W	-	-	Withdrawal
AW	-	-	Administrative Withdrawal

Incomplete: Grade Changes

Students not completing specific course requirements and/or the Final Exam may be assigned an Incomplete (I) by the instructor, which is not used to calculate the GPA. To remove the Incomplete, a student must complete all requirements by the end of the following course. If the student fails to do so, then the grade will be converted into a grade of F.

Grade Point Average Distinctions

School of Basic Sciences:

Undergraduate students who have enrolled in a minimum of 12 credit hours for the trimester may qualify for the following awards:

Award	GPA
President's List	4.00
Dean's List	3.75-3.99

Cumulative GPA

Students may repeat course(s) with a D or F grade, and only the final grade will be included in the GPA. Transferred courses or courses with a P grade are not calculated. Only grades A through F are included in the CGPA calculation. A minimum CGPA of 2.0/4.0 is required to graduate.

Graduation Requirements

Requirements for graduation in the School of Allied Health Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Meet the minimum course requirements.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Minimum requirements for graduation in the School of Basic Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Satisfactorily complete program's required courses and credit hours.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

For more information on specific program requirements for graduation, see the NWSC College Catalog.

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on burgundy SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document.

NORTHWEST SUBURBAN COLLEGE • NORTHWEST SUBURBAN COLLEGE • NORTHWEST SUBURBAN COLLEGE • NORTHWEST

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5999 S. New Wilke Road, Suite 400 • Rolling Meadows, IL 60008

Phone: 847.290.6425 • Fax: 847.290.1441

Email: admissions@northwestsuburbancollege.com • Web: northwestsuburbancollege.org

SCHOOL OF BASIC SCIENCES ENROLLMENT AGREEMENT

STUDENT INFORMATION

STUDENT NAME

ADDRESS:

CITY/STATE

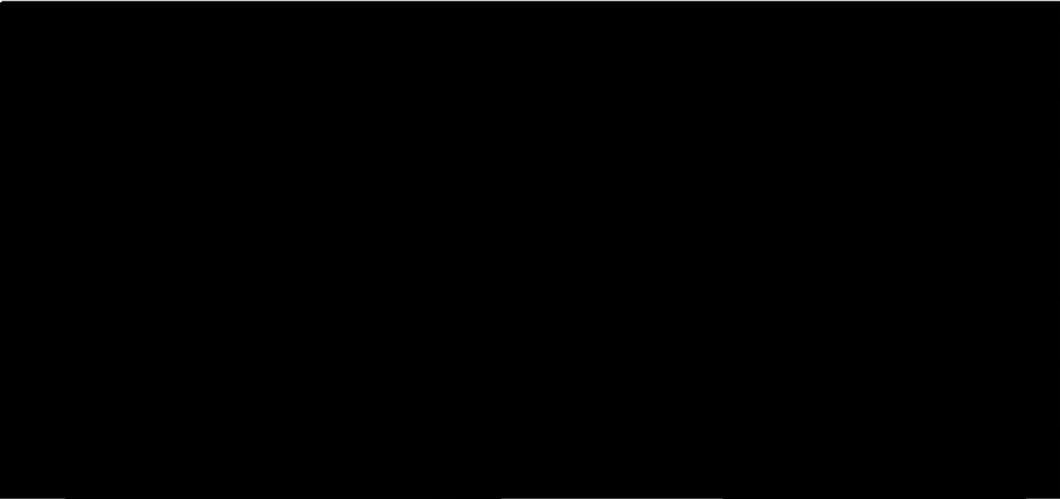
PHONE NUMBER

E-MAIL ADDRESS

SOCIAL SECURITY NUMBER

EMERGENCY CONTACT

RELATIONS



PROGRAM INFORMATION

DATE OF ADMISSION: 5/2/2014

PROGRAM NAME: BS in Biology

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Personal interview with Admissions Representative, Dean, or President

PROGRAM INFORMATION

PROGRAM START DATE: 05/05/2014

FULL-TIME PART-TIME

DAYS/EVENINGS CLASS MEETS: Varies

TIME CLASS BEGINS: Varies

NUMBER OF WEEKS: 112

SCHEDULED END DATE: 08/2014

DAY EVENING

TIME CLASS ENDS: Varies

TOTAL CREDIT HOURS: 120

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NSC College Catalog 2013-2014.

For disclosure information, please see the NSC website, About Us page.

FINANCIAL AID

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

NON-REFUNDABLE REGISTRATION FEE:	\$ <u>(waived) 0</u>
TUITION:	\$ <u>5550</u>
BOOKS & SUPPLIES:	\$ -
MISC. EXPENSES:	\$ -
OTHER:	\$ <u>250</u>
Other Includes: <u>Lab fee for each lab course</u>	

TOTAL COST FOR BS in BIO PROGRAM: \$ 5800 (approximately)

REFUND/CANCELLATION POLICY

Tuition Refund Policy

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;
3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the program is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months. The refund formula shall be based on tuition owed for twelve (12) months.
- Northwest Suburban College shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months. (Tuition Refund Schedule for short courses is available.)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NSC programs are approved by the Illinois Board of Higher Education, but they are not yet accredited. Currently, only the Associate of Science in Biology is under review for accreditation. Coursework conducted at NSC may not be transferable to another school, college, or university. For updates on accreditation, contact the Accreditation Coordinator.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. NSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, students may complete and submit the NSC Grievance Form to the Dean of Student Affairs. For more information on complaint procedures, please see the NSC College Catalog.

Complaints against this school may be registered with the Illinois Board of Higher Education:

Illinois Board of Higher Education
431 East Adams,
2nd Floor
Springfield, Illinois 62701-1404
p: 217.557.7359
www.ibhe.org

STUDENT ACKNOWLEDGMENTS

1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, and equipment or supplies provided. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.

Student Initials AR

2. I have carefully read and received an exact copy of this enrollment agreement.

Student Initials AR

3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.

Student Initials AR

4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

Student Initials AR

5. I understand that the school does not guarantee transferability of credit and that in most cases, credits or coursework are not likely to transfer to another institution. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations.

Student Initials AR

6. I understand that the school does not guarantee job placement to graduates upon program completion.

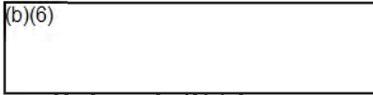
Student Initials AR

7. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2nd Floor, Springfield, IL 62701 or at www.ibhe.org.

Student Initials AR

The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that he/she has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.


Student's Signature
Date 5/2/2014


Admissions Rep's Signature
Date 5/2/2014

Ammara Rabbani

NWSC Student ID: U102
 Date of Birth: [REDACTED]
 Transcript Printed On: 03/20/2017

Program:
 Undergraduate: Biology

Concentration:
 Pre-Medicine

Degree:
 Associate of Science
 Bachelor of Science

Date Conferred:
 AS: 12/21/2012
 BS: 08/23/2014

Transfer Credit:

TERM	CODE/TITLE	NWSC EQUIV.	TRANSFER CRD
AUSOM: Fall 2013	MED 5436/ Biostatistics/Epidemiology	MTH 201/ Statistics	4.00
AUSOM: Fall 2013	MED 5489/ Histology, Cell & Molecular Bio.	BIO 302/ Molec. Genetics, Biotech.	4.00
		BIO 303/ Microbiology	5.00
AUSOM: Fall 2013	MED 5418/ Medical Embryology	BIO 304/ Human Embryology	4.00
AUSOM: Winter 2014	MED 6519/ Biochemistry	CHEM 321/ Biochemistry I	4.00
		CHEM 322/ Biochemistry II	4.00
		Total:	25.00

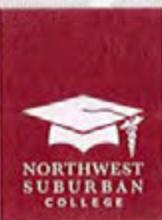
Northwest Suburban College Credit:

CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS	CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS
TRIMESTER: Fall 2011						TRIMESTER: Fall 2012					
ENG 101	English Lang. & Comp. I	3.00	3.00	A	12.00	BIO 200	Evolutionary Biology	4.00	4.00	A	16.00
HUM 201	World Religions	3.00	3.00	A	12.00	BIO 201	Human Anat. & Phys. I	4.00	4.00	A	16.00
MTH 121	College Algebra	4.00	4.00	A	16.00	CHEM 101	General Chemistry I	5.00	5.00	A	20.00
SOC 101	Prin. of Sociology I	3.00	3.00	A	12.00	RES 210	Community Service	3.00	3.00	A	12.00
	TOTAL:	13.00	13.00		52.00	SOC 220	Medical Sociology	4.00	4.00	A	16.00
	CUMULATIVE:	13.00	13.00		52.00		TOTAL:	20.00	20.00		80.00
	TERM GPA:	4.00		CGPA:	4.00		CUMULATIVE:	65.00	65.00		260.00
	President's List						TERM GPA:	4.00		CGPA:	4.00
	President's List						President's List				
TRIMESTER: Winter/Spring 2012						TRIMESTER: Winter/Spring 2013					
ENG 102	English Lang. & Comp. II	3.00	3.00	A	12.00	BIO 102	Cell. & Molec. Biology	5.00	5.00	A	20.00
FL 101	Arabic I	3.00	3.00	A	12.00	BIO 104	Medical Terminology	2.00	2.00	A	8.00
HIS 101	Middle Eastern History I	3.00	3.00	A	12.00	BIO 202	Human Anat. & Phys. II	4.00	4.00	A	16.00
MTH 122	Calculus	4.00	4.00	A	16.00	BIO 210	Genetics	4.00	4.00	A	16.00
PSY 101	Prin. of Psychology	3.00	3.00	A	12.00	CHEM 201	Organic Chemistry I	5.00	5.00	A	20.00
	TOTAL:	16.00	16.00		64.00		TOTAL:	20.00	20.00		80.00
	CUMULATIVE:	29.00	29.00		116.00		CUMULATIVE:	85.00	85.00		340.00
	TERM GPA:	4.00		CGPA:	4.00		TERM GPA:	4.00		CGPA:	4.00
	President's List						President's List				
TRIMESTER: Summer 2012						TRIMESTER: Summer 2013					
BIO 101	Prin. of Biology	5.00	5.00	A	20.00	CHEM 102	General Chemistry II	5.00	5.00	A	20.00
ENG 201	Argument & Rhetorical Anal.	4.00	4.00	A	16.00	CHEM 202	Organic Chemistry II	5.00	5.00	A	20.00
HIS 102	Middle Eastern History II	3.00	3.00	A	12.00	PHYS 202	General Physics II	4.00	4.00	A	16.00
PSY 201	General Physics I	4.00	4.00	A	16.00		TOTAL:	14.00	14.00		56.00
	TOTAL:	16.00	16.00		64.00		CUMULATIVE:	99.00	99.00		396.00
	CUMULATIVE:	45.00	45.00		180.00		TERM GPA:	4.00		CGPA:	4.00
	TERM GPA:	4.00		CGPA:	4.00		President's List				
	President's List						President's List				

TOTAL/SUMMARY:

TERMS:	EARNED CREDITS:	QUALIFYING POINTS:	CGPA:	NOTICES:
6.00	124.00	396.00	4.00	President's List: 6 Consecutive Terms

*****END OF TRANSCRIPT*****



Northwest Suburban College
 of Basic and Allied Health Sciences
 5999 S. New Wilke Road
 Rolling Meadows, IL 60008-4501
 847290.6425

(b)(6)

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School of Basic Sciences:

The number of credit hours assigned to a course consists of a minimum of 15 classroom lecture periods of 50 minutes each and which assumes outside reading and/or preparation, 30 laboratory hours where classroom theory is applied, or 45 hours of external discipline-related work experience with indirect instructor supervision, or a combination of all three.

Each hour of class work requires two hours of out-of-class activities.

Transfer Credits

School of Allied Health Sciences:

The School of Allied Health Sciences does not accept transfer credits for certificate programs.

School of Basic Sciences:

Transferred courses will appear on the top portion of the transcript. NWSC transfers courses with a grade of C or higher.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus.

The following grading scale will be used to assess each student's performance:

Grade	Percentage	GPA Points	Significance
A	100 – 90	4.0	Excellent
B	89 – 80	3.0	Good
C	79 – 70	2.0	Average
D	69 – 60	1.0	Poor
F	59 or below	0	Failure
P	-	-	Pass
I	-	-	Incomplete
R	-	-	Repeat
W	-	-	Withdrawal
AW	-	-	Administrative Withdrawal

Incomplete: Grade Changes

Students not completing specific course requirements and/or the Final Exam may be assigned an Incomplete (I) by the instructor, which is not used to calculate the GPA. To remove the Incomplete, a student must complete all requirements by the end of the following course. If the student fails to do so, then the grade will be converted into a grade of F.

Grade Point Average Distinctions

School of Basic Sciences:

Undergraduate students who have enrolled in a minimum of 12 credit hours for the trimester may qualify for the following awards:

Award	GPA
President's List	4.00
Dean's List	3.75-3.99

Cumulative GPA

Students may repeat course(s) with a D or F grade, and only the final grade will be included in the GPA. Transferred courses or courses with a P grade are not calculated. Only grades A through F are included in the CGPA calculation. A minimum CGPA of 2.0/4.0 is required to graduate.

Graduation Requirements

Requirements for graduation in the School of Allied Health Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Meet the minimum course requirements.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Minimum requirements for graduation in the School of Basic Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Satisfactorily complete program's required courses and credit hours.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

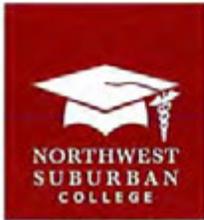
For more information on specific program requirements for graduation, see the NWSC College Catalog.

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on burgundy SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document.

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Phone: 847.290.6425 • Fax: 847.290.1441

Email: admissions@northwestsuburbancollege.com • Web: northwestsuburbancollege.org

SCHOOL OF BASIC SCIENCES ENROLLMENT AGREEMENT

STUDENT INFORMATION

STUDENT NAME:

ADDRESS:

CITY/STATE:

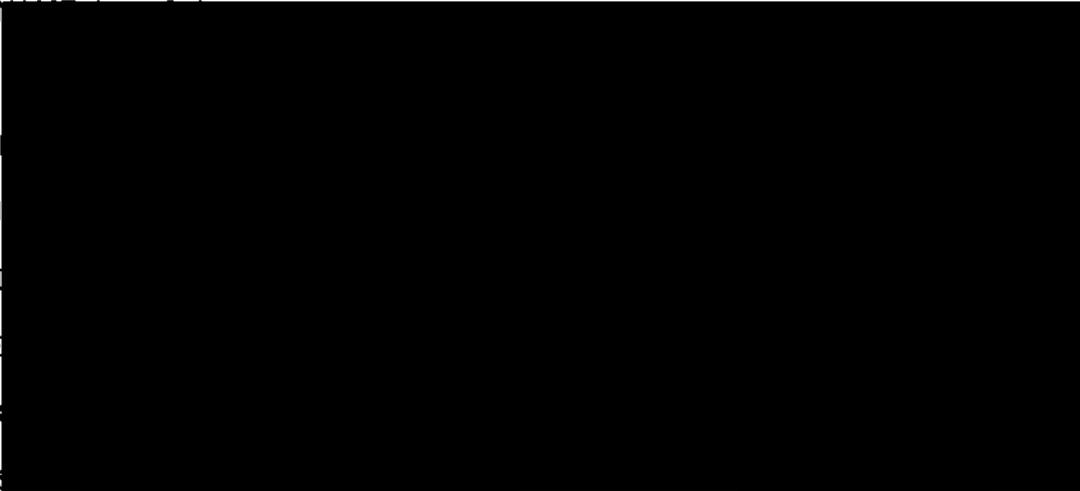
PHONE NUMBER:

E-MAIL ADDRESS:

SOCIAL SECURITY NUMBER:

EMERGENCY CONTACT:

RELATIONSHIP:



PROGRAM INFORMATION

DATE OF ADMISSION: 4/20/2014

PROGRAM NAME: BS in Biology

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete a minimum of 120 credit hours, including required general education courses as well as core courses that focus on natural and biological sciences. The Bachelor of Science program may be completed within 7 trimesters, and upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology. Students following this track may receive this degree as their terminal degree and seek employment after graduating.

REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Personal interview with Admissions Representative, Dean, or President

PROGRAM INFORMATION

PROGRAM START DATE: 05/05/2014

FULL-TIME PART-TIME

DAYS/EVENINGS CLASS MEETS: Varies

TIME CLASS BEGINS: Varies

NUMBER OF WEEKS: 112

SCHEDULED END DATE: 08/2014

DAY EVENING

TIME CLASS ENDS: Varies

TOTAL CREDIT HOURS: 120

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NSC College Catalog 2013-2014.

For disclosure information, please see the NSC website, About Us page.

FINANCIAL AID

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

NON-REFUNDABLE REGISTRATION FEE:	\$ <u>(waived) 0</u>
TUITION:	\$ <u>5550</u>
BOOKS & SUPPLIES:	\$ -
MISC. EXPENSES:	\$ -
OTHER:	\$ <u>250</u>

Other Includes: Lab fee for each lab course

TOTAL COST FOR BS in BIO PROGRAM: \$ 5800 (approximately)

REFUND/CANCELLATION POLICY

Tuition Refund Policy

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;
3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the program is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months. The refund formula shall be based on tuition owed for twelve (12) months.
- Northwest Suburban College shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months. (Tuition Refund Schedule for short courses is available.)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NSC programs are approved by the Illinois Board of Higher Education, but they are not yet accredited. Currently, only the Associate of Science in Biology is under review for accreditation. Coursework conducted at NSC may not be transferable to another school, college, or university. For updates on accreditation, contact the Accreditation Coordinator.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. NSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, students may complete and submit the NSC Grievance Form to the Dean of Student Affairs. For more information on complaint procedures, please see the NSC College Catalog.

Complaints against this school may be registered with the Illinois Board of Higher Education:

Illinois Board of Higher Education
431 East Adams,
2nd Floor
Springfield, Illinois 62701-1404
p: 217.557.7359
www.ibhe.org

STUDENT ACKNOWLEDGMENTS

1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, and equipment or supplies provided. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.

Student Initials IS

2. I have carefully read and received an exact copy of this enrollment agreement.

Student Initials IS

3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.

Student Initials IS

4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

Student Initials IS

5. I understand that the school does not guarantee transferability of credit and that in most cases, credits or coursework are not likely to transfer to another institution. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations.

Student Initials IS

6. I understand that the school does not guarantee job placement to graduates upon program completion.

Student Initials IS

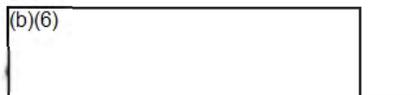
7. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2nd Floor, Springfield, IL 62701 or at www.ibhe.org.

Student Initials IS

The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that he/she has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.


Student's Signature

4/28/2014
Date

(b)(6)

Admissions Rep's Signature

4/28/14
Date

Irvin Seia

NWSC Student ID: H106
 Date of Birth: [REDACTED]
 Transcript Printed On: 03/20/2017

Program: Undergraduate: Biology
 Concentration: Pre-Medicine

Degree: Associate of Science
 Bachelor of Science
 Date Conferred: AS: 12/21/2012
 BS: 08/23/2014

Transfer Credit:

TERM	CODE/TITLE	NWSC EQUIV.	TRANSFER CRD
COD: Spring 2007	PHILO1120/ Logic	HUM XXX/ Humanities Elective	3.00
COD: Fall 2008	PSYCH1100/ General Psychology	PSY 101/ Principles of Psychology	3.00
COD: Fall 2008	ECONO2202/ Macro & Global Economics	MTH XXX/ Mathematics Elective	3.00
COD: Fall 2009	MATH0470/ Elementary Plane Geometry	MTH XXX/ Mathematics Elective	3.00
COD: Fall 2008	SPEEC1100/ Fundamentals of Speech Communication	ENG 202/ Fundamentals of Speech Communication	3.00
			Total: 15.00

Northwest Suburban College Credit:

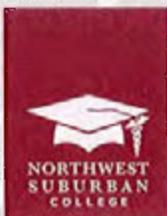
CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS	CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS		
TRIMESTER: Fall 2011						TRIMESTER: Fall 2012							
ENG 101	English Lang. & Comp. I	3.00	3.00	C	6.00	BIO 200	Evolutionary Biology	4.00	4.00	A	16.00		
HUM 201	World Religions	3.00	3.00	A	12.00	BIO 201	Human Anat. & Phys. I	4.00	4.00	B	12.00		
MTH 121	College Algebra	4.00	4.00	A	16.00	CHEM 101	General Chemistry I	5.00	5.00	B	15.00		
SOC 101	Prin. of Sociology I	3.00	3.00	C	6.00	RES 210	Community Service	3.00	3.00	A	12.00		
		TOTAL:	13.00	13.00	40.00	SOC 220	Medical Sociology	4.00	4.00	C	8.00		
		CUMULATIVE:	13.00	28.00	40.00			TOTAL:	20.00	20.00	63.00		
		TERM GPA:	3.08		CGPA:	3.08			CUMULATIVE:	62.00	77.00		
										TERM GPA:	3.15	CGPA:	3.05
TRIMESTER: Winter/Spring 2012						TRIMESTER: Winter/Spring 2013							
ENG 102	English Lang. & Comp. II	3.00	3.00	B	9.00	BIO 102	Cell. & Molec. Biology	5.00	5.00	C	10.00		
FL 101	Arabic I	3.00	3.00	A	12.00	BIO 104	Medical Terminology	2.00	2.00	C	4.00		
HIS 101	Middle Eastern History I	3.00	3.00	A	12.00	BIO 202	Human Anat. & Phys. II	4.00	4.00	C	8.00		
MTH 122	Calculus	4.00	4.00	A	16.00	BIO 210	Genetics	4.00	4.00	A	16.00		
		TOTAL:	13.00	13.00	49.00	CHEM 201	Organic Chemistry I	5.00	5.00	C	10.00		
		CUMULATIVE:	26.00	41.00	89.00			TOTAL:	20.00	20.00	48.00		
		TERM GPA:	3.77		CGPA:	3.42			CUMULATIVE:	82.00	97.00		
		Dean's List								TERM GPA:	2.40	CGPA:	2.89
TRIMESTER: Summer 2012						TRIMESTER: Summer 2013							
BIO 101	Prin. of Biology	5.00	5.00	D	5.00	CHEM 102	General Chemistry II	5.00	5.00	B	15.00		
ENG 201	Argument & Rhetorical Anal.	4.00	4.00	C	8.00	CHEM 202	Organic Chemistry II	5.00	5.00	D	5.00		
HIS 102	Middle Eastern History II	3.00	3.00	A	12.00	PHYS 202	General Physics II	4.00	4.00	A	16.00		
PSY 201	General Physics I	4.00	4.00	B	12.00			TOTAL:	14.00	14.00	36.00		
		TOTAL:	16.00	16.00	37.00			CUMULATIVE:	96.00	111.00	273.00		
		CUMULATIVE:	42.00	57.00	126.00			TERM GPA:	2.57	CGPA:	2.84		
		TERM GPA:	2.31		CGPA:	3.00	TRIMESTER: Summer 2014						
						BIO 302	Molec. Genet. & Biotech.	4.00	4.00	B	12.00		
						BIO 303	Microbiology	5.00	5.00	B	15.00		
						RES 408	Undergrad. Research Proj	3.00	3.00	C	6.00		
								TOTAL:	12.00	12.00	33.00		
								CUMULATIVE:	108.00	123.00	306.00		
								TERM GPA:	2.75	CGPA:	2.83		

TOTAL/SUMMARY:

TERMS: 7.00 EARNED CREDITS: 123.00 QUALIFYING POINTS: 306.00 CGPA: 2.83 NOTICES: Dean's List: 1 Term

*****END OF TRANSCRIPT*****

(b)(6)



Northwest Suburban College
 of Basic and Allied Health Sciences
 5999 S. New Wilke Road
 Rolling Meadows, IL 60008-4501
 847.290.6425

Office of Registration & Records

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Northwest Suburban College

Northwest Suburban College of Basic and Allied Health Sciences (NWSC) was established in 2008 as an independent, private, not-for-profit institution of higher education. NWSC is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) for the Associate of Science in Biology Program, Medical Assistant Certification Program, and Dental Assistant Certification Program. For more information on program accreditation and approvals, see the NWSC College Catalog.

Privacy of Records

NWSC complies with the Family Educational Rights in Privacy Act. Student records are kept confidential and can be released only after written permission from the student.

Clock and Credit Hours

School of Allied Health Sciences:

A clock (or contact) hour is defined as a minimum of 50 minutes of supervised or direct instruction and appropriate break(s).

School of Basic Sciences:

The number of credit hours assigned to a course consists of a minimum of 15 classroom lecture periods of 50 minutes each and which assumes outside reading and/or preparation, 30 laboratory hours where classroom theory is applied, or 45 hours of external discipline-related work experience with indirect instructor supervision, or a combination of all three.

Each hour of class work requires two hours of out-of-class activities.

Transfer Credits

School of Allied Health Sciences:

The School of Allied Health Sciences does not accept transfer credits for certificate programs.

School of Basic Sciences:

Transferred courses will appear on the top portion of the transcript. NWSC transfers courses with a grade of C or higher.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus.

The following grading scale will be used to assess each student's performance:

Grade	Percentage	GPA Points	Significance
A	100 – 90	4.0	Excellent
B	89 – 80	3.0	Good
C	79 – 70	2.0	Average
D	69 – 60	1.0	Poor
F	59 or below	0	Failure
P	-	-	Pass
I	-	-	Incomplete
R	-	-	Repeat
W	-	-	Withdrawal
AW	-	-	Administrative Withdrawal

Incomplete: Grade Changes

Students not completing specific course requirements and/or the Final Exam may be assigned an Incomplete (I) by the instructor, which is not used to calculate the GPA. To remove the Incomplete, a student must complete all requirements by the end of the following course. If the student fails to do so, then the grade will be converted into a grade of F.

Grade Point Average Distinctions

School of Basic Sciences:

Undergraduate students who have enrolled in a minimum of 12 credit hours for the trimester may qualify for the following awards:

Award	GPA
President's List	4.00
Dean's List	3.75-3.99

Cumulative GPA

Students may repeat course(s) with a D or F grade, and only the final grade will be included in the GPA. Transferred courses or courses with a P grade are not calculated. Only grades A through F are included in the CGPA calculation. A minimum CGPA of 2.0/4.0 is required to graduate.

Graduation Requirements

Requirements for graduation in the School of Allied Health Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Meet the minimum course requirements.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Minimum requirements for graduation in the School of Basic Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Satisfactorily complete program's required courses and credit hours.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

For more information on specific program requirements for graduation, see the NWSC College Catalog.

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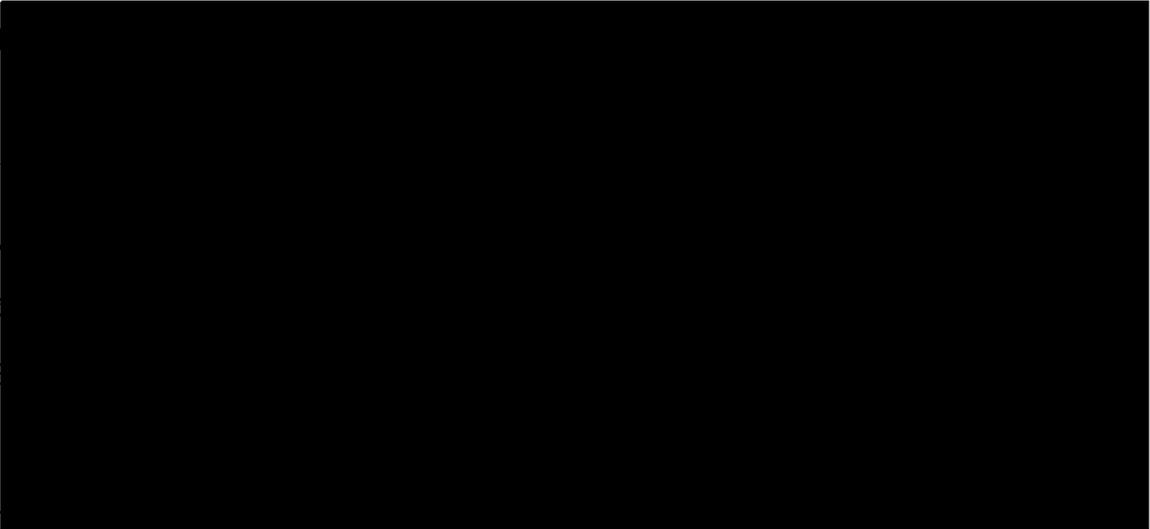
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5999 S. New Wilke Road, Suite 400 • Rolling Meadows, IL 60008
Phone: 847.290.6425 • Fax: 847.290.1441

SCHOOL OF BASIC SCIENCES **ENROLLMENT AGREEMENT**

STUDENT INFORMATION

STUDENT
ADDRESS:
CITY/STATE
PHONE NUMBER
E-MAIL ADDRESS
SOCIAL SECURITY
EMERGENCY
RELATIONSHIP



PROGRAM INFORMATION

DATE OF ADMISSION: 03/02/2015

PROGRAM NAME: BS in Biology

PROGRAM DESCRIPTION: The courses taken for a Bachelor of Science in Biology provide the basic foundation in the study of biology. Students pursuing the Bachelor of Science in Biology need to complete the required general education courses as well as the core courses, which focus on natural and biological sciences. Students following this track may receive this degree as their terminal degree and seek employment after graduating. The Bachelor of Science program may be completed within 7 trimesters. Upon successful completion of the requirements, students are awarded a Bachelor of Science in Biology.

PREREQUISITE COURSES & OTHER REQUIREMENTS FOR ADMISSION TO PROGRAM:

- I. High school or GED (General Education Development) graduate
- II. Minimum high school CGPA of 2.50/4.00 or minimum transfer CGPA of 2.75/4.00
 - o Provisional acceptance may be provided to students who do not meet this requirement.
- III. Vaccination from measles, mumps, rubella, diphtheria, and tetanus or documented exemption
- IV. If applicable, minimum ACT score of 20 or equivalent SAT score
- V. Personal interview with Admissions Representative, Dean, or President

PROGRAM START DATE: FALL 2015

SCHEDULED END DATE: End of FALL 2016

FULL-TIME

PART-TIME

DAY

EVENING

NUMBER OF WEEKS: 112

TOTAL CREDITS: 120 Credit Hours

CONSUMER INFORMATION

To maintain satisfactory academic progress, including the maximum time frame and minimum work requirements for the program, please reference the NWSC College Catalog.

For disclosure information, please see the NWSC website, About Us page.

FINANCIAL ASSISTANCE

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. The aid is available to any eligible students pursuing a degree or certificate program in the form private grant-in-aid programs as well as bank loans. Students interested in financial assistance must complete the NWSC Financial Assistance Form and submit last year's tax return. Additional documentation, including bank statements, may be requested. Please contact the NWSC Accounts Department at 847.290.6425 for further information.

TUITION & FEES

One-Time Incidental Fees	
Application	\$ 50.00
Background Check	\$ 10.00
Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
FALL 2014-SUMMER 2015 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 5550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 462.50/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
FALL 2015-SUMMER 2016 Trimester Fees	
Full-Time Trimester Tuition 12+ Credit Hours	\$ 6550.00
Part-Time (Per Credit) Tuition 0-12 Credit Hours	\$ 545.00/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Housing	\$ 2500
Transportation	\$ 500

REFUND / CANCELLATION POLICY

Tuition Refund Policy

Refunds shall be made within thirty (30) days of the date a student withdraws or the date of determination of withdrawal if a student does not notify the school of his/her intention to withdraw. Questions about refunds of tuition and other charges should be referred to the school's accounts department. Examples of refund calculations are available upon request.

A full tuition refund will be given to any student if:

1. The school does not accept the student;
2. The school discontinues the program that the student is enrolled in and prevents student from completion of the program;

3. The school did not provide the prospective student with a copy of the student's valid enrollment agreement; or
4. The school fails to conduct classes on days or times scheduled, detrimentally affecting the student.

When students withdraw or are dismissed, refunds shall be based on and computed from the last day of attendance. Refunds shall be made within thirty (30) days of the last day of attendance if written notification has been provided to the institution by the student; otherwise, the refund shall be made within thirty (30) days from the date the institution terminated the student or determines that the student has withdrawn.

Tuition Reimbursement Scale or Schedule

Should the student's enrollment be terminated or should the student withdraw for any reason, all refunds will be made according to the following refund schedule:

When a student has completed in excess of 5% of the course of instruction, Northwest Suburban College may retain the application/registration fee, but shall refund a part of the tuition and other instructional charges in accordance with the following schedule.

- When the notice of withdrawal is given after 5% of the program is completed but within the first four (4) weeks of classes, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the course, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the program is completed but before 50% of the program is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the program is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months. The refund formula shall be based on tuition owed for twelve (12) months.
- Northwest Suburban College shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months. (Tuition Refund Schedule for short courses is available.)

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the \$50 application fee only. Students giving written notice of cancellation after the first day will follow the policies provided by the Tuition Refund Policy section above.

Withdrawal Procedure

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from a program. If no notification of withdrawal is received and a student has had unexplained absences for more than 3 weeks, then the student will be administratively withdrawn and Northwest Suburban College shall consider the student to have withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

If a notice of withdrawal is given after the first day of class, but prior to the end of 5% of the program, Northwest Suburban College shall retain the application/registration fee, 10% of the tuition and other instructional charges or \$300--whichever is less, plus the cost of any books or materials which have been provided by the school.

NOTICE TO STUDENT

1. Do not sign this agreement before you have read it or if it contains any blank spaces.
2. This agreement is a legally binding instrument and is only binding when the agreement is accepted, signed, and dated by the authorized official of the school or the admissions officer at the school's principal place of business. Read all pages of this contract before signing.
3. You are entitled to an exact copy of the agreement and any disclosure pages you sign.
4. This agreement and the school catalog constitute the entire agreement between the student and the school.
5. Any changes in this agreement must be made in writing and shall not be binding on either the student or the school unless such changes have been approved in writing by the authorized official of the school and by the student or the student's parent or guardian. All terms and conditions of the agreement are not subject to amendment or modification by oral agreement.
6. NWSC programs are approved by the Illinois Board of Higher Education, and only the Associate of Science in Biology program is accredited. Undergraduate coursework conducted at NWSC may or may not transfer to other institution, depending on the receiving institution's policy. For updates on accreditation, contact the Accreditation Coordinator.

STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the initial enrollment agreement until 11:59 p.m. of the fifth (5th) business day after the student has been admitted. If the right to cancel is not given to any prospective student at the time the agreement is signed, then the student has the right to cancel the agreement at any time and receive a refund on all monies paid to date within ten (10) days of cancellation. Cancellation should be submitted to the authorized official of the school in writing.

GRIEVANCE POLICY

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. NWSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, students may complete and submit the NWSC Grievance Form to the Dean of Student Affairs. For more information on complaint procedures, please see the NWSC College Catalog.

Complaints against this school may be registered with the Illinois Board of Higher Education:
Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701-1404
p: 217.557.7359
www.ibhe.org

STUDENT ACKNOWLEDGMENTS

1. I hereby acknowledge receipt of the school's catalog, which contains information describing programs offered, equipment or supplies provided, Code of Conduct and policies and procedures, and College accreditation standings. The school catalog is included as part of this enrollment agreement and I acknowledge that I have received a copy of this catalog.

Student Initials CW

2. I have carefully read and received an exact copy of this enrollment agreement.

Student Initials CW

3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled in the school, I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a certificate or credential may be awarded.

Student Initials CW

4. I hereby acknowledge that the school has made available to me all required disclosure information listed under the Consumer Information section of this Enrollment Agreement.

Student Initials CW

5. I understand that the school does not guarantee transferability of credit. In cases where transferability is guaranteed, Northwest Suburban College must provide me copies of transfer agreements that name the exact institution(s) and include agreement details and limitations upon my request.

Student Initials CW

6. I understand that the school does not guarantee job placement to graduates upon program completion.

Student Initials CW

7. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the Illinois Board of Higher Education, 431 East Adams Street, 2nd Floor, Springfield, IL 62701 or at www.ibhe.org.

Student Initials CW

The student acknowledges receiving a copy of this completed agreement, the school catalog, and written confirmation of acceptance prior to signing this contract. The student by signing this contract acknowledges that s/he has read this contract, understands the terms and conditions, and agrees to the conditions outlined in this contract. It is further understood that this agreement supersedes all prior or contemporaneous verbal or written agreements and may not be modified without the written agreement of the student and the School Official. The student and the school will retain a copy of this agreement.


Student's Signature

8/4/15
Date

(b)(6)

Admissions Rep's Signature

8/4/15
Date

Cho Win

NWSC Student ID: 0164
 Date of Birth: [REDACTED]
 Transcript Printed On: 03/20/2017

Program: Undergraduate: Biology
 Concentration: Pre-Medicine

Degree: Bachelor of Science
 Date Conferred: 05/01/2016

Transfer Credit:

TERM	CODE	TITLE	NWSC EQUIV.	TRANSFER CRD	
LaGCC: Fall 2003	SCB 203	Fund Human Biology I	BIO 201/ Human Anatomy & Physiology I	4.00	
LaGCC: Fall 2003	SSY 101	General Psychology	PSY 101/ Principles of Psychology	3.00	
LaGCC: Fall 2003	ENG 101	Composition I	ENG 101/ English Language & Composition I	3.00	
LaGCC: Spring 2004	ENG 102	Writing Thru Lit	ENG 102/ English Language & Composition II	3.00	
LaGCC: Spring 2004	SSS 100	Intro to Sociology	SOC 101/ Principles of Sociology I	3.00	
LaGCC: Fall 2004	MAT 200	Precalculus	MTH 121/ College Algebra / Pre-Calculus	4.00	
LaGCC: Fall 2004	SCP 201	Fund of Physics I	PHYS 201/ General Physics I	4.00	
LaGCC: Fall 2004	SCC 201	Fund of Chemistry I	CHEM 101/ General Chemistry I	3.00	
LaGCC: Fall 2007	SCB 204	Fund Human Biology 2	BIO 202/ Human Anatomy & Physiology II	4.00	
LaGCC: Fall 2007	SCB 260	General Microbiology	BIO 303/ Microbiology	5.00	
LaGCC: Spring 2008	HOP 104	Ethics & Moral Issue	HUM 205/ Introduction to Ethics	3.00	
LaGCC: Spring 2008	SSY 240	Dev Psychology I	PSY 201/ Prin. of Developmental Psychology	3.00	
LaGCC: Fall 2008	SCC 202	Fund of Chemistry 2	CHEM 102/ General Chemistry II	3.00	
LaGCC: Spring 2009	MAT 201	Calculus I	MTH 122/ Calculus	4.00	
LaGCC: Spring 2009	SCB 201	Fund of Biology I	BIO 101/ Principles of Biology	4.00	
LaGCC: Spring 2009	SCB 202	Fund of Biology 2	BIO 102/ Cellular and Molecular Biology	5.00	
COD: Spring 2016	SPEEC-1100	Fundamentals Speech Communication	ENG 202/ Fundamentals of Speech Communication	3.00	
				Total	61.00

Northwest Suburban College Credit:

CODE	TITLE	COURSE CRD	EARNED CRD	GRD	PTS
TRIMESTER: Summer 2015					
BIO 210	Genetics	4.00	4.00	A	16.00
CHEM 201	Organic Chemistry I	5.00	5.00	A	20.00
CHEM 321	Biochemistry I	4.00	4.00	A	16.00
SOC 220	Medical Sociology	4.00	4.00	B	12.00
RES 200	College Seminars	2.00	2.00	P	-
TOTAL:		19.00	19.00		64.00
CUMULATIVE:		19.00	80.00		64.00
TERM GPA:		3.76		CGPA:	3.76
Dean's List					
TRIMESTER: Fall 2015					
BIO 200	Evolutionary Biology	4.00	4.00	A	16.00
CHEM 202	Organic Chemistry II	5.00	5.00	A	20.00
MTH 201	Statistics	4.00	4.00	A	16.00
RES 307	Undergrad. Research Seminar	3.00	3.00	A	12.00
RES 408	Undergrad. Research Project	5.00	5.00	A	20.00
TOTAL:		21.00	21.00		84.00
CUMULATIVE:		40.00	101.00		148.00
TERM GPA:		4.00		CGPA:	3.89
President's List					
TRIMESTER: Winter/Spring 2016					
BIO 104	Medical Terminology	2.00	2.00	A	8.00
BIO 302	Molec. Genetic & Biotech.	4.00	4.00	A	16.00
BIO 302A	Molec. Gen. & Biotech. Lab	2.00	2.00	A	8.00
CHEM 322	Biochemistry II	4.00	4.00	A	16.00
FA 103	Religion in Architecture	3.00	3.00	A	12.00
HUM 201	World Religions	3.00	3.00	A	12.00
PHYS 301	General Physics II	4.00	4.00	B	12.00
TOTAL:		22.00	22.00		84.00
CUMULATIVE:		62.00	123.00		232.00
TERM GPA:		3.82		CGPA:	3.87
Dean's List					

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TOTAL/SUMMARY:

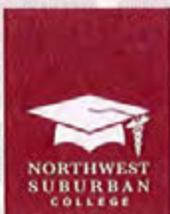
TERMS:	EARNED CREDITS:	QUALIFYING POINTS:	CGPA:	HONORS:
3.00	123.00	232.00	3.87	President's List: 1 Term Dean's List: 2 Terms

*****END OF TRANSCRIPT*****

(b)(6)



Office of Registration & Records



Northwest Suburban College
 of Basic and Allied Health Sciences
 5999 S. New Wilke Road
 Rolling Meadows, IL 60008-4501
 847.290.6425

This signed transcript is printed on SCRIP-SAFE security paper.
 A raised seal is not required. "COPY" appears as a latent image.
 A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

Northwest Suburban College

Northwest Suburban College of Basic and Allied Health Sciences (NWSC) was established in 2008 as an independent, private, not-for-profit institution of higher education. NWSC is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) for the Associate of Science in Biology Program, Medical Assistant Certification Program, and Dental Assistant Certification Program. For more information on program accreditation and approvals, see the NWSC College Catalog.

Privacy of Records

NWSC complies with the Family Educational Rights in Privacy Act. Student records are kept confidential and can be released only after written permission from the student.

Clock and Credit Hours

School of Allied Health Sciences:

A clock (or contact) hour is defined as a minimum of 50 minutes of supervised or direct instruction and appropriate break(s).

School of Basic Sciences:

The number of credit hours assigned to a course consists of a minimum of 15 classroom lecture periods of 50 minutes each and which assumes outside reading and/or preparation, 30 laboratory hours where classroom theory is applied, or 45 hours of external discipline-related work experience with indirect instructor supervision, or a combination of all three.

Each hour of class work requires two hours of out-of-class activities.

Transfer Credits

School of Allied Health Sciences:

The School of Allied Health Sciences does not accept transfer credits for certificate programs.

School of Basic Sciences:

Transferred courses will appear on the top portion of the transcript. NWSC transfers courses with a grade of C or higher.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus.

The following grading scale will be used to assess each student's performance:

Grade	Percentage	GPA Points	Significance
A	100 – 90	4.0	Excellent
B	89 – 80	3.0	Good
C	79 – 70	2.0	Average
D	69 – 60	1.0	Poor
F	59 or below	0	Failure
P	-	-	Pass
I	-	-	Incomplete
R	-	-	Repeat
W	-	-	Withdrawal
AW	-	-	Administrative Withdrawal

Incomplete: Grade Changes

Students not completing specific course requirements and/or the Final Exam may be assigned an Incomplete (I) by the instructor, which is not used to calculate the GPA. To remove the Incomplete, a student must complete all requirements by the end of the following course. If the student fails to do so, then the grade will be converted into a grade of F.

Grade Point Average Distinctions

School of Basic Sciences:

Undergraduate students who have enrolled in a minimum of 12 credit hours for the trimester may qualify for the following awards:

Award	GPA
President's List	4.00
Dean's List	3.75-3.99

Cumulative GPA

Students may repeat course(s) with a D or F grade, and only the final grade will be included in the GPA. Transferred courses or courses with a P grade are not calculated. Only grades A through F are included in the CGPA calculation. A minimum CGPA of 2.0/4.0 is required to graduate.

Graduation Requirements

Requirements for graduation in the School of Allied Health Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Meet the minimum course requirements.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Minimum requirements for graduation in the School of Basic Sciences include:

- Achieve a minimum CGPA of 2.0/4.0.
- Satisfactorily complete program's required courses and credit hours.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

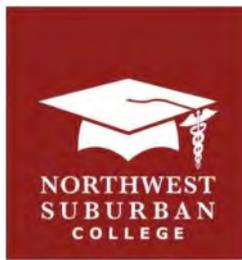
For more information on specific program requirements for graduation, see the NWSC College Catalog.

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on burgundy SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document.

NORTHWEST SUBURBAN COLLEGE • NORTHWEST SUBURBAN COLLEGE • NORTHWEST SUBURBAN COLLEGE • NORTHWEST

ADDITIONAL TESTS: The institutional name and the word COPY appear on alternate rows as a latent image. When this paper is touched by fresh liquid bleach, an authentic document will stain brown. A black and white or color copy of this document is not an original and should not be accepted as an official institutional document. This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. If you have any questions about this document, please contact our office. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!

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Committed to
excellence in education

March 6, 2017

Mr. Roger J. Williams
Interim President
750 First Street, NE, Suite 980
Washington, DC 20002-4223
www.acics.org

**RE: Response to Your Letter Dated February 28, 2017
Item 3: Teach-Out Plan**

3a) The chart below includes a list of programs, credential level, number of students, and the longest expected graduation date.

Program	Credential Level	Number of Students	Longest Expected Graduation Date
Biology	Associate	12 5 Double Majors (BS)	04/30/2019
	Bachelors	3	12/17/2018
Chemistry	Bachelors	2	12/18/2017



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March 20, 2017

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**RE: Response to Your Letter Dated February 28, 2017
Item 3: Teach-Out Plan**

3b) The chart below includes an alphabetical list of enrolled undergraduate students as of the date of this letter, including names, program of study, expected graduation date, and financial obligations.

Last Name, First Name	Program of Study	Expected Grad. Date	Financial Obligation
Abed, Rawan	Associate of Science in Biology	08/2018	\$6,124.00
[REDACTED]	Associate of Science in Biology	12/2017	\$12,710.00
[REDACTED]	Bachelor of Science in Biology	12/2018	
[REDACTED]	Associate of Science in Biology	04/2019	\$6,550.00
[REDACTED]	Associate of Science in Biology	08/2017	\$18,150.00
[REDACTED]	Bachelor of Science in Biology	04/2018	
[REDACTED]	Associate of Science in Biology	08/2018	\$4,110.00
[REDACTED]	Associate of Science in Biology	04/2017	\$16,610.00
[REDACTED]	Bachelor of Science in Chemistry	12/2017	
[REDACTED]	Associate of Science in Biology	05/2018	\$1,311.00
[REDACTED]	Associate of Science in Biology	08/2018	\$2,981.00
[REDACTED]	Associate of Science in Biology	12/2017	\$15,653.00
[REDACTED]	Bachelor of Science in Biology	04/2018	
[REDACTED]	Associate of Science in Biology	08/2018	\$6,527.00
[REDACTED]	Associate of Science in Biology	08/2017	\$12,385.00
[REDACTED]	Bachelor of Science in Chemistry	12/2017	



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3c) Below is a list of institutions within a 20 mile radius of Rolling Meadows, Illinois that offer undergraduate programs similar to Northwest Suburban College. As all programs are offered on-site at the single suburban Rolling Meadows campus, all students are commuters within a 20 mile radius. As such, the following list provides similar programs offered at nearby locations or remotely.

Associate of Science in Biology

	NWSC	Harper College (Blended Option)	College of DuPage	Triton College (Blended Option)	Albany State University (Online)
Address	5999 S. New Wilke Road, Bldgs 4-5, Rolling Meadows, 60008	1200 West Algonquin Rd. Palatine, 60067	425 Fawell Blvd. Glen Ellyn, 60137	2000 Fifth Ave. River Grove, 60171	2400 Gillionville Rd. Albany, GA 31707
Distance	--	5 miles	18 miles	16 miles	Online
Credential	Associate of Science	Associate in Science	Associate of Science	Associate of Science	Associate in Biological Sciences
Required Hours	64 Credit Hours	65 Credit Hours	64 Credit Hours	64 Credits Hours	62-68 Credit Hours
Duration	4 terms: 1.3 years	4 terms: 2 years	4 terms: 2 years	4 terms: 2 years	3 years
Cost	\$437/credit hr	In-District: \$119.25/credit Out-of-District: \$376.25/credit	In-District: \$135/credit Out-of-District: \$322/credit	In-District: \$113.00/ credit Out-of-District: \$296.35/credit	\$130/credit
Contact Info	847-290-6425	847-925-6707	630-942-2800	708-456-0300	229-317-6241

Bachelor of Science in Biology

	NWSC	<u>Roosevelt University</u>	<u>Elmhurst College</u>	<u>Loyola University</u>	<u>Judson University</u>
Address	5999 S. New Wilke Road, Bldgs 4-5, Rolling Meadows, 60008	1400 N. Roosevelt Blvd. Schaumburg, 60173	190 Prospect Ave., Elmhurst, 60126	1032 W. Sheridan Rd., Chicago, 60660	1151 North State Street Elgin, 60123
Distance	--	2 miles	15 miles	21 miles	16 miles
Credential	Bachelor of Science	Bachelor of Science	Bachelor of Science	Bachelor of Science	Bachelor of Science
Required Hours	120 Credits	120 Credits	120 Credits	120 Credits	120 Credits
Duration	7 terms: 2.3 years	4 years	4 years	8 terms: 4 years	4 years
Cost (Credit Hr, Term)	\$437/hr; \$6550/term (12-15 credits)	\$781/ pt hr \$28,963 term (12-18 credits)	\$1,026/ hr; \$18,035/term	\$751.00/pt hr \$20,350.00/term	\$1,167/hr \$14,204/term
Contact Info	847-290-6425	847-619-7300	630-279-4100	773-508-7705	847-628-2500

Bachelor of Science in Chemistry

	NWSC	<u>Roosevelt University</u>	<u>Elmhurst College</u>	<u>Loyola University</u>	<u>Judson University</u>
Address	5999 S. New Wilke Road, Bldgs 4-5, Rolling Meadows, 60008	1400 N. Roosevelt Blvd. Schaumburg, 60173	190 Prospect Ave., Elmhurst, 60126	1032 W. Sheridan Rd., Chicago, 60660	1151 North State Street Elgin, 60123
Distance	--	2 miles	15 miles	21 miles	16 miles
Credential	Bachelor of Science	Bachelor of Science	Bachelor of Science	Bachelor of Science	Bachelor of Science
Required Hours	120 Credits	120 Credits	120 Credits	120 Credits	120 Credits
Duration	7 terms: 2.3 years	4 years	4 years	8 terms: 4 years	4 years
Cost (Credit Hr, Term)	\$437/credit hr; \$6550/term (12-15 credits)	\$781/pt credit hr; \$28,963/term (12-18 credits)	\$1,026/credit hr; \$18,035/term	\$751.00/pt credit hr \$20,350.00/term	\$1,167/hr \$14,204/term
Contact Info	847-290-6425	847-619-7300	630-279-4100	773-508-7705	847-628-2500



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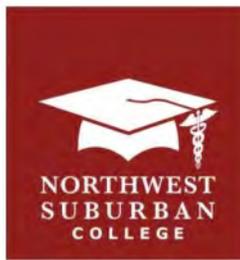
**RE: Response to Your Letter Dated February 28, 2017
Item 3: Teach-Out Plan**

3d) Students may continue to obtain their academic records directly through Northwest Suburban College, Registration & Records Office. Dr. Gayathree Raman, Advisor, oversees registration and records and may be reached at registrar@nwsc.edu or (847) 290-6425, ex. 104.

Steps to obtain transcripts:

1. Students must complete and submit the Transcript Request Form, which may be obtained from the Registration & Records Office or requested via email to registrar@nwsc.edu.
 - The student may opt to either pick up the official transcript or have the College mail it out to the address provided on the form.
2. The original, signed document must be submitted to the Accounts Office. If the student's financial account is in good standing, the student submits the associated transcript fee.
3. The Accounts Office will submit the form to the Registration & Records Office.
4. Official transcripts will be processed and prepared within 7 business days.
5. When ready for pickup/mailed out, an email notification will be sent to the student.

Both the Registration & Records Office and Accounts Office are located in Building 5, Administrative Wing and are accessible during normal business hours (Monday – Friday, 9:00 am – 5:00 pm).



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**RE: Response to Your Letter Dated February 28, 2017
Item 3: Teach-Out Plan**

3e) Northwest Suburban College makes every attempt to make education affordable for students at little to no cost to them. The College has provided more than \$45,000 in institutional aid for the five students enrolled in the Bachelor of Science programs. This information is shared in order to demonstrate that our profit lies not in financial gains but in the success of our students, even at the expense of the College.

Nevertheless, financial resources are available and secured in order to ensure the five students enrolled in the baccalaureate programs—all of whom were enrolled prior to June 2016—may receive applicable refunds. Specifically, an investment account is dedicated for purposes of such refunds (AmeriTrade balance sheet enclosed). Also enclosed is a summary of the College operational account, which demonstrates the capacity to respond to refunds.



My Account: Positions

northwest1

[Link/Add Acct](#)

northwest1 value



\$2,016.50 (1.77%)

[Hide](#) | [Update](#) | [See balances](#)

Cash & cash eqts

\$0.00

\$0.00

Margin balance



\$0.00 (0.00%)

Maint req



\$604.95 (1.06%)

Nonmarginable funds



Stock buying power



Asset type [All positions](#)

[Balances](#) [Order status](#) [Transaction history](#) [Gain/loss](#)

Stocks

[Microcharts](#) View: Stock (default)

Symbol	Qty	Last	Chg (\$)	Cost	Mkt value*	Maint req	Gain (\$)*	Gain (%)*
BP	250	33.78	0.35	8,600.00	8,442.50	2,532.75	-157.50	-1.83%
FBI	100	107.60	1.87	9,266.16	10,760.00	3,228.00	1,493.83	16.12%
GDV	1,000	20.83	0.20	18,569.90	20,830.00	6,249.00	2,260.10	12.17%
GNL	1,000	23.62	0.55	24,170.40	23,620.00	7,086.00	-550.40	-2.28%
KBE	200	44.59	-0.32	8,649.20	8,918.00	2,675.40	268.80	3.11%
PBH	200	57.75	1.365	11,112.80	11,548.00	3,464.40	435.20	3.92%
QQQ	250	132.21	0.925	26,370.30	33,055.00	9,916.50	6,684.70	25.35%
SBY	109	21.52	0.055	2,344.59	2,346.23	703.87	1.64	0.07%
TDIV	1,000	31.84	0.31	30,938.00	31,830.00	9,549.00	892.00	2.88%
TXN	500	81.80	0.71	30,510.00	40,905.00	12,271.50	10,395.00	34.07%

*Most data is streaming, but values marked with * update every 5 minutes. 3/15/17 9:01:15 AM ET 3/15/17 [Update now](#)

Current value: **\$192,254.73** \$2,016.50 (1.06%)

Cash & Cash Alternatives

Description	Mkt value*	Day gain (\$)*	Accrued interest (\$) ¹
Cash	0.00	0.00	--

*Most data is streaming, but values marked with * update every 5 minutes. 3/15/17 9:01:15 AM ET 3/15/17 [Update now](#)

Current value: **\$0.00** \$0.00 (0.00%)



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¹Interest is accrued daily and credited to your account on a monthly basis. This is accrued interest month-to-date that has not yet been paid; however, this money can be withdrawn or used to buy securities.

The "cash alternatives" balance is the interest- or dividend-earning cash you hold in a sweep vehicle; this money can be withdrawn or used to buy securities. This balance also includes accrued interest that will be paid at month-end.

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Taskin Educational Organization

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Northwest Suburban College
Dept. of Education: Title IV Teach-Out Plan
Est. 01.2017

As required by the revised Title IV Provisional Participation Agreement & Addendum, with consideration of the Accrediting Council for Independent Colleges and Schools' (ACICS) loss of federal recognition, Northwest Suburban College (NWSC) has devised the following teach-out plan. The goal of this plan is to ensure that information is clearly communicated to students with respect to Title IV-eligible programs, including a list of comparable programs at other, unaffiliated institutions to which students may continue their education.

Northwest Suburban College's Title IV-eligible programs include Associate of Science in Biology (degree program), Medical Assistance (certification program), and Dental Assistance (certification program). As all programs are offered on-site at the single suburban Rolling Meadows campus, all students are commuters within a 20 mile radius. As such, the following list provides similar programs offered at nearby locations.

Medical Assistance

College of DuPage

425 Fawell Blvd. Glen Ellyn, IL 60137

630.942.2800 (Main)

http://www.cod.edu/programs/health_sciences/medical_assistant/index.aspx

Harper College

1200 West Algonquin Road

Palatine, IL 60067

847.925.6707

http://goforward.harpercollege.edu/catalog/spring-2017/programs/career-certificate/medical_office_administration_573.php

Rasmussen College (Blended Program, Several On-Site Campuses)

(a) Aurora/Naperville

2363 Sequoia Dr. Aurora, IL 60506

630-888-3500

877-888-4110

(b) Rockford

6000 East State Street, Fourth Floor

Rockford, IL 61108

815-316-4800

877-533-5825

(c) Romeoville/Joliet

1400 W. Normantown Road

Romeoville, IL 60446

815-306-2600

866-967-7045

(d) Mokena/Tinley Park

8650 West Spring Lake Road

Mokena, IL 60448

815-534-3300

866-544-1788

<http://www.rasmussen.edu/degrees/health-sciences/medical-assisting/>

Waubonsee Community College

2060 Ogden Ave. Aurora, IL 60504-7222

630.585.7900

<https://www.waubonsee.edu/learning/academics/disciplines/health/medical/>

Dental Assistance

College of DuPage

425 Fawell Blvd. Glen Ellyn, IL 60137

630-942-2800 <http://www.cod.edu/academics/conted/business/dental.aspx>

Elgin Community College

1700 Spartan Drive

Elgin, IL 60123-7139

847-697-1000 <http://elgin.edu/students.aspx?id=2838>

Penn Foster Career School (Online) Physical Location:

925 Oak Street

Scranton, PA 18515

1-800-275-4410

<https://www.pennfoster.edu/programs-and-degrees/medical-and-health-careers/dental-assistant-career-diploma>

Associate of Science in Biology

Albany State University (consolidated with Darton State College) (Online) West Campus

2400 Gillionville Rd. Albany, GA 31707

229-317-6241 <http://online.asurams.edu/degrees/index.php?Key=Degree&Index=10>

College of DuPage

425 Fawell Blvd. Glen Ellyn, IL 60137

630-942-2800 <http://www.cod.edu/programs/biology/index.aspx>

Elgin Community College (Blended Option)

1700 Spartan Drive

Elgin, IL 60123-7139

847-697-1000 <http://elgin.edu/catalogprograms/ProgramDetail.aspx?Program=SCI.AS>

Harper College (Blended Option)

1200 West Algonquin Road

Palatine, IL 60067

847-925-6707

<http://goforward.harpercollege.edu/academics/areas/science/biologicalsciences.php>

Triton College (Blended Option)

2000 Fifth Ave.

River Grove, IL 60171

708-456-0300

<http://www.triton.edu/CollegeCatalog/biological-sciences.htm>

Should Northwest Suburban College need to follow through on the teach-out plan, we will make every effort to achieve a seamless transition for our students without compromising their investment in education. Nevertheless, NWSC is diligently working on achieving accreditation with federally recognized agencies, and as such, we are confident in our compliance within the timeframe provided by DOE.



April 11, 2017

ID Code 00135778(MC)

VIA E-MAIL AND OVERNIGHT DELIVERY

Dr. Mohammed Aliniazee
President
Northwest Suburban College
5999 S. New Wilke Road, Suite #400
Rolling Meadows, IL 60008

admin@nwsc.edu

Subject: Continue Show-Cause Directive and Cease Bachelor's Degree Activity Letter

Dear Dr. Aliniazee:

The Council reviewed your institution's response to the show-cause directive issued on February 28, 2017, at its recent meeting. As a result of its review of all the information related to this matter, the Council found the institution remains out of compliance with the following based on the Accreditation Criteria:

- The institution did not seek approval from the Council prior to initiating programs at a higher credential level (Section 2-2-107). In response to the show-cause, the institution submitted a narrative and timeline of its recollection of communications with former ACICS staff relative to submission of new program applications, as well as the requested student enrollment agreements, final academic transcripts for graduates, and an institutional teach-out plan. However, the institution did not evidence that it communicated to ACICS the initiation of the bachelor's degree programs prior to or, at the least, during the initial grant visit in January 2014; in response to the initial grant visit report; or in receipt of its initial grant approval letter. Similarly, the institution did not submit new program applications for the programs at any time during its initial grant of accreditation until June 2016, although the initial grant approval letter included the direction, "Any changes to these programs or the addition of any new programs must be submitted to the Council for approval."

Further, the institution is reminded, as recorded in in the Introduction of Title I, Chapter 3 of the *Accreditation Criteria*, that ACICS is an institutional accrediting body that accredits entire institutions, not individual campuses or programs. Therefore, all programs and academic activities offered by an institution are within the Council's

purview for review and evaluation, and must meet the standards established by the Council at all times. The Introduction of Title II, Chapter 1 of the *Accreditation Criteria* also reiterates the commitment of an accredited institution to operate in accordance with the standards and policies established by the Council. In substance, a program that is not formally reviewed and approved by the Council cannot be offered by an institution with institutional accreditation by ACICS.

Council Action

Therefore, the Council acted to continue the show-cause status and to require the institution to **immediately cease all academic activity in the bachelor's degree programs in biology and chemistry**. The Council notes that the institution indicated it has provided more than \$45,000 in institutional aid for the five students currently enrolled in the bachelor's degree programs, but strongly recommends that full restitution of any monies paid by the five students be provided.

The institutional review associated with this continued show-cause directive will be considered on an expedited basis by the Council's Executive Committee to then advise the full Council of the institution's responsiveness. To that end, the institution must provide a written response to the show-cause directive, submitting the following information by **April 26, 2017**:

- Evidence of the discontinuation of the bachelor's degree programs in biology and chemistry. Documentation must include notification to students of the termination of the programs; final transcripts for the enrolled students; evidence of any refunds provided to students or other remediating actions; and such other explanatory overview documentation the institution can offer for the Council's consideration of the continued show-cause action.

Please upload the response to the online show-cause application by the date indicated above. Failure to do so will be considered a serious deviation from the Council's directives and may result in a withdrawal by suspension action in accordance with Section 2-3-402 of the *Accreditation Criteria*.

Dr. Mohammed Aliniazee
April 11, 2017
Page 3

If you have any questions about this action, please contact Ms. Katie Morrison at kmorrison@acics.org or (202) 336-6783.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Ms. Shazia Ilyas, Associate Dean of Academic and Student Affairs (silyas@nwsc.edu)
- Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (aslrecordsmanager@ed.gov)
- Dr. Daniel Cullen, Deputy Director for Academic Affairs, Illinois Board of Higher Education (cullen@ibhe.org)
- Ms. Karly Zeigler, Manager of Institutional Compliance (kzeigler@acics.org)
- Ms. Perliter Walters-Gilliam, Vice President - Accreditation (pwgilliam@acics.org)



May 12, 2017

ID CODE 00135778(MC)

VIA EMAIL ONLY

admin@nwsc.edu

Ms. Shazia Ilyas
Associate Dean of Academic & Student Affairs
Northwest Suburban College
5999 S. New Wilke Road, Building 500
Rolling Meadows, IL 60008

Subject: Acknowledgement of Institutional Notice – Renewal of Accreditation

Dear Ms. Ilyas:

This letter acknowledges receipt of the **April 27, 2017**, notification of your intent to not apply for a renewal of accreditation for Northwest Suburban College, but to “relinquish” the institution’s accreditation at the expiration of the grant. The institution is reminded that the current grant of accreditation will therefore automatically expire on **December 31, 2017**.

Further, the institution is expected to demonstrate ongoing compliance with the *Accreditation Criteria*, including, but not limited to, timely submission of all required reports, such as the Campus Accountability Report, Annual Financial Report, Monthly Placement Data; and payment of all applicable fees. ACICS, at its discretion, may require additional monitoring or reporting from the institution in the event that any concerns raised relative to its ongoing operations that call into question the institution’s continued compliance, which may include an on-site quality assurance monitoring (QAM) review.

In the interim, we trust that your ongoing efforts to ensure the best interests of your students in their educational pursuits will be foremost in your daily activities, and if we can be of any assistance, please contact the ACICS office.

Sincerely,

(b)(6)

Mr. Roger J. Williams
Interim President

c: Ms. Cathy Sheffield, U.S. Department of Education (aslrecordsmanager@ed.gov)
Mr. Douglas Parrott, Chicago/Denver School Participation Team, Regions V and VIII
(douglas.parrott@ed.gov)
Mr. Adam Campbell, Illinois Board of Higher Education (campbell@ibhe.org)



To: Ms. Shazi Ilyas, Associate Dean of Academic & Student Affairs
ID Code 00135778

From: Ms. LaToya Boyd, Accreditation Coordinator

Date: June 5, 2017

Subject: Limited Announced Quality Assurance Visit–**June 6-7, 2017**

A special Quality Assurance visit (QAV) will be conducted at your institution on **June 6-7, 2017**. The purpose of the visit is to evaluate the institution's overall compliance with ACICS standards and to ensure that quality education is continuously provided by the institution.

The special on-site evaluation team will need a small, private work area for use during the visit. The materials identified on the enclosed list should be placed in the work area prior to our arrival. Additional materials may be requested during the visit.

The Council may order an unannounced or limited announced QAV at its discretion (See Section 2-3-800 of the *Accreditation Criteria*). An invoice for expenses will be provided to the campus at the conclusion of the visit.

Enclosures

c: Mr. Adam Campbell, Illinois Board of Higher Education (campbell@ibhe.org)

Evaluation Team

VISIT ITINERARY

Institution to Be Visited

ACICS ID Code 00135778
Northwest Suburban College
5999 S. New Wilke Rd., Building 500
Rolling Meadows, IL 60008
BMCGRAccreditation@brownmackie.edu

Visit Date

Tuesday, June 6, 2017 – Wednesday, June 7, 2017

Visit Type

Quality Assurance Visit

Current Level of Accreditation

Academic Associate's degree

Itinerary (approximate)

Arrive on Tuesday, June 6, 2017, at 9:00 a.m.
Depart on Wednesday, June 7, 2017, at 5:00 p.m.

Evaluation Team

CHAIR/RELATIONS WITH STUDENTS GENERALIST

Dr. Darlene Minore
Minore Educational Services
CEO



EDUCATIONAL ACTIVITIES GENERALIST

Ms. Elaine Cue
Brown-Mackie College
Campus President (Former)



ACICS STAFF REPRESENTATIVE

Ms. LaToya Boyd
Accreditation Coordinator
lboyd@acics.org

EVALUATION VISIT MEETING ROOM MATERIALS

Quality Assurance 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. 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.
- g. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- h. Board of directors and administrative staff meeting minutes
- i. Faculty meeting minutes
- j. 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.)
- k. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.
- l. Copies of mutually signed agreements with all externship sites used by the institution.

2. Official Documents

- a. State license and authorization to award degrees (if applicable)
- b. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- c. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- d. 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.

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 and transcripts will be selected randomly for review by team members.

4. Inventories

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

5. Publications

- a. Most recent ACICS self-study application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and tapes of radio and television ads
- c. Student, faculty, and staff handbooks (if applicable)
- d. Current catalog with all addenda (if applicable)



June 21, 2017

Evaluation Team Report –SPECIAL VISIT REPORT

ID for Campus Visited: 00135778

Main Campus ID: 00135778

Staff Contact: Ms. LaToya Boyd – Phone: (202) 336-6777

Application ID: 73268

VISIT RESPONSE DUE DATE: July 6, 2017

Dr. Mohammed AliNiazee
President
Northwest Suburban College
5999 S. New Wilke Rd., Bldg #400
Rolling Meadows, IL 60008
admin@nwsc.edu

Dear Dr. AliNiazee:

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 before it takes formal action on your institution's application for accreditation. Please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten business 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 Linda Lundberg at llundberg@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 uploaded to satisfy the:

Finding 1 Narrative task must be labeled 1st Cite -Narrative.

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: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced size PDF documents.

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.

- 1st Cite - Narrative
- 1st Cite - Supporting Document
- 2nd Cite - Narrative
- 2nd Cite - Supporting Document
- 3rd Cite - Narrative
- 3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



SPECIAL VISIT REPORT

CAMPUS
NORTHWEST SUBURBAN COLLEGE
5999 South New Wilke Road, Bldg. #400
Rolling Meadows, IL 60008
ACICS ID Code: 00135778(MC)

Dr. Mohammed AliNiazee, President (maliniazee@nwsc.edu)
(admin@nwsc.edu)
www.nwsc.edu

June 6-7, 2017

Dr. Darlene Ann Minore	Chair/Educational Activities	Minore Educational Strategies	Bainbridge Island, WA
Ms. Elaine Cue	Student Relations/Educational Activities	Brown Mackie College (retired campus president)	Myrtle Beach, SC
Ms. LaToya Boyd	Staff Representative	ACICS	Washington, D.C.

1. VISIT CONTEXT – INTRODUCTION

- A. Provide a summary and reason(s) for the visit including assessment of risk, Council directive, external factors, etc.

Having received information from the Illinois Board of Higher Education concerning the institution's assertion of offering two bachelor's degree programs for at least two years without ACICS's approval, on February 28, 2017, ACICS directed the institution to show cause why its accreditation should not be withdrawn since these programs have not been approved. In its response, the institution provided a narrative and timeline of its recollection with former ACICS staff members but did not evidence that the unapproved programs were no longer in operation. Hence, the Council continued the show-cause directive and required the institution to immediately cease all academic activity in the bachelor's degree programs in biology and chemistry with a response to that effect due by April 26, 2017, for the Executive Committee's review.

In this April 26, 2017, response, the institution continued to maintain that ACIS was informed of its intent to offer bachelor's degree programs prior to its award of an initial grant of accreditation and the show-cause directive was wrongfully issued. However, to be compliant, the College has ceased operations of its bachelor's programs. Bachelor's degrees will no longer be conferred, with formal notice sent to the five students who were enrolled at the time. The institution further stated that, two of five enrollees had progressed beyond the requirements of the associate's degree and they received a letter explaining the decision as well as a complimentary copy of their transcript. These students still had some general education requirements to complete in the associate's degree, so the institution would change their enrollment to the associate's degree program with their consent and allow them to complete the remaining requirements. The remaining three students are still completing coursework for the associate's degree, so their enrollment will be changed to the associate's program (with their consent) to allow them to earn a degree that can be used as a basis for application to another institution's bachelor's degree program. Finally, the institution stated that, "For all courses that these students have taken beyond the extent of the associate program (i.e., courses at the 300-level or higher), the College has issued a refund."

Further, the institution's current grant of accreditation will expire on December 31, 2017, and the institution was due to undergo the renewal cycle during the May/June 2017 review cycle for the Council's consideration at its August 2017 meeting. After numerous delays and staff follow up, the institution notified ACICS via e-mail that it will not renew its accreditation but will let its grant expire at the end of the year. On May 5, 2017, ACICS formally notified the institution of its acknowledgement of the institution's intent not to renew but advised the institution that continued compliance is required, and may include an on-site quality monitoring review.

In light of the continued show-cause directive and the ongoing concerns with the institution's insistence of compliance, the Council directed a two-day, limited announced, special visit to determine whether the institution remains compliant with the Council's directives and the *Accreditation Criteria*.

Northwest Suburban College was awarded an initial grant of accreditation in 2014, and was scheduled to have its first renewal of accreditation visit in the spring of 2017. However, after several weeks of delay and refusal to submit its application for renewal by the due date, and then subsequent extensions granted by management, the institution notified ACICS of its decision to not renew. NWSC intends to remain an ACICS accredited institution until its current grant expires on December 31, 2017.

- B. Describe the institution's organizational and accreditation background (including if there are other branches and learning sites).

Northwest Suburban College is approved by the Illinois Board of Higher Education (IBHE) as a degree-granting institution for the associate's degree program in biology as well as the Private Business and Vocational Schools Division (IBHE-PBVS) for its allied health programs. The institution was awarded an initial grant of accreditation of three (3) years by ACICS in 2014, which will expire on December 31, 2017.

Currently, the institution is approved to offer three programs: an academic associate's degree in biology, a certificate program in dental assistant, and a certificate program in medical assistant. The institution also offers a short-term program in pharmacy technician that is approved by the state of Illinois and does not require additional approval by ACICS.

The College also has a corporate board of directors made up of highly credentialed and experienced members. There is also a board of regents for the college that ranges anywhere from 7 to 17 members and also maintains a membership of highly credentialed and experienced personnel. This board assists the College with its mission and programs, and evaluates and monitors its performance.

- C. Provide a summary of the team's review and impressions (at the visit conclusion).

Upon arrival to the campus, the special team was escorted to a team room prepared for the visit. The team toured the campus and noted a well-appointed classroom, appropriate technology for the courses offered, and exceptional laboratories for the study of basic sciences and allied health. After the campus tour, introductions with the administration, board of trustees, faculty, and staff took place. The team explained the purpose of the visit. Both the administration and the Board shared that the institution had already submitted the required response for the show-cause directive letter dated April 11, 2017, and assured the team that all academic activities in the bachelor's degree programs in biology and chemistry had ceased. The team was provided with a copy of the expansive response to the show-cause directive, which included a narrative argument, a copy of the original self-study, a copy of the initial grant of accreditation report, and supplemental documentation that graduates of the unapproved bachelor's degree programs had been notified of the status of these programs, and credit memos for all courses numerated at a 300 level or higher. Where appropriate, graduates had been awarded an academic associate's degree in biology for their efforts in the unapproved bachelor's degree programs.

NWSC operates in trimesters, with the most recent trimester beginning on May 1, 2017. The team's chair and ACICS staff met with the institution's leadership to discuss the status of the bachelor's degree programs. The team was repeatedly assured that all academic activities in the bachelor's degree programs in biology and chemistry had ceased.

(Section 3-1-202): The integrity of the institution is called into question given the failure of the administration to demonstrate personal responsibility and ethical practices as it relates to the cessation of the bachelor's degree programs. Upon reviewing the catalog and current trimester's course schedule, the team noted that Biology 303/Microbiology, an upper-level course offering for the bachelor's degree program, was currently being offered. This is not a course required for the associate's degree in biology program of study.

Students enrolled in this course were listed as Ms. [REDACTED]

[REDACTED] 11
students' records included enrollment agreements for either the bachelor's degree programs in chemistry or biology. These students were all listed as students currently enrolled in the associate's degree in biology program of study.

When the team queried Dr. Mohammed AliNiasee and Ms. Shazia Ilyas as to why this course was still being offered, the explanation offered by Ms. Ilyas was that registration had occurred two months prior to the Council's show-cause directive letter. The school believed it could offer the course if did not charge students for the course. On the second day of the visit however, the team was presented with a letter cancelling the class "in order to meet the compliance requirements of ACICS."

The team's concerns with the institution's leadership are detailed below; but a quick summary would note that the current on-site administrator, Ms. Shazia Ilyas, at best, does not have adequate working knowledge of the *Accreditation Criteria*, and at worst, intentionally does not adhere to the *Accreditation Criteria*. Further, Ms. Ilyas serves as the designated school official for international student services, the on-site administrator for financial aid, and the compliance director, in addition to her responsibilities for the administration of academic and student affairs. The team was concerned that one person cannot serve in all these roles effectively. Ms. Ilyas's lack of experience in these areas and minimal training is to the detriment of the institution if she continues to serve in all these roles.

Discussion of the administrative team's efficiency and effectiveness of the overall administration of the institution in regard to recruitment/admission's practices and the administration of Title IV financial aid is noted in the appropriate sections of this report.

2. ORGANIZATIONAL EFFECTIVENESS

- A. Assessment of the administrator's knowledge and ability to effectively lead the campus.
 - i. Who is the on-site administrator? Describe this person's academic and/or experiential qualifications to lead the campus.

Dr. Mohammed T. AliNiazee, president and chief executive officer, leads the campus. He earned a PhD in entomology from the University of California at Riverside and a bachelor's degree in agriculture from the A.P. Agricultural University of Hyderabad, India. Dr. AliNiazee founded Northwestern Suburban College in 2009. He was a tenured professor with Oregon State University for 30 years and currently holds the title of professor emeritus.

Ms. Shazia Ilyas, associate dean of academic & student affairs and accreditation coordinator, is currently listed as the on-site administrator for ACICS. She earned a bachelor's degree in English and philosophy from Roosevelt University. Ms. Ilyas joined the Northwest Suburban College administrative team in 2012. Previously experience includes work as a curriculum development editor with DeVry University and as an instructor of English for Oak Park River Forest High School.

- ii. Summarize the team's observations concerning the on-site administrator's management and oversight of the campus. Is the campus being run effectively to ensure quality of education?

(Section 3-1-202(a)): There is no evidence that emphasis is being placed upon the efficiency and effectiveness of the overall administration of the institution; especially in the areas of educational activities, admissions, and financial aid. The administration did not demonstrate a working knowledge of the *Accreditation Criteria*. The rationale presented to the team as reasons for various activities evidenced egregious, non-compliance with Council standards.

The April 11, 2017, Council letter specifically noted that the institution's response to the show-cause directive issued on February 28, 2017, included a narrative recollection of communications with former ACICS staff. The institution's response to the Council's letter and to the visit team did not evidence an understanding that any changes to programs listed in the initial grant approval letter, or the addition of any new programs, must be submitted to the Council for approval. The narrative response, once again, argued that ACICS had been "informed" of the institution's intent to offer bachelor's degree programs. The team was gravely concerned that the on-site administrator would believe that an e-mail communication or telephone conversation would suffice as notification of changes to a program or a new program offering. The team had to spell out that notification of these changes can only be considered official when required applications are completed and submitted timely before said program changes or new programs are incorporated into the institution's offerings. The team stressed that the onus of knowing the expectations of the Council is upon the institution. The administration did not demonstrate a working knowledge of the *Accreditation Criteria*, as evidenced by rationale presented to the team as reasons for various activities.

The show-cause directive letter dated April 11, 2017, stated very clearly that the institution was to immediately cease all academic activity in the bachelor's degree programs. Additionally, the institution was deceptive with the team during the

initial discussion at the start of the visit regarding the status of academic activity for bachelor's degree programs, insisting that all such activity had stopped and that students enrolled in courses numerated in the catalog as level 300 and higher had been refunded.

Further, the recruitment and admissions, as well as financial aid practices, as articulated further in this report, cast additional doubts on the effectiveness of the administration.

- B. Describe the Campus Effectiveness Plan (CEP) and provide a narrative on the evaluation of the six required elements, the specific activities included in the plan, and the evidence of implementation that was reviewed.

(Section 3-1-110, 3-1-111, 3-1-112, 3-1-113 and Appendix K): The institution does not have a current campus effectiveness plan that contains all required elements, and there is no evidence of implementation or evaluation on an annual basis. The campus effectiveness plan (CEP) provided to the team at the time of the visit is dated 2013-2014 and appeared to be the CEP presented to the team for the initial grant visit. The team was provided with no documentation that any activity had been implemented or monitored since 2014, let alone evaluated.

- C. Describe the evidence that staff meetings are held and scheduled regularly.

Faculty and staff meetings are held approximately once a term, and coordinated with the faculty meetings. The team was presented with meeting minutes for October 26, 2016, January 24, 2017 and January 26, 2017. The meeting minutes note persons in attendance. The institution does not utilize sign-in sheets. The meeting minutes were detailed and contained agenda items as well as action plans for each agenda item, who is responsible for said action plan, and a follow-up due date.

3. ADMINISTRATIVE CAPACITY AND CAPABILITY

- A. List the key administrative positions and describe the qualifications of the individuals assigned to each position.

The organizational chart presented to the team notes that the president and CEO reports to a governing board. The president and CEO, Dr. M. AliNiasee, is responsible for the day-to-day operations of the institution. Operation of the campus is divided between operations and planning, led by Dr. Larry Zimmerman, director of operations; and academic affairs, led by Dr. Maksood Akbar, provost & dean of academic affairs, and Ms. Shazia Ilyas, associate dean of academic & student affairs and accreditation coordinator.

Additional key administrative positions include Dr. John Nichols, director, liberal arts and admissions; and Dr. Lilya Tishchenko, director, allied health sciences. The qualifications of these individuals are detailed in the appropriate sections of the report.

B. Faculty and staff's awareness of responsibilities and capacity to carry out said responsibilities.

i. Describe the organizational structure.

The organizational chart presented to the team notes that the president and CEO reports to a governing board. The president and CEO, Dr. M. AliNiaze, is responsible for the day-to-day operations of the institution. Operation of the campus is divided between operations and planning division, led by Dr. Larry Zimmerman, director of operations; and academic affairs division, led by Dr. Maksood Akbar, provost & dean of academic affairs, and Ms. Shazia Ilyas, associate dean of academic & student affairs and accreditation coordinator. The organizational chart notes a variety of positions for each division appropriate to an institution this size with the current program offerings.

ii. Describe the documentation reviewed that evidences that all faculty and staff are aware of their responsibilities, are appropriately trained and evaluated, and are competent to carry out their responsibilities effectively.

Faculty and staff personal files evidenced the following documentation: a current signed ACICS data sheet, job description that noted to whom the employee reports, and the most recent performance evaluation. Documentation of the onboarding process and responses during team interviews supported that the staff and faculty are appropriately trained and evaluated and are competent to carry out their responsibilities.

C. Are there grievance policies for students and staff? Describe evidence that that the campus has been implementing these policies as published.

Student enrollment agreements are initialed to indicate that they have received a copy of the institution's catalog and that the institution's grievance policy was reviewed with each student. The grievance policy found on page 23 of the Northwest Suburban College Course Catalog for 2016-2018 is in compliance with the *Criteria*. Staff are oriented to an identical policy as the students', adjusting step 2 as contacting their direct supervisor. The campus claimed that no student or staff member had ever completed the grievance form mentioned in step 2, thus making the need to form a grievance committee to investigate claims on grievance forms necessary.

(Section 3-1-202(d)): There is no evidence that the institution has implemented appropriate grievance policy and procedures for considering complaints received from students. While student enrollment agreements noted that the students received a copy of the institution's catalog and that the institution's grievance policy was reviewed, students unanimously shared, during interviews with team members, that they had not received a catalog and only initialed enrollment agreements in the affirmative under threat of not being accepted. Students shared several common grievances that gravely concerned the team. Team members inquired whether the students had followed the grievance policy to achieve resolution of their concerns but they were emphatic that they were not aware of a grievance policy beyond talking to their advisor. All shared they feared going to the campus president directly.

4. STUDENT RELATIONS

- A. How many files were reviewed and from which CAR period (i.e. current or most recently ended)? Describe the distribution of the files (active, withdrawals, SAP, drops, graduates, etc.). Describe any discrepancies in the retention rates.

Based on the numbers reported on the 2016 CAR, the team reviewed 25 active files, 3 withdrawals, and 5 graduate files. The retention rates were determined to be accurate based on the backup documentation reviewed. Files reviewed were found to be complete and have the required documentation such as enrollment agreements and verification of high school graduation or General Equivalency Diploma.

Several files contained evidence of satisfactory standards of academic progress counseling. Students not meeting the standards required were counseled and placed in the status required by the policies. These students were provided with support from instructors, the program director, and the academic dean to assist them with improving their academic status. In addition, students not meeting the attendance policy standards were counseled and provided assistance in overcoming obstacles causing the attendance violations.

- B. Describe evidence that the published admissions criteria are appropriate and being followed as written.

The admissions requirements include an initial meeting and tour with a member of the admissions team at the college; proof of high school graduation or GED; an application for admission; documentation of the applicable vaccinations; and an enrollment agreement with documentation indicating that the student has received information relating to financial obligations, a catalog, and refund policies. These criteria for admissions are required for the dental assistant, medical assistant, and pharmacy technician programs.

The aforementioned criteria are also required for admission into the associate's degree program. In addition, an applicant for an undergraduate program may submit an ACT or SAT score, and official exam results for advanced placement courses taken. The College does accept transfer of credit from other institutions. The requests will be reviewed and the academic administration determines if the required transfer of credit standards have been met. Requirements that must be met include a grade of B or higher, with some consideration being made for courses with a grade of C, and the course must be educationally comparable to the course it will replace. In addition, no more than 25 credit hours may be transferred. Credit for a transferred course will not be included in the CGPA calculation. Transfer credits are only accepted into the associate's degree program.

(Section 3-1-411): Admissions policies are not being followed as written. The criteria for admissions stated in the catalog indicates that all applicants are required to attend a scheduled orientation. However, when meeting with the students, all stated that they had not attended the required student orientation or received a catalog. When reminded that

they had initialed a form that indicated they had attended orientation and received a catalog, they stated they were told to initial the items listed on the form or they could not start class. Additionally, the allied health department chair stated that she conducts student orientation on the first day of class. The team found this concerning given that students do not enter the programs as cohorts and any given class could have a mix of returning and newly enrolled students due to the programs' modular format.

(Section 3-1-412): Recruitment practices are not ethical and compatible with the educational objectives of the college. There is a \$50 non-refundable application fee and several other fees that are associated with such items as uniforms and books that students are required to pay as part of their cost of attendance. When the team met with the students, the students indicated that the college required them to pay a \$250 down payment when completing the application. Some students indicated that they didn't have to pay \$250 because they told the college representative that they did not have the money. Some students stated that they were told to just give the college whatever they had with them. All students reported that the term "down payment" was used by the admissions director.

(Section 3-1-432(a) and (b)): All tuition and fees are not clearly stated in the catalog. Student ledger cards do not accurately reflect tuition and all other charges. There is no statement in the catalog, or on the enrollment agreement, about a down payment and according to the students, they are not told prior to applying to the college that they should be prepared to pay this \$250 down payment. In addition, some students were told that the \$250 would be refunded or applied toward their tuition. Student ledger cards did not note these transactions and had no refunds documented on their accounts, which indicates that the information provided to the students about these monies was inaccurate. The administration affirmed that students are asked to a pay \$250 deposit that covers the application fee, books, and uniforms at the time of enrollment.

C. What are the recruitment policies and procedures?

Advertising is managed through the utilization of referrals, flyers, internet advertising, and the college webpage. The college also utilizes the services of Keystone Academic Solutions, a company that provides the college lists of names of potential students based on demographics and other variables. The admissions personnel attend local college fairs to enhance the visibility of the college in the community. When contact is made by a potential applicant, they are referred to admissions personnel for follow up. An interview with the interested party is scheduled. During the interview, the admissions representative assists the applicant in determining if the college offers a program that meets their needs. The applicant will take a tour of the college and, if applicable, will complete an application for admissions. After the potential student has completed the admissions enrollment process and all necessary information has been gathered, the applicant will complete financial aid packaging through a third party servicer, Campus Ivy. The catalog states that the newly enrolled student will also be scheduled for orientation.

i. How are recruitment personnel trained, monitored, and evaluated?

(Section 3-1-412(a)): There is no evidence that the College systematically monitors its recruitment activities and that all individuals engaged in

admissions have been trained to provide current and accurate information.

The manager of the admissions department is Dr. John Nichols. Dr. Nichols holds bachelor's degrees in philosophy and music from Roosevelt University, a master's degree in music from the University of Alaska, and a doctorate in musical arts from the University of Illinois. Dr. Nichols has been a freelance composer since 2002 and has been employed with the college since July of 2016.

Dr. Nichols received his initial training from the former admissions director. There is currently no direct monitoring of the admissions process. The phone interviews are not reviewed or recorded and there are no administrative personnel monitoring the applicant tours or interviews for accuracy of the presentation of information. According to Dr. Nichols, he is a part-time employee.

When interviewed by the team, students were very vocal with their opinions about Dr. Nichols. They indicated that they felt very intimidated by him and his "push" for them to enroll and to help him "get more students." The students also stated clearly that they were asked to make a down payment of \$250 or they could not start school. They added that this down payment was not discussed with them prior to their first interview to prepare the applicant to meet this request. Some students stated that they were allowed to pay whatever they "had with them." The indication is that all applicants/students are not treated consistently and in addition, there is no stated "down payment" in college policies. It is evident that this is not clearly presented or explained to applicants/students. In fact, students were told that if they paid the \$250, it would be refunded, when in fact, this payment is for various supplies and is not refunded.

When interviewed, Dr. Nichols stated that a new admissions representative had been hired and had been on board for three days. Dr. Nichols was asked about how the representative would be trained and what the process would be for the representative learning proficiency in interviewing, accuracy in presentation of information about the college and its programs, and the appropriate follow up. Dr. Nichols stated that he might send the representative to a workshop on recruiting. There was no organized process indicated on how the representative would be trained in the admissions process, the programs offered, or informed about the mission of college. In fact, Dr. Nichols stated that he would have the new representative "read up" about the college and its programs. There is no training manual for admissions and no process in place for training or monitoring of admissions.

Dr. Nichols is highly educated in music and evidently has a stellar background in this area. His skill set is not in recruitment or admissions. Dr. Nichols also teaches for the college. There does not appear to be the focus needed by the administration on training, monitoring, and managing the admissions process with integrity and consistency based on the policies and procedures as required. Because Dr. Nichols is part-time and teaches in addition to managing the admissions process, his management of the training and monitoring is insufficient.

When the team discussed the oversight of the admissions department with the on-site administrator, the team was presented with an “admissions process flow chart” as the only document the college had developed and confirmed that there is no direct oversight of Mr. Nichols management of the admissions department.

- ii. How do the current students match their current experience with the information provided to them prior to enrollment?

As previously stated in this report, students that were interviewed indicated that they were not informed of a down payment that would be required at the time of application. There is no stated policy on a down payment indicated in the catalog.

Overall, the students indicated satisfaction with their instructors, stating that they were provided syllabi and that the instructors did follow the syllabi. Students also stated that they had academic support, if needed, from their instructors and other administrative personnel. They are pleased with the program length and the placement rate reported by the College.

- iii. If third party recruiters and lead generators are used, what documentation is used to ensure that the campus trains and monitors their activities?

The college has utilized the services of Keystone Academic Solutions. This agency provides the college with assistance in student inquiry management by providing leads to the college for follow up with admissions. Names are secured for the college based on location and various demographic requirements. No training or monitoring is required for this process.

D. Summarize any observations from the institution’s last Program Participation Agreement (PPA) audit (if applicable).

The Program Participation Agreement dated December 19, 2016, was provided to the team. The PPA states that the institution was approved for participation in Title IV, HEA programs, and was granted a provisional certification for a period not to exceed one complete award year to demonstrate that it satisfies the standards of financial stability and administrative capability. The PPA also included an addendum documenting the loss of a recognized accrediting agency as additional terms and conditions relating to the standard provisional approval.

- i. Summarize the review of ledger cards, refunds, and disbursement process to evaluate that policies are appropriate and being followed.

The College is utilizing a third party servicer, Campus Ivy, which is located in Pompano, Florida, for financial aid processing for the students. This management includes financial aid packaging and disbursement processing. The associate dean, Ms. Ilyas, acts as the intermediary with the servicer. Ms. Shanna Martin, the

bookkeeper since April 2017, updates the student accounts as instructed by the servicer.

The ledger cards indicate charges for tuition and fees and credit for payment of financial aid, cash payments, and scholarship payments. A running balance is indicated on the ledger card. Transactions listed on the ledger are coded based on the type of charge or credit.

- E. Summarize evidence that the administration of student financial aid is appropriate, with knowledgeable and competent individuals assigned to ensure compliance with all applicable laws and regulations.

(Section 3-1-434(a)): There is no evidence that the individual designated to administer student financial aid is competent to serve in that role.

Students shared during interviews that there was some confusion about obtaining information regarding their financial responsibilities. Students voiced that there is a lack of response when questioning their financial status, or simply seeking clarity on their financial obligations. The students are directed to work with Campus Ivy for processing and information relating to their financial aid account, but Ms. Ilyas is considered the on-site financial aid administrator. Even though Ms. Ilyas is considered the on-site source for financial information for the students, it was clear that the students were not receiving appropriate responses to their requests for assistance. In fact, the students indicated that they believed that the bookkeeper, Ms. Shanna Martin, was their contact for any financial aid questions. Further confounding is that Ms. Ilyas shared with the team that the point person for financial aid with the students is Dr. Gayathree Raman, director of advising and records. No students reported any interactions with Dr. Raman or knowledge of her role in financial aid advisement.

Ms. Martin's responsibilities include updating the student accounts as instructed by the servicer. She also receives payments directly from students to apply to their accounts. However, she is not the financial aid liaison between the servicer and the college.

- F. Summarize the review of students on SAP along with the interview of the SAP administrator. What evidence was reviewed to determine that the SAP policies are appropriate and being followed? What evidence is there to determine that students are notified in a timely manner and are afforded the opportunity to appeal, and that they receive academic assistance?

Satisfactory standards of academic progress are reviewed at the end of a module (allied health certificate programs) and the end of each trimester in the associate's degree program.

The dean of the allied health programs, Dr. Liliya Tishchenko, reviews SAP for the allied health programs. Dr. Tishchenko holds a doctorate in obstetrics and gynecology from Ternopil State University. Before coming on board with Northwest Suburban College, Dr. Tishchenko was employed with both Sanford Brown College and Everest College for eight years as a pharmacy tech instructor and program director.

If it is determined that a student is not meeting SAP, they are counseled by the both the instructor and Dr. Tishchenko and placed on SAP probation. Academic assistance is provided to the student to help them reestablish satisfactory progress. Counseling forms are signed and dated and placed in the student's file. Appropriate SAP counseling forms were found in the student files sampled.

Dr. Maksood Akbar is the dean of academic affairs and is responsible for the management of satisfactory standards of academic progress for the associate's degree program. If students do not meet SAP, they are counseled, placed on probation, and offered the assistance needed to improve their academic status. Dr. Akbar has been with the College since July of 2011. He holds a bachelor's degree in science from Osmania University, a master's degree in physiology/nutrition from Brigham Young University, and a doctorate in physiology and endocrinology from Oregon State University. Prior to coming on board with Northwest Suburban College, Dr. Akbar was the medical assistant program director at Illinois College of Health Careers for six years.

If there are special circumstances that the student believes contributed to the lack of satisfactory academic progress, the student may file an appeal to the dean of academic affairs, Dr. Akbar. When filing an appeal, the student must submit a written statement to the dean and will receive a determination of the appeal within two weeks. SAP policies, academic probation, SAP reestablishment, and the appeal process are stated in the College catalog.

- G. Summarize the review of the transfer of credit policy. What evidence was provided to show that the campus properly awards transfer of credit?

Transfer of credit is only available to students in the associate's degree programs, and no more than 25 credit hours may be transferred. Transfer of credit is based on the evaluation of the college transcript where the course was originally taken, and takes into consideration the comparability of course content and the accreditation status of the institution where the credit was earned. The student must have earned a B or higher in the course being considered, with possible consideration being made for courses with a grade of C, if considered applicable. Transfer courses are applied towards the completion of the degree, but are not calculated in the cumulative grade point average.

The dean of academics indicated that transfer of credit requests do not occur often. However, the team was able to review two student files where the transfer of credit policy had been applied. These transfer requests were handled appropriately with evidence of the college transcript and documentation needed to justify the transfer. Transfers are documented on the Northwest Suburban College transcript with a "T."

- H. Who is assigned to provide employment advising, and what documentation was reviewed to evidence that placement services are being provided (career fairs, resume and interviewing preparation, professional development classes, job posting, etc.)?

(Section 3-1-441): There is no evidence that an individual has been designated to provide employment assistance to students in all programs. The organizational chart indicates that Dr. Tishchenko is responsible for career services for the College. However,

Dr. Tishchenko works only with the allied health students; in the programs for which she provides administrative oversight. She maintains binders with each graduate's final placement information. In addition, she maintains documentation of employer visits to the college, methods used for interview prep and resume writing, and notification of available positions. She focuses on securing job placement through externships. Allied health students are assigned to an externship site prior to graduation and the objective is to secure an externship with availability for long-term placement. Dr. Tishchenko meets with every student in a one-on-one setting to assist them with their resumes and interviewing skills. Documentation is maintained on these meetings. Employers make regular visits to the college to meet with students about their employment needs. Appropriate documentation is maintained of these visits.

(Section 3-1-441(c): Graduate satisfaction surveys are not conducted as specific measuring points post placement of the graduate. While graduate satisfaction surveys are completed, they are completed just prior to graduation along with the graduate's confirmation of employment information. Surveys are to be conducted post-graduation and at specific measuring points following placements. Hence, the surveys currently being completed are student satisfaction surveys and do not meet the requirement.

5. EDUCATIONAL AND ACADEMIC QUALITY

- A. Who is assigned to provide administration of all academic programs? Describe the evidence that this individual is academically and/or experientially qualified for the role and has sufficient time and resources to carry out their responsibilities.

Dr. Maksood Akbar is the dean of academic affairs and is responsible for the overall administration of the allied health programs and the undergraduate, associate's degree, program. Dr. Akbar's qualifications and experience are previously listed and validate his educational achievements and experience. As dean of the allied health programs, Dr. Tishchenko reports to Dr. Akbar.

The College currently enrolls 68 students, 55 of whom are in the allied health programs. Of the 55 students in the allied health programs, 23 of the students are in the 152-clock hour, short-term, pharmacy technician program. There are 13 students earning associate's degrees. Due to the size of the institution and the fact that there is a dean of allied health, Dr. Akbar has sufficient time for the management of the instructors, oversight of satisfactory standards of academic progress, student counseling when needed, and curriculum development. In addition, Ms. Ilyas assists Dr. Akbar with the day-to-day responsibilities of the academic department.

- B. Explain whether all programs have appropriate administrative oversight.

As previously documented, the three allied health programs are managed by a program dean, Dr. Liliya Tishchenko. Dr. Akbar, dean of academic affairs manages the associate's degree in biology program. Both administrators are highly qualified and experienced, as previously stated. The nine part-time instructors and one full-time instructor are also highly qualified and experienced and provide additional expertise and oversight of the academic programs.

- C. Based on interviews, observations, and documentation, summarize the evidence that instructional resources, equipment, and facilities are appropriate and sufficient to meet educational objectives.

The College is located in two adjacent buildings and has a total of approximately 23,000 square feet of space. The college has four well-appointed labs for student use and instructional purposes. The medical and dental labs have been updated with sufficient equipment and appropriate space for training of students. There are computer labs accessible to students in each of the buildings at the college. The eight classrooms are the appropriate size for the student numbers. The college has a resource center with materials relevant to each program available to the students. The resource center also has internet accessibility for students to complete research and assigned projects.

When interviewed, both students and instructors stated that they are comfortable with the equipment and instructional resources offered by the college. Instructors stated that they have an open line of communication to the administration and are encouraged to request equipment and other resources to ensure that the students are receiving and updated educational experience.

- D. Summarize evidence that all faculty members are appropriately qualified (academically and experientially) to teach their assigned courses.

The following is a list of the current faculty and their qualifications:

Mr. Nasir Iqbal Bakhshi has been employed with the College since August of 2011 and instructs mathematics and statistics courses. Mr. Bakhshi holds a master's degree in statistics and a master's degree in economics both from the University of Punjab. He also holds a master's degree in business administration from Lake Forest Graduate School of Management.

Dr. Asefa K. Ansari holds a bachelor's degree in zoology and chemistry and a master's degree in zoology/entomology specialization from the University of Gorakhpur. He also holds a doctorate in zoology/entomology from the University of Reading. Dr. Ansari joined the institution in September of 2012 and teaches biology.

Dr. Rubina Kahn teaches English courses at the college and has been employed since September 2016. Dr. Kahn holds a master's degree in English from Osmania University. She also holds a master's and doctorate in English from the University of New Orleans.

Ms. Huda Husseini teaches courses in chemistry and research and holds a bachelor's degree in chemistry from the University of Jordan. Ms. Husseini also holds a master's degree in chemistry earned at the University of Illinois. She has been employed with the college since January 2013.

Dr. Eugene Muhammed holds a bachelor's degree in psychology from Morehouse College, a master's degree in theology, and a doctorate in theology/human services, both

from Chicago Theological Seminary. Dr. Muhammed teaches humanities and has been employed since late 2016.

All of the instructors above are highly qualified and teaching courses that are specific to their education and training. They all have previous experience teaching in like institutions.

- i. Describe whether there is a sufficient number of full- and part-time faculty members to teach the courses offered at the institution.

There are currently nine part-time faculty members and one full-time faculty member. Due to the modular scheduling for the allied health programs and the fact that the pharmacy tech program is 152-clock hours and is over one third of the total student population, the faculty size is appropriate.

- E. Describe evidence that the institution has adopted appropriate academic policies and the faculty are aware of the policies (academic freedom and academic governance).

The faculty members are provided a faculty handbook that is clear and concise in stating the policies and procedures of the college. The faculty were clear in their statements to the team that they have academic freedom and are encouraged to express their ideas and make recommendations to the administration in relationship to presentation of information in the classroom. They may make recommendations for texts or changes in syllabi. The faculty have been provided an organizational chart for the college and are clear on the administrative and academic governance at the college. The faculty handbook states the appropriate procedures for filing a grievance, if warranted.

- F. What evidence is there that faculty meetings are documented and regularly scheduled, and that faculty has an active role in the development of curriculum and academic policies?

(Section 3-1-544): While the meetings are regularly scheduled and documented, **there is no evidence of faculty attendance at the meetings, and that faculty participate and play an active role in the development of curriculum.** The faculty did state that they attended faculty meetings about three times per year and that if they were unable to attend, they received copies of the minutes. They also indicated that they had input into curriculum development. However, the College did not have verification of meeting attendance and participation, or the incorporation of the faculty's input in curriculum review and revision.

- G. Who is assigned to provide oversight of the library resources and what are this person's qualifications? In addition, provide evidence that there is sufficient access to and resources in the library to support the academic programs offered at the institution.

(Section 3-4-401): **There is no one assigned to provide oversight of the library resources.** The College does not currently have a professionally trained individual to manage the resource center (library), as the former resigned their employment

approximately two weeks prior to the visit. This position has not been filled and there is no evidence that the institution is actively recruiting for this position.

The resource center has an adjacent computer lab with Internet access. Both are adequately equipped with periodicals, videos, compact disks, and newspapers relating to each of the programs offered at the college. The college provides a list of Internet resources to students to assist them in their research. The college encourages the students to utilize local libraries and gives them a list of periodical references located at each library. Students are also referred to Kahn Academy for opportunities for free online basic tutoring.

6. PUBLICATIONS AND DISCLOSURES

A. Provide evidence that the catalog contains all items as required by Appendix C.

(Section 3-1-701 and Appendix C): There is no evidence that all students have access to the current catalog. Further, the catalog does not meet Council standards in several areas:

1. The dental assistant and medical assistant programs are referred to as certification programs throughout the catalog, instead of certificate programs. They are listed as certification programs on pages 4, 6, 13, and 62.
2. The program descriptions in the catalog for both the dental assistant and medical assistant programs (pages 62-63) list 2 optional completion methods. The programs are both currently approved as 720-clock hour programs that include a 160-hour externship; however, the catalog reports an option to complete the program as a 545-hour program with a 200-hour externship. This variation in clock hours has not been approved by ACICS, but staff reported that this option is not currently available, although it is being advertised.
3. Elective courses for the associate in biology program are not specified.
4. General education courses are not clearly identified.
5. The tuition and fees schedule in the catalog on pages 26-27 do not include the total cost for the associate's in biology program. There is also no mention of the required "down payment" on expenses at the time of enrollment.
6. The tuition and fees listed on the website do not match the catalog. The list does not include any information regarding specific program fees (e.g. "Incidental Fees") or total costs for any of the programs.
7. The catalog does not include a program outline for the medical assistant and dental assistant programs.
8. The catalog does not contain the names and titles of the administrators.
9. Also missing is a list of full-time faculty, including their credentials, awarding institution, and area(s) of expertise. The team notes that during the visit, NWSC only had one full-time faculty member.
10. There were several inconsistencies between the listed courses in the associate's degree in biology program in comparison to the academic credit analysis (ACA) provided to the team:

- a. BIO201/Human Anatomy & Physiology I is listed as a combination lecture/lab course in the course description, but the ACA does not indicate a lab requirement. The same applies for BIO202/Human Anatomy and Physiology II, BIO210/Genetics, and PHYS201/General Physics I
- b. Both CHEM101/General Chemistry I and CHEM102/General Chemistry II report 3 lecture hours and 2 lab hours in the catalog descriptions, but have 4 lecture hours and 1 lab hour in the ACA.
- c. The credit hours for the following courses are inconsistent:
 - BIO203/Insects and Mankind—2 credits (catalog) v. 3 credits (ACA)
 - BIO205/Environmental Biology—3 credits (catalog) v. 4 (ACA)
 - RES307/Undergraduate Research Seminar—2-3 credits (catalog) v. 1 (ACA)
 - SOC220/Medical Sociology—4 credits (catalog) v. 3 (ACA)
- d. The following courses are found in the catalog, but not in the ACA:
 - BIO250/Pathophysiology
 - BIO301/Medical Entomology & Human Health Issues*;
 - BIO302/Molecular Genetics and Biotechnology*;
 - BIO302A/Molecular Genetics and Biotechnology Lab*;
 - BIO303/Microbiology*;
 - BIO305/Epidemiology*;
 - HUM203/Humanities Appreciation;
 - HUM205/Introduction to Ethics; FA102/Music Appreciated;
 - FA103/Religion in Architecture;
 - ENG100/Academic Writing;
 - ENG202/Fundamentals of Speech Communication;
 - FL101/Arabic I; FL102/Arabic II;
 - FL103/Spanish of Health Professionals;
 - FL104/Urdu-Hindi I;
 - FL105/Urdu-Hindi II;
 - FL201/Arabic Oral Communication;
 - FL202/Urdu-Hindi Oral Communication;
 - ACCT101/Introduction to Accounting;
 - FIN101/Fundamentals of Budget & Finance;
 - MTH201/Statistics;
 - CHEM100/Chemicals Around Us;
 - CHEM201/Organic Chemistry I;
 - CHEM202/Organic Chemistry II;
 - CHEM301/Analytical Chemistry*;
 - CHEM321/Biochemistry I*;
 - CHEM322/Biochemistry II*;
 - CHEM322L/Biochemistry Lab*;
 - CHEM323/Clinical Chemistry*;
 - CHEM330/Advanced Biochemistry;

- PHYS301/General Physics II*;
 - DEV100/College and Career Readiness;
 - DEV400/MCAT Prep Course*;
 - RES115/Physician Shadowing;
 - RES200/College Seminar;
 - RES350/Health Team Shadow*;
 - RES390/Clinical Research Methodology*;
 - RES399/Externship*;
 - RES408/Undergraduate Research Project*;
 - HIS103/American History;
 - HIS120/U.S. History & Government;
 - PSY210/Fundamentals in Social Psychology;
 - PSY220/Abnormal Psychology;
 - PSY350/Organizational Behavior*;
 - SOC210/Fundamentals of Social Psychology
- *Indicates bachelor's-level courses.*

e. The program outline for the associate's in biology program, on page 51, is inconsistent with the ACA. According to the outline, the program has two 300-level core courses required - CHEM321/Biochemistry I and CHEM322/Biochemistry II. The ACA, however, does not have these course requirements; instead it lists three 300-level BIO courses as requirements - BIO303/Microbiology, BIO304/Human Embryology, and RES307/Undergraduate Research. Additionally, the outline lists ENG202/Fundamentals of Speech Communication, but this is not listed as a requirement on the ACA.

f. The charts on pages 47 and 49 have conflicting general education requirements.

Page 47 has the following minimum credit requirements:

Communications – 9	Humanities & Fine Arts – 9
Mathematics – 3 – 6	Physical & Life Sciences – 7 – 8
Social & Behavioral Sciences – 9	

Page 51, on the other hand, has the following:

Communications – 9	Humanities & Fine Arts – 6
Mathematics – 8	Social and Behavioral Sciences – 6

(Physical & Life Sciences are not listed).

- B. Provide evidence that all advertising and promotional materials are appropriate and accurately depict the services and operations of the institution.

(Section 3-1-703 & Appendix C): All advertising and promotional materials do not appropriately and accurately depict the services and operations of the College. In addition to all of the inaccuracies in the catalog, the website also has conflicting information. The pharmacy technician program is not listed in the catalog. Under the non-degree tab on the website, however, the institution lists a 13-16 week USMLE Step 1 Prep Course

(depending on the location of the student) that includes pre-clinical training. This information is not included in the catalog, and according to the director of admissions, is not currently being offered because the institution does not have an instructor to teach it.

- C. Describe the channels used by the institution for recruitment and promotional purposes. Are these sources used appropriately?

The college currently utilizes flyers, YouTube testimonials, and a Facebook page for promotional purposes. All sources are used appropriately.

- D. What information is publicly disclosed as required by ACICS and the U.S. Department of Education? Where is the information disclosed and is it accurate?

(Section 3-1-704 and Appendix C): The College does not publicly disclose performance information as required by ACICS. Upon review of both the catalog and the website, the team was unable to locate a copy of the campus accountability report, or any reference to program- or campus- level retention or placement. An "Institutional Disclosures Reporting Table" is available on the website, but it does not include any student achievement information, and is based on the reporting period July 1, 2014 – June 30, 2016. Additionally, while gainful employment disclosures (dated March 16, 2016) are included for the certificate in medical assistant and dental assistant programs, a disclosure is not included for the associate's in biology.

7. DATA INTEGRITY REVIEW

- A. Summarize the campus- and program-level retention, placement, and licensure pass rates (where applicable) as submitted on the most recent Campus Accountability Report.

The institution reported a campus-level retention rate of 87%, and a placement rate of 86%. The program level rates are as follows:

Certificate in dental assistant: Retention = 85%; Placement = 89%

Certificate in medical assistant: Retention = 88%; Placement = 84%

Academic associate's in biology: Retention = 86%; Placement = N/A

There are no licensure requirements for the programs offered.

- i. Are the student achievement outcomes reliably provided to the public?

(Section 3-1-704 & Appendix C): As stated above, student achievement outcomes are not provided to the public.

- B. Summarize the results of placement verification program (PVP).

As it relates to PVP placements, the institution has reported 32 placements. They currently have both a response and verification rate of 56%, 18/32. One placement, Ms. Sondra Wolfanger, a medical assistant graduate, was deemed to be invalid for placement as a caregiver. Caregivers, nursing assistants, and other similar roles are not appropriate placements for the expected outcome of this program.

The five continuing education waivers for the associate's in biology program were able to be verified.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	3-1-110, 3-1-111, 3-1-112, 3-1-113, and Appendix K	The CEP does not meet Council standards (page 6).
2	3-1-202 and 3-1-202(a)	The integrity and ethical practices of the administration are being questioned (page 4). Emphasis is not placed upon the efficiency and effectiveness of the overall administration of the institution (pages 5 and 6).
3	3-1-202(d)	There is no evidence that the institution has implemented appropriate grievance procedures for considering student complaints (page 7).
4	3-1-411	Admissions policies are not being followed as written (pages 8 and 9).
5	3-1-412	Recruitment practices are not ethical and compatible with the educational objectives of the institution (page 9).
6	3-1-412(a)	The institution does not provide evidence that it systematically monitors and evaluates its recruitment activities (pages 9, 10, and 11).
7	3-1-432(a) and (b)	All tuition and fees are not clearly stated in the catalog. Student ledger cards do not accurately reflect student charges (page 9).
8	3-1-434(a)	There is no evidence that the individual designated to administer student financial aid is competent to serve in that role (page 12).
9	3-1-441	Employment assistance and career service advisement are not provided for all students (pages 13 and 14).
10	3-1-441(c)	Follow up studies on graduate satisfaction are not conducted as specific measuring points following placement of the graduate (page 14).
11	3-1-544	The institution does not provide sufficient evidence to document attendance at faculty meetings (page 16).
12	3-1-701, 3-1-432(a), and Appendix C	The catalog does not meet Council requirements (pages 9, 17, 18, and 19).
13	3-1-703 and Appendix C	Not all advertising materials accurately depict the services and operations of the institution (pages 19 and 20).
14	3-1-704 and Appendix C	The institution does not provide student achievement information to the public (page 20).
15	3-4-401	The institution does not have a professionally trained individual to manage the library resources (pages 16 and 17).

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.

Survey Report

Generated: June 20, 2017

ACICS ID: 00135778

Surveys Between:

June 6, 2017 and June 7, 2017



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?

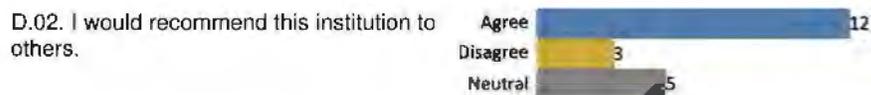
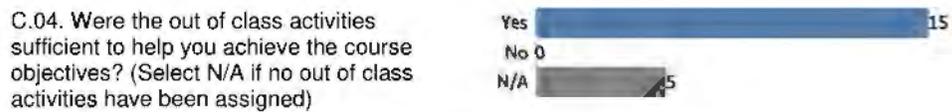
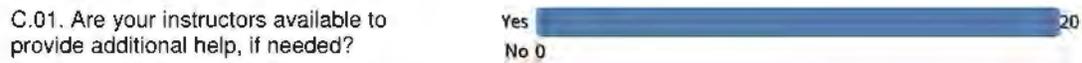
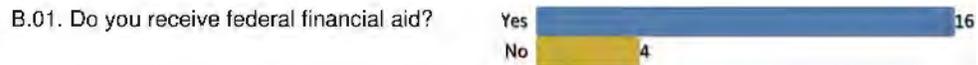


A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel pressured into making the decision to enroll?





NORTHWEST SUBURBAN COLLEGE 5999 South New Wilke Road, Bldg. #400 Rolling Meadows, IL 60008	
<i>Reason on Agenda:</i> SP / Continued Show-Cause	<i>ID Code:</i> 00135778
<i>Distance Education:</i> N/A	<i>No. of Findings:</i> 15
<i>Staff:</i> LaToya Boyd	<i>IRC:</i> Dr. Billy Ferrell
<i>Original Grant Expiration Date:</i> 12/31/2017	<i>Maximum Time Frame (mtg):</i> APR19
<i>Background Information:</i> The institution was first accredited in 2014 (3 year grant). They received a show-cause directive in February 2017 after the Council was informed that they had been offering 2 unapproved bachelor's levels programs for at least 2 years. At the April 2017 Council meeting, the show-cause was continued, and the institution was ordered to immediately cease all bachelor's level activities.	
The college's current grant of accreditation is set to expire in December, but they have chosen not to renew. Thus, a two-day, limited announced, quality assurance visit was conducted to ensure that they had complied with the show-cause directive, and were remaining compliant with all accreditation standards through the end of their grant. In addition to several other serious criteria violations, it was determined during the visit that the institution still had not ceased all activities related to the bachelor's level programs.	
	<i>IRC Recommendation:</i> Continue Show Cause
<i>Commissioner:</i> Fateri	<i>Commissioner Recommendation:</i> Denial

IRC: NO
COMM: no

1	3-1-110, 3-1-111, 3-1-112, 3-1-113, and Appendix K	The CEP does not meet Council standards (page 6).
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IRC: At the time of the visit, the team was given a Campus Effectiveness Plan dated 2013-2014, which appeared to be the same plan prepared for the institution's initial grant visit. Further, the team was not provided with any documentation that any section of the plan had been evaluated, monitored, or reviewed since 2014.

The institution responded by submitting a Campus Effectiveness Plan dated 2017-2018, consistent with the institutional mission and objectives, which identified how the institution **plans** to assess and continuously improve its educational and occupational objectives. The plan clearly identified each of the four academic programs (three certificate programs in Pharmacy Technician, Medical Assistant, and Dental Assistant, and one associate of science program in Biology); provided detailed student demographics; and reviewed all critical organizational functions such as admissions, recruitment, financial aid, and student services. Further, the plan evaluates all seven required elements at both campus and programmatic levels. Student learning outcomes include a review of certification pass rates, with a current goal of 70 percent. At the conclusion of the plan, there is a five-year strategic plan (2017-2022), which contains sections on mission, vision, values, and the following six strategic goals: increase student enrollment; offer new programs and strengthen existing programs; develop resources to promote quality

education; promote avenues for scholarly research; ensure student success; and ensure long-term financial stability of the institution.

While the plan includes appropriate baseline data and goals for each outcome, the data to be used by the institution to assess each outcome, and an explanation of how the data will be used to improve the educational processes, it is written only in the future tense: what the institution *is going* to do; not what they *are* doing to improve educational processes at the college. Thus, the CEP did not include any reference as to how data has been collected, utilized, or analyzed at either the institutional or programmatic levels. Further, the institution did not provide any documentation that the CEP a) has been fully implemented; b) has specific activities that have already been implemented; or c) has completed periodic progress reports at least twice during the past academic year. While the plan does list the names and titles of the 21 member CEP planning committee, no meeting minutes were provided with signatures and dates, nor was there any explanation of the duties of each committee member.

NEEDED: Documentation that the institution has collected appropriate data to support all seven required elements (retention rates; placement rates; graduation rates; student satisfaction; graduate satisfaction; employer satisfaction; and student learning outcomes). The institution must describe the methodologies used to collect data; provide a rationale for using each type of data along with a summary and analysis of the data collected; and an explanation of how the data have been used to improve the educational processes. The institution must also describe any changes made to the educational processes that were directly related to the collection and analysis of these data. Further, the institution must provide evidence that the CEP has been implemented and monitored on a regular basis. Documentation must include, but is not limited to, CEP meeting minutes along with the successful implementation of specific activities listed in the plan and updates on the completion of periodic progress reports. The institution must identify representatives who are assigned responsibility for implementing and monitoring the CEP.

COMMISSIONER: CEP must be more evaluative per guidance below.

IRC: NO
COMM: no

2	3-1-202 and 3-1-202(a)	The integrity and ethical practices of the administration are being questioned (page 4). Emphasis is not placed upon the efficiency and effectiveness of the overall administration of the institution (pages 5 and 6).
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IRC: The institution received a show-cause directive letter dated April 11, 2017, which clearly stated the institution was to immediately cease all academic activity for two bachelor's degree programs. At the onset of the visit, institutional management assured the team that due to the show-cause directive, all academic activities related to the bachelor's degree programs had ceased. However, on the second day of the visit (June 6-7, 2017), the team discovered six students enrolled in course Biology 303/Microbiology, an upper-level course offering the

bachelor’s degree programs. After thorough investigation, the team determined that all students were enrolled in the associate’s degree program in Biology. Institutional staff explained to the team that the students were enrolled in the course two months before receiving the April 2017 show-cause directive letter. However, the next day, school personnel presented the team with a letter cancelling the class. Beyond this issue with students taking a 300-level course while enrolled in an associate’s degree program, the team outlined their concern with Ms. Shazia Ilyas’s knowledge (or lack thereof) of *Accreditation Criteria*, as well as her supervisory responsibilities of too many school departments to be an effective manager.

The institution responded by stating they recognize their error in offering the bachelor’s program. However, in their next sentence, they clearly still blame ACICS personnel for giving them incorrect “advice and counsel,” even lamenting that they failed to obtain evidence in writing of this counsel. The response turns, once again, back to accepting blame for not obtaining formal approval from the Council prior to publication and implementation of the bachelor’s program. They also submitted documentation of three email notices that the institution does NOT offer bachelor’s degree programs and the 300-level microbiology course has been cancelled. They further submitted an updated organizational chart with “TBA” listed as the employee name for several of the positions identified in the report as being the responsibility of Ms. Ilyas. Generic job descriptions for these positions were also included in the documentation. Finally, the institution submitted a job posting on Indeed.com web site for an admission representative. The job posting was dated July 7, 2017.

NEEDED: Evidence that the effectiveness of the administration, specifically Ms. Shazia Ilyas, has been evaluated and the open positions listed on the organizational chart have been filled. Documentation must include signed job descriptions or letters of acceptance that outline the responsibilities of the position(s); résumés; ACICS Data Sheets; and copies of official transcripts for all earned credentials held by the individuals. The campus must provide a plan for the orientation of all new employees. A revised and current organizational chart must also be submitted.

COMMISSIONER: The institution has refused to follow repeated Council directive in this regard.

IRC: NO
COMM: no

3	3-1-202(d)	There is no evidence that the institution has implemented appropriate grievance procedures for considering student complaints (page 7).
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IRC: During the visit, all students interviewed told team members they never received a school catalog during the enrollment process, but were told to sign their initials to all checklist items on the enrollment agreement, including that they had received a school catalog, by admissions representatives. Thus, while a student grievance policy existed at the time of the visit, the team determined that students were not aware of the policy, or where to go when a problem or grievance occurred.

The institution submitted documentation of a flyer/brochure announcing how to download the institutional catalog at www.nwsc.edu; a copy of the Northwest Suburban College Catalog 2017-2018, with sections labeled as Student Grievances, External Complaints, Harassment and Sexual Misconduct Policy, and the Illinois Domestic Violence Act: Rights of Victims on pages 44-48. The institution also submitted a copy of a blank grievance form (to be accompanied by a grievance review conference with a compliance representative); a letter from the Vice President, Chief Operating Officer, Mr. Mohammed Faheem (dated July 7, 2017), to all students about the institutional grievance policy and student complaints; minutes from the Student Success & Retention Committee, in which student and faculty representatives discussed grievance policies at the institution; a job posting (also dated July 7, 2017) for a new admissions representative; a Code of Conduct for all NWSC admissions personnel to sign and date; and an organizational chart.

While the institution has made appreciated gains in ensuring all students are made aware of the grievance/student complaint policies, the Student Success & Retention Committee minutes did not include signatures of attendees (with date). Further, a job posting for a new admissions representative is not as effective as a new hire with a signed/dated job description, and a signed/dated Code of Conduct.

NEEDED: Signed attestations from students indicating that the grievance policy has been reviewed and that they have received a copy of the revised catalog. The institution must also provide a sign-in sheet of the Student Success & Retention Committee members who were present, and documentation that members who were not present have been provided with the minutes for the meeting or other relevant documentation from the meeting.

COMMISSIONER: school continues not to follow ACICS standards.

IRC: NO
COMM: no

4	3-1-411	Admissions policies are not being followed as written (pages 8 and 9).
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IRC: According to the team report, admissions criteria listed in the institutional catalog states that all applicants must attend a scheduled orientation. During the visit, as previously mentioned, students interviewed by team members stated that a) they never received a school catalog, and b) they never attended an orientation session for applicants (or new students). The institution responded that the director of admissions is being “transitioned” out of the role and they are actively seeking new admissions personnel. The institution also stated they have revised the form on which students acknowledge their awareness of institutional policies/procedures. The institution stated that orientation for international degree students will take place two weeks before the term begins and will consist of a two-week training session focusing on school policies and cultural mores. Orientation for domestic degree students will take place on the first day of the term. For allied health students, orientation will be conducted on the Wednesday evening before the start of each new module.

As previously mentioned, the institution has laid out plans to affect change, but did not submit any documentation that the changes have already taken place.

NEEDED: Evidence that the position of admission representative has been filled. Documentation must include a signed job description, a signed Code of Conduct, a résumé, and an ACICS Data Sheet. The institution must also provide copies of signed enrollment agreements for all students enrolled since July 1, 2017. Finally, the institution must provide copies of sign-in sheets of the revised orientation sessions with student names, dates, and signatures.

COMMISSIONER: Behavior of admissions personnel is unethical. This is further supported by recent comments from the school’s librarian as well as accreditation specialist (See complaint).

IRC: OK
COMM: NO

5	3-1-412	Recruitment practices are not ethical and compatible with the educational objectives of the institution (page 9).
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IRC: The team report stated that in interviews with students, some students stated they were charged a \$250 “down payment” for an application fee and several other fees covering books and uniforms the students must pay as part of their cost of attendance. Other students stated they were told they did not have to pay the \$250 because they told their admissions representative they simply did not have the money. According to these students, they were told to give the school whatever they had with them.

The institution responded they have now eliminated all application fees and initial deposits, and removed any reference to “down payments.” They submitted a current school catalog, enrollment agreement, and a screen shot of their web site as documentation. Further, the institution provided copies of detailed student ledgers showing the uniform, lab coat, application fee, graduation fee, and training courses (CPR, HIPPA, and OSHA) as separate line items listed as tuition charges.

NEEDED: N/A

COMMISSIONER: Behavior of admissions personnel is unethical. This is further supported by recent comments from the school’s librarian (See complaint). Therefore, the school’s response is unacceptable.

IRC: NO
COMM: NO

6	3-1-412(a)	The institution does not provide evidence that it systematically monitors and evaluates its recruitment activities (pages 9, 10, and 11).
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IRC: The team report states that Dr. John Nichols serves as the manager of the admissions department. Dr. Nichols' degrees are all related to music and he is a freelance composer. He started with the institution in July 2016. The team report outlines that there is no monitoring of admissions processes, nor are interviews (phone or in-house tours) reviewed, recorded or monitored in any way. Dr. Nichols told the team he is a part-time employee. When asked by the team how new admissions representatives are trained, he stated he might send them to a workshop on recruiting, and he would have them read up about the college and its programs. The team found no evidence of a training manual for admissions and no processes in place for training or monitoring admissions personnel. The team report also detailed, once again, about Dr. Nichols' practices of heavy-handed admission techniques, including telling students to check they have read the catalog (without being given a catalog) and asking for down payments (of various amounts) from applicants.

As previously stated in this document, the institution states that Dr. Nichols has been removed as Director of Admissions and new admissions employees are being sought. Again, this is an insufficient response without verification of the new employee(s) and all required documents required by ACICS as evidence of new hire(s). Further, no plan was presented for the systematic monitoring of recruitment activities other than the new admissions manager will conduct such training.

NEEDED: Evidence that the position of Vice President (to be over the admissions department) has been filled. Documentation must include a signed job description, a signed Code of Conduct, a résumé, and an ACICS Data Sheet. The institution must also provide a comprehensive plan for the training and monitoring of all admissions representatives, and evidence of training activities that have already taken place.

COMMISSIONER: Behavior of admissions personnel is unethical. This is supported by recent comments from the school's librarian (See complaint).

IRC: OK
COMM:OK

7	3-1-432(a) and (b)	<p>All tuition and fees are not clearly stated in the catalog.</p> <p>Student ledger cards do not accurately reflect student charges (page 9).</p>
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IRC: Again, this finding deals with the "down payment" of various denominations asked of students as an application fee. In most cases, the amount requested was \$250. Student ledger cards, at the time of the visit, did not note these fees and transactions and had no refunds documented on any reviewed student account.

As previously stated, the institution responded they have now eliminated all application fees and initial deposits, and removed any reference to "down payments." They submitted a current school catalog, enrollment agreement, and a screen shot of their web site as documentation. Further, the institution provided copies of detailed student ledgers showing the uniform, lab coat,

application fee, graduation fee, and training courses (CPR, HIPPA, and OSHA) as separate line items listed as tuition charges.

NEEDED: N/A

COMMISSIONER: N/A

IRC: NO
COMM: NO

8	3-1-434(a)	There is no evidence that the individual designated to administer student financial aid is competent to serve in that role (page 12).
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IRC: There was confusion during the visit as to who was in charge of financial aid at the institution. According to the team report, students are directed to work with Campus Ivy regarding their financial account(s). The institutional representative for financial aid (at the time of the visit) was Ms. Shazia Ilyas. In fact, Ms. Ilyas completed a week-long training entitled, Fundamentals of Federal Student Aid Administration, in Dallas in 2015. However, in interviews with the team, Ms. Ilyas named Dr. Gayathree Raman, director of advising and records, as the point person for financial aid with the students. Many students interviewed named Ms. Shanna Martin, bookkeeper, as the person in charge of financial aid. Thus, much confusion existed between staff and students on where to go with financial aid questions, comments, and/or concerns.

The institution agreed with the noted confusion with financial aid administration and has named Dr. Gayathree Raman as the on-site financial aid representative. The institution submitted a sign is presumably posted all over campus, naming Dr. Raman as the financial aid representative and where to find her. However, the institution did not submit a newly signed job description, ACICS Data Sheet, or an all-campus email announcing Dr. Raman's new position to all students and staff.

NEEDED: Evidence that Dr. Gayathree Raman now serves as the on-site financial aid representative. Documentation must include a signed job description and a revised ACICS Data Sheet. The institution must also provide documentation of an all-campus email announcing Dr. Raman as the financial aid representative to all students and staff, and evidence of training.

COMMISSIONER: In addition to above, there are allegations that admissions personnel are directly involved in financial activities.

IRC: NO
COMM: NO

9	3-1-441	Employment assistance and career service advisement are not provided for all students (pages 13 and 14).
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IRC: During the special visit, the team found that Dr. Liliya Tishchenko assisted with career services, but only for the allied health students, for whom she provides administrative oversight. The team report outlined that Dr. Tishchenko performed admirably in her efforts to assist allied health students with interviewing, résumé-writing, and networking skills. Her focus was to secure jobs through the externship process. The team noted that employers visit the institution regularly and appropriate documentation is maintained for these visits.

The institution responded that they will be recruiting an Advising & Career Services Representative who will be responsible for employment assistance to all students, both degree and allied health. The new person will report directly to Ms. Shazia Ilysa. Dr. Tishchenko may continue to gather data on allied health graduates, according to the institution, since she has developed such a strong rapport with them.

NEEDED: Evidence that the institution has hired an Advising & Career Services Representative. The institution must submit a signed job description, ACICS Data Sheet, and résumé for the individual assigned to work with students with employment assistance.

COMMISSIONER: Adequate placement personnel are need to serve students and graduates.

IRC: NO
COMM: NO

10	3-1-441(c)	Follow up studies on graduate satisfaction are not conducted as specific measuring points following placement of the graduate (page 14).
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IRC: According to the team report, graduate satisfaction surveys are completed while still in school – *before* graduation – along with a request for confirmation of employment. Surveys are to be conducted post-graduation and at specific measuring points following placement. Thus, in actuality, no graduate surveys are being conducted by the institution, since those completing the surveys are still classified as students.

Again, the institution responded with plans for what they will do; not what has been done to already remedy the problem. Copies of a blank alumni survey and a blank employer survey were submitted in the institutional response, but no completed surveys were included with any type of analysis or summary.

NEEDED: Evidence that graduate surveys are sent out at a specified time *following* placement. The institution must disclose what specific measuring points will be utilized for assessment and submit a summary of findings once the surveys have been collected. The institution must also submit copies of all completed graduate surveys.

COMMISSIONER: school must follow guidance in collecting graduating surveys.

IRC: NO
COMM: NO

11	3-1-544	The institution does not provide sufficient evidence to document attendance at faculty meetings (page 16).
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IRC: While the team report stated faculty meetings were regularly scheduled and documented, there was no evidence of faculty attendance at the meetings, nor was there evidence of faculty participation in the development of curriculum. In interviews with the team, faculty members attested they did attend faculty meetings, as well as participate in the curriculum development process. However, the institution could not provide any documentation of faculty involvement in either aforementioned process.

The institution submitted faculty meeting minutes from March 2013 to January 2017. These meeting minutes were the exact minutes the team reviewed in June 2017 and none had signed attestations of attendance. They also submitted a “staff meeting” sign-in sheet for a June 28, 2017 meeting with signatures, email address, and phone numbers of each staff member. The meeting minutes for the June 2017 meeting clearly dictate this was a staff meeting to discuss business matters; not one item was directly concerned with academics or curriculum. According to the meeting minutes, the meeting began at 1:00 p.m. and ended at 1:15 p.m.

NEEDED: A list of scheduled faculty meetings for 2017 along with evidence that all faculty meetings scheduled to take place prior to October 1, 2017, have taken place. Evidence must include, but is not limited to, an attendance roster (sign-in sheet) of the faculty members who were present, meeting minutes, and documentation that faculty members who were not present at the meetings have been provided with the minutes for the meetings or other relevant documentation from the meetings.

COMMISSIONER: No are evidence of Faculty meetings, discussions, and evaluations of processes and they must be present.

IRC: OK
COMM: OK

12	3-1-701, 3-1-432(a), and Appendix C	The catalog does not meet Council requirements (pages 9, 17, 18, and 19).
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IRC: According to the team report, this finding has 10 identified catalog errors to be corrected by the institution.

1. Two certificate programs were referred to as certification programs throughout the catalog (dental assistant and medical assistant). The newly submitted catalog contains the identified corrections found in the team report.
2. During the visit, the catalog listed two optional completion methods for the dental assistant and medical assistant programs. One option listed was a 720 clock-hour program, including a 160 hour externship. The second option listed was a 545 hour program with a 200 hour externship. Only the 720 hour program was approved by

ACICS. The institution submitted a revised catalog, removing any reference to the 545 hour program.

3. Elective hours for the associate's degree program were not specified in the previous catalog. The revised catalog clearly distinguishes between required and elective courses on page 73 in a table labeled as "Requirements for an Associate of Science in Biology."
4. General education courses were not clearly identified in the previous catalog. In the revised catalog, page 71 outlines general education requirements and lists all general education course offerings by the following subheadings: Communications; Humanities & Fine Arts; Mathematics; Physical & Life Sciences; and Social & Behavioral Sciences.
5. Tuition and fees schedule in the previous catalog did not include the total cost for the associate's in biology program. Further, there was no mention of the required "down payment" at the time of enrollment. As previously mentioned in this document, the institution has eliminated the collection of a down payment. On pages 26-27 of the revised schedule, it now reads, "undergraduate students are registered for courses upon completion of the enrollment process and establishment of payment arrangements with the Accounts Department," and students in a certificate program "must complete the enrollment process with the Admissions Department and establish payment arrangements with the Accounts Department." There is no further mention of any type of "down payment" in the revised catalog.
6. Tuition and fees listed on the website did not match the catalog at the time of the visit. The website now accurately reflects all tuition and fees listed in the catalog.
7. The former catalog did not include a program outline for the medical assistant and dental assistant programs. The revised catalog now lists a program outline for the medical assistant program on page 80 and a program outline for the dental assistant program on page 79.
8. No names/titles of administration were found in the former catalog. The revised catalog now contains a list of all administrators with name, title, and contact information on pages 12 and 13.
9. The previous catalog also did not list full-time faculty, their credentials, awarding institution, and/or area(s) of expertise. The revised catalog lists all faculty members, full-time and adjunct, title, and a brief biography, containing all required *Criteria* elements on pages 13-16.
10. There were several inconsistencies between the listed courses in the associate's degree program in biology in comparison to the academic credit analysis provided to the team. The institution submitted a revised catalog and revised academic credit analysis for the associate's degree program in biology, clearing all inconsistencies listed in the original team report.

NEEDED: N/A

COMMISSIONER: N/A

IRC: OK
COMM: OK

13	3-1-703 and	Not all advertising materials accurately depict the
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	Appendix C	services and operations of the institution (pages 19 and 20).
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IRC: At the time of the visit, not all advertising and promotional materials accurately depicted the services and operations of the institution. The website listed a 16-week USMLE Step 1 Prep Course that included pre-clinical training. This information has now been removed from the website and there is no mention of this course offering in the revised catalog.

NEEDED: N/A

COMMISSIONER: N/A

IRC: NO
COMM: NO

14	3-1-704 and Appendix C	The institution does not provide student achievement information to the public (page 20).
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IRC: According to the original report, the institution did not publicly disclose performance information as required by ACICS. The team was unable to locate a copy of the CAR, institutional placement or retention rates, or programmatic placement or retention rates on the website or in the catalog. The team was able to find an “Institutional Disclosures Reporting Table” on the website, but it did not include any student achievement information and was based on the reporting period July 1, 2015 – June 30, 2016. Additionally, while gainful employment disclosures (dated March 16, 2016) were included for the certificate programs in dental assistant and medical assistant, no disclosure was available for the associate’s degree program in biology.

The institution responded that all public information about the college can be found within the National Center for Educational Statistics (NCES). However, they admitted that because NCES had “lagged” in their posting of IPEDS data, there was no information available about the college, but this should be remedied at some point in the 2017-2018 academic year. No changes have been made to the catalog or website, other than the addition of a new link on the institutional website entitled, Student Achievement Information. The new site lists only programmatic retention and graduation rates for the three allied health certificate programs for the 2015-2016 and 2016-2017 reporting years. No information is listed for the associate’s degree program in biology, nor are any placement rates listed for the three allied health certificate programs. The information that is provided does not match the 2016 CAR.

NEEDED: Evidence that the institution publicly discloses performance information as required by ACICS. Documentation should include a link on the institutional website where the 2016-2017 Campus Accountability Report is published. Evidence that all inaccurate student achievement information has been removed from the website.

COMMISSIONER: School does not provide performance or evidence of student achievement disclosures and must do so.

IRC: NO
COMM: NO

15	3-4-401	The institution does not have a professionally trained individual to manage the library resources (pages 16 and 17).
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IRC: At the time of the visit, there was not a professionally trained individual to manager the library due to the former librarian having resigned two weeks before the visit. The institution had no documentation to present to the team that they were actively recruiting for the position.

The institution responded with a signed agreement between the college and the Virtual Librarian Service. The agreement is signed and dated (June 19, 2017) by the college president and Dr. Melody Hainsworth. The agreement states that Dr. Hainsworth and her professional librarians will develop appropriate and adequate library resources for the academic programs, provide library reference service, be responsible for written accreditation reports regarding the library, and to provide asynchronous seven-day library reference service by email, or web meetings, to all students, administrators, and staff. The institution states that the Virtual Library Services will be attainable to students 24 hours a day, 7 days a week through a Moodle interface, to which every student has access. The institution did not provide a signed job description, an ACICS data sheet, a résumé, or academic transcripts for Dr. Melody Hainsworth or any of her professional librarians. Additionally, because the proposed library services are only offered online, the institution still does not have a trained individual onsite to oversee/supervise the library or assist students.

NEEDED: Evidence that the institution employs an onsite, professionally trained librarian. Documentation must include, but is not limited to, a signed job description, a signed ACICS data sheet, and photocopies of all qualifying credentials. The campus must also provide a schedule that indicates who is assigned to cover the library during all hours. Each individual assigned to cover the library must also have received proper training. Documentation of this training must include, but is not limited to, a training schedule, training manual, and signed documentation that each individual has received proper training to assist students with library functions.

COMMISSIONER: a qualified librarian must be in place.



August 9, 2017

ID Code 00135778(MC)

VIA E-MAIL AND CERTIFIED MAIL

admin@nwsc.edu

Dr. Mohammed AliNiazee
President
Northwest Suburban College
5999 S. New Wilke Rd., Bldg #400
Rolling Meadows, IL 60008

Subject: Withdrawal of Accreditation by Suspension Action

Dear Dr. AliNiazee:

At its August 2017 meeting, the Council considered the institution's response to the report of a quality assurance visit conducted to the institution, the continued show-cause directive outlined in its letter dated April 11, 2017, and the institution's response to an extensive complaint filed by its former librarian.

On February 28, 2017, the institution was directed to show-cause why its accreditation should not be withdrawn when the Council received information from the Illinois Board of Higher Education that the institution had been offering bachelor's degree programs without approval from ACICS.

This directive was continued to the Council's April 2017 meeting, and the institution was directed to immediately cease any bachelor's degree activities. In its follow-up response to the Council, dated April 26, 2017, the institution provided documentation and assurance that all academic activities in the bachelor's degree programs in biology and chemistry had indeed ended. Subsequent to that submission, the institution also informed ACICS that it will not be pursuing a renewal of accreditation with ACICS, and instead, will let its grant expire on December 31, 2017. A limited-announced quality assurance visit was conducted on June 6-7, 2017, to determine if the institution had come into compliance with the show-cause directive as well as to ensure ongoing compliance with all Council standards through the expiration of its grant of accreditation. The visit resulted in 15 findings, one of which was the determination that academic activity had not ceased in the unapproved bachelor's degree programs.

While the institution was able to provide documentation that addressed four (4) of the team's findings, the Council found the following based on the *Accreditation Criteria*:

1. The 2017-2018 Campus Effectiveness Plan does not include any reference as to how data have been collected, utilized, or analyzed at either the institutional or programmatic level

for any of the required elements (Section 3-1-111). The institution submitted a current Plan as a revision to the 2013-2014 Plan provided to the team during the visit. The ongoing expectation of ACICS is that the CEP is evaluated at least annually and that it remains current; with a 2013-2014 Plan, it is evident that the institution has not maintained this expectation. Further, the current plan does include baseline data and goals for each outcome, how the data *will be* used to assess each outcome, and an explanation of how the data *will be* used to improve the educational processes; but it does not include any analysis of previous performance and its correlation to future educational goals. Further, the institution did not provide any documentation that the CEP has been fully implemented, that specific activities have been implemented, or that periodic progress reports were completed at least twice during the past academic year (Section 3-1-112). Further, while the plan does list the names and titles of the CEP planning committee, no meeting minutes were provided with signatures and dates, nor was there any explanation of the specific duties of each committee member.

2. Emphasis is not placed upon the efficiency and effectiveness of the overall administration of the institution (Sections 3-1-202 and 3-1-202(a)). In response to the finding, the institution submitted narrative attempting to explain why students were enrolled in a 300-level course during the visit in June 2017, when they had received a show-cause directive in April 2017 that specified all academic activities related to a bachelor's degree must cease. While some institutional narrative accepted blame for the error, other sections of the narrative blamed former ACICS employees for the error. The team report specifically mentioned concern with the integrity of Ms. Shazia Ilyas, associate dean of academic and student affairs, yet the institution did not provide any type of employee evaluation or job assessment for her. Further, the institution submitted an organizational chart with a number of vacant positions labeled as "To Be Announced" with no indication as to when the positions would be filled or by whom. Finally, the institution submitted a job posting on Indeed.com for an admissions representative dated July 7, 2017, with no evidence anyone had actually been interviewed, hired, and/or trained.
3. There is no evidence that the institution has implemented appropriate grievance procedures for considering student complaints (Section 3-1-202(d)). During the visit, students interviewed stated they never received an institutional catalog and, therefore, knew nothing about institutional grievance policies. The institution submitted documentation of a flyer announcing how students can download the institutional catalog; a 2017-2018 school catalog with grievance policies on pages 44-48; a blank grievance form (to be completed by a school representative); a copy of a letter from Mr. Mohammed Faheem, vice president and chief operating officer, to all students and staff about the institutional grievance policy and student complaints; minutes from a Student Success & Retention committee, which addressed institutional grievance policies; a job posting for a new admissions representative; and a blank Code of Conduct form to be completed by all admissions department personnel. However, the Student Success & Retention committee meeting minutes did not include signatures of attendees; no

documentation was provided that any new admissions staff has been hired; and no documentation was provided that any existing or newly-hired admissions personnel has completed and signed the Code of Conduct for all admissions personnel.

4. Admissions policies are not being followed as written (Section 3-1-411). As previously mentioned, students interviewed during the team visit stated they never received an institutional catalog, and they also never attended a new student orientation. In its response, the institution submitted a copy of a blank enrollment agreement that has been revised to reflect students' acknowledgement of institutional policies and procedures. The institution also stated the former admissions director is being transitioned out of his current role, and also provided a schedule of upcoming orientation sessions for both degree and certificate students. While all submissions reflect what is to be done in the future, no documentation was provided to indicate any implementation of the changes.
5. The institution does not provide evidence that it systematically monitors and evaluates its recruitment activities (Section 3-1-412(a)). Again, the institution responded that the current admissions director is being transitioned out of the department, but no evidence of a new admissions director was provided. Further, the institution did not submit a plan for the systematic monitoring of recruitment activities other than a suggestion (in narrative) that the newly hired director of admissions will conduct such training.
6. There is no evidence that the individual designated to administer student financial aid is competent to serve in that role (Section 3-1-434(a)). In response to this finding, the institution submitted a campus bulletin, naming Dr. Gayathree Raman as the new on-site financial aid representative. However, the institution did not submit a signed job description for Dr. Raman, an updated ACICS Data Sheet, any type of written correspondence from a school administrator to all students and staff with the news of Dr. Raman's new responsibilities, or evidence of his completed training.
7. Employment assistance and career service advisement are not provided for all students (Section 3-1-441). The institution responded that they will be recruiting an advising and career services representative who will be responsible for employment assistance to both degree and certificate students. However, no evidence was submitted of a new hire with a signed job description, ACICS Data Sheet, or résumé.
8. Follow-up studies on graduate satisfaction are not conducted at specific measuring points following placement of the graduate (Section 3-1-441(c)). The institution submitted a copy of a blank alumni survey and a blank employer survey with a plan as to how they will utilize the surveys in the future. However, no completed surveys were included in the submission with any type of analysis or summary of survey results.
9. The institution does not provide sufficient evidence to document attendance at faculty meetings (Section 3-1-544). The institution provided minutes with signatures for one

meeting since the team visit. The title on the signature sheet of the meeting was “NWSC Staff Meeting Sign-In.” The meeting was conducted on June 28, 2017, and lasted for 15 minutes. A careful review of meeting minutes revealed that no meeting items were dedicated to academics or curriculum.

10. The institution does not provide student achievement information to the public (Section 3-1-704 and Appendix C). The institution responded that all public information about the college can be found within the National Center for Educational Statistics (NCES) website. However, the institution further explained that due to a “lag” in NCES posting of data, there was no data listed for the institution on this website in all actuality. The institution predicted this would be remedied at some point in 2017 or 2018. Further, while the institution has added a new link to their own website entitled Student Achievement Information, only programmatic retention and graduation rates for the allied health certificate programs are displayed. No information is listed for the associate’s degree program in biology, and there are no placement statistics listed for any of the four institutional programs. Further, the information that is provided does not match the retention rates reported on the 2016 Campus Accountability Report (CAR).
11. The institution does not have a professionally trained individual to manage the library resources (Section 3-4-401). In the response to the finding, the institution submitted a copy of a signed agreement, dated June 19, 2017, between the institution’s president, Dr. M. T. AliNiazee, and The Virtual Librarian Service. The consultant for the Virtual Librarian Service, as named in the agreement, is Dr. Melody Hainsworth, whose signature is on the contract. The agreement states that Dr. Hainsworth and her professional librarians will develop appropriate and adequate library resources for the academic programs, provide library reference service, be responsible for written accreditation reports regarding the library, and provide asynchronous seven-day library reference service by e-mail, or web meetings, to all students, administrators, and staff. The institution’s response explained that the Virtual Library Services will be attainable by students 24 hours a day, 7 days a week through a Moodle interface, to which every student has access. The institution did not provide a signed job description, an ACICS data sheet, résumé, or academic transcripts for Dr. Melody Hainsworth or any other of the aforementioned professional librarians. Moreover, because the proposed library services are provided through an online-only format, the institution still does not have a professionally trained individual on site who is assigned to oversee and supervise the library and to assist students.

Additionally, the Council also considered a substantive complaint received from the institution’s former librarian, the institution’s response to the complaint, and additional information received from other institutional representatives. Allegations of misrepresentation of the bachelor’s degree program offerings to students and ACICS, mishandling of refunds, and inappropriate disclosures, among others, were not sufficiently refuted by the institution but rather affirmed by other representatives who independently contacted ACICS.

Council Action

Therefore, the Council acted to **withdraw the institution's accreditation by suspension**. In addition to the institution's failure to demonstrate ongoing compliance with the *Accreditation Criteria*, the Council considered its blatant disregard for the Council's directive and subsequent questionable ethics in reporting its compliance as it relates to the bachelor's degree programs, and its inability to satisfactorily refute the substantive allegations identified by the former librarian.

The institution has the right to appeal this decision to the Review Board of Appeals. The Council must be notified, in writing, within ten (10) business days of receipt of this notice if the institution desires to appeal this decision to the Review Board. The appeal notification must include payment in the amount of \$10,000. The Council's decision is final if the appeal notice and appropriate fee are not provided within the ten business 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 the institution will remain accredited through the length of the appeal, and more detailed appeal procedures and information will be forwarded to the institution.

If the institution elects not to appeal this action, the institution must submit any comments regarding this decision to the Council office within two weeks of the date of this letter. Should the institution 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.

Institutional Teach-Out Plan

Further, to ensure that students will receive an appropriate outcome in the event of campus closure, the campus 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 Institutional Teach-out Plan must be completed as part of the institution's intent to appeal the withdrawal by suspension action.

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. The institution is 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.

Dr. Mohammed AliNiaze

August 9, 2017

Page 6 of 6

Please contact Ms. Katie Morrison at kmorrison@acics.org or (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards

President

- c: Ms. Shazia Ilyas, Associate Dean of Academic and Student Affairs, Northwest Suburban College (silyas@nwsc.edu)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (aslrecordsmanager@ed.gov)
Mr. Douglas Parrott, US Department of Education, Chicago/Denver School Participation Team – Regions V & VII (douglas.parrott@ed.gov)
Dr. Daniel Cullen, Deputy Director for Academic Affairs, Illinois Board of Higher Education (cullen@ibhe.org)



June 8, 2017

Crispien Van Aelst
8944 Lavergne, Skokie, IL, US
(312) 330-7751 _____
Vanaels2@illinois.edu

Official Complaint Letter

Did you follow the campus grievance policy? **No**

Additional Details: **The school has no policy or ability to make caomplaints**

Do you wish to remain anonymous? **No**

School: **135778 - Northwest Suburban College, 5999 S. New Wilke Rd., Building 500, Rolling Meadows, IL**

Your relationship to the School: **Former Faculty**

Complaint: **Crispien James Van Aelst 312.330.7751**

I started working as a librarian at Northwest Suburban College (NWSC) on January 10th 2017 and was fired on June 1st the same year, in the near six months that I was employed there I witnessed many displays of unethical behavior, some of which may have crossed the line into outright criminal behavior.

I shall begin at the beginning, within a few days of my starting I witnessed the Director of Admissions, John Nichols, encourage prospective students to create FASFA applications with falsified information. Often these prospects did not have their tax and income statements available, John would instruct them to "just make it up" the times that I heard the students protest this Mr. Nichols would begin to berate them for not having a strong enough will to complete their education. Additionally, I often heard Mr. Nichols in conversation with Dr. AliNiaze conspire to up the number of students who would be likely to drop from the programs so that the school could pad the books with Title IV funds that had no student that remained at the school. At Dr. AliNiaze's request Mr. Nichols would then ramp up his sales pitch tell students that they would be making a minimum of \$35,000 immediately after graduation and that if they wanted to get ahead the needed to sign on now, statements such as this were extremely common and a violation of regulations and of ethics. The reason I was witness to these conversations is that

Mr. Nicols would often use the library as his recruiting room (as I had made it the best place on the campus) and the computer lab where prospective students would complete their FASFA forms was also part of the library.

I made numerous complaints to concerning this to the Dean Shazia Ilyas, these were made in person as NWSC had no formal complaint system established (when I asked if there was one I was told that none was needed because this is a loyal family) and no corrective action was taken for several months. When action was taken it was only after I had basically thrown a fit over what I saw as a direct danger to both the school and to me as I had witnessed Title IV violations without reporting them, the action taken was to remove Mr. Nichols from Financial Assistance (something he had never been trained or qualified to do), but allow him to remain as admissions director. However, I continued to witness him coaching prospective students on improper acts concerning their FASFA forms, as well as making extravagant and unethical and misleading statements about what the school could guarantee them in the future as he continued to recruit.

On my first day there I was pulled aside by Luke Margoliolis and told to watch out for Mr. Nichols as he served as a kind of enforcer for Dr. AliNiaze, being my first day there I did not understand what he meant by enforcer; however later that week I witnessed Mr. Nichols crudely berating Luke for honestly sharing information with a prospective student that led to the student to decide that NWSC was not the best place for him, these personal attacks continued for several weeks, with Mr. Nichol berating Luke for his lack of vision and loyalty, after two weeks of this Luke walked away from his job.

In February or early March ACICS requested information concerning library statistics, I was asked by both Dr. Aliziase and Shazia Ilyas to create false documents showing that the library had a far large number of books and digital resources than it had, I refused but inflated numbers were submitted without my knowledge, as the numbers before my arrival were zero, as there was no functioning library and no digital resources. Students instead were told to use the local public libraries if they needed help.

In early May 2017 I angered Mr. Nichols and Dr. AliNiaze by placing furniture in the library (it was empty of both sitting and study space) from an unused room without permission, and so began a two-month long campaign to force me to quit; however, that is not my way, I later found out that this was not the reason for my ill treatment but the excuse. I persisted in defending my library from Mr. Nichols interference which only escalated the attacks on me with Dr. AliNiaze joining in on the campaign of harassment, during this time I made more than a half dozen complaints to Shazia Ilyas (my direct supervisor) and was told to ignore it, when I insisted as I had with the Title IV complaint that I be permitted to file an official complaint, I was again told that there was no official way to complain. On June 18th forms were finally made, at Claire Wetenhaver-Loretz's insistence (she was at this

point a newly hired compliance officer) I filed four separate harassment complaints against Mr. Nichols, to which no action was taken. Shortly thereafter I overheard a conversation between Dr. Aliniaze and Mr. Nichols that the real reason behind my harassment was that I had been deemed to be disloyal and that they were afraid that I would soon be cooperating with investigators from the ACISC (and the IBHE) who had recently issued a show cause order against the school for misrepresentation and falsification of documents, I was planning on doing so, but am not certain how they knew.

I have also witness Mr. Nichols harass numerous employees to the point of walking away, after the doctor had deemed them to be disloyal and I also witnessed Mr. Nichols sexually harass the front desk receptionist and intimidate her into doing things that were against her will, such as loaning him her car, with threats against her job, after witnessing these acts, I also reported the behavior to Shazia Ilyas and no corrective action was taken, and I was told to stop rocking the boat and act like family.

Once Dr. AliNiaze realized that I would not be leaving to avoid the sustained harassment, he began to seek other ways to have me forced out, saying that until these outsiders showed up there were no problems with regulating bodies, at this point Mr. Nichols and Dr. AliNiaze devised a plan to drug test all the non-Muslim workers on campus, an Idea that was shot down by Claire as a violation of employment agreements. Finally on June 1st Dr. AliNiaze fired me for my attempts to contact the IBHE and ACICS concerning ethical issues, which I will continue with now. In a related topic out of the 8 remaining Associate (formerly Bachelor's) degree students, only the Christian student Erica (I do not know her last name and she has been forced into the Medical Assistant program to silence her) has been made to pay tuition and the tactics against her have been extremely aggressive. In my time at NWSC I saw student documents destroyed, this concerned students who had dropped out after the school's accreditation was cancelled by ACICS, so as to avoid having to refund tuition and Title IV funds to these students. Additionally, students were not informed of the loss of accreditation, and to my knowledge have still not been officially informed nearly four months later. When questioned by ACICS about these missing documents Dr. AliNiaze stated that they had been misplaced, this was followed by a mad rush on the part of Shazia Ilyas to recreate and forge the missing documents. During this same visit the evaluators from ACISC asked to speak with an employee to gain their perspective, they were directed to speak with Molly (last name not know) an employee of only three days, who had spent most of the previous two days being coached as how to answer the evaluators questions) Additionally the evaluators why the librarian had been laid off to which they informed the evaluators that I had been fired, a description that is not what I was told when released. According to Claire Dr. AliNiaze insited that I be laid off instead of fired so that he would not be liable for a retaliation firing of a Title IV

whistleblower, which is the real reason behind whatever it is they wish to call my separation.

NWSC established a separate Title IV account and yet never used it, as all Title IV funds were deposited into the general fund, and refunds due to students were never issued. To my current knowledge they are attempting to retroactively fix this by shifting funds from Dr. AliNiaze's personal and business accounts to make the Title IV accounts seem correct.

There is a culture of fear at NWSC among the staff, faculty, and student body caused by the obvious harassment of all who ask questions of unethical actions by Mr. John Nichols, acting on the behalf of Dr. AliNiaze, the lack of shared information on accreditation and the lack of transferable credits for the students. The students have additionally had their transcripts held hostage by Dr. AliNiaze in order to force them into not making formal complaints.

Something must be done to limit or end the ability of NWSC to cause harm to vulnerable students, and to the already endangered reputation of ACICS

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-137



INITIAL GRANT OR RENEWAL OF ACCREDITATION VISIT REPORT

CAMPUS
CAMPUS NAME

Address

City, State Zip

ACICS ID Code: Campus Code

Name of On-site Administrator, Title (e-mail address)
(Campus e-mail address)

Campus Web Site Address

LEARNING SITE(S) [if applicable]

LEARNING SITE NAME

Address

City, State Zip

ACICS ID Code: Learning Site Code

MAIN CAMPUS [if different from above]

Main Campus Name

City, State

ACICS ID Code: Main Campus Code

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

Name	Chair	Institution/Affiliation	City, State
Name	Student-Relations Specialist	Institution/Affiliation	City, State
Name	Educational Activities Specialist	Institution/Affiliation	City, State
Name	Discipline of Specialist	Institution/Affiliation	City, State
Name	Discipline of Specialist	Institution/Affiliation	City, State
Name	Discipline of Specialist	Institution/Affiliation	City, State
Name	Staff Representative	ACICS	Washington, DC

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

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock/ Contact Hrs.	Sem./ Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%)			
						2016		2015	
						Ret.	Pla.	Ret.	Pla.
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
Name of credential		Name of major			0/0	00	00	00	00
TOTAL ENROLLMENT					[000]				
TOTAL CAMPUS RETENTION		00	TOTAL CAMPUS PLACEMENT			00			

[Optional table for campuses that offer programs under 300 hours that may lead to an occupational outcome. Delete if not applicable.]

The programs listed below are all short-term programs under 300 clock hours but may lead to an occupational outcome. Course content has/has not been evaluated by the team as part of the institutional review.

Credential Awarded			Program Name	Clock Hrs.	Program Length	Prepares student for licensure or certification
Certificate	Diploma	Certificate of Completion				
						<input type="checkbox"/> Y <input type="checkbox"/> N
						<input type="checkbox"/> Y <input type="checkbox"/> N
						<input type="checkbox"/> Y <input type="checkbox"/> N

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) reviewed for the first time.
- ** Program(s) with no enrollment. [Either identify below the expected date of enrollment or explain the campus’s plans regarding the program. Do not evaluate programs with no enrollment.]
- *** Program(s) not reviewed because of specialized accreditation. [Indicate which program(s), the specialized agency, and the grant expiration date(s).]
- + Program(s) in which 100 percent of courses are taught at a Learning Site.
- ++ Program(s) in which some but not all of the courses are taught at a Learning Site.
- # This campus is approved for distance education [via Consortium, up to 50%, 50% or greater].

DELETE ANY NOTES THAT DO NOT APPLY

INTRODUCTION

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

[Provide a brief history of the campus, a description of its geographic service area, a description of the physical facility (distribution of space, parking situation, any temporary additional space locations, etc.) and a description of the composition of the student population. This narrative removes the need for the previous Section 6 – Facilities and should provide such a description accordingly. Reference criteria under Section 3-1-600 if facilities or equipment are not compliant.]

[Also include a description and explanation of any extenuating circumstances, any information that was collected and investigated concerning complaints or adverse, and any distinctive or unusual features of the campus or evaluation visit. Also summarize any issues that were found as a result of the data integrity review, call for comment, and on-site surveys.]

[If the campus has learning sites, list the name and addresses, describe how those locations are used for administrative and instructional purposes, and reference the learning site section of the report.]

[Complete the introduction after the visit so that the team can provide a substantive introduction based on the team's evaluation.]

Summary of Data Integrity Review

Retention Verification

1. Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

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

Placement Waivers

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

Yes No Not Applicable

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

Placement Verification Program (PVP)

Institution ID	Total Number of Placements	Response Rate	% Verified

- Summarize any anomalies or significant observations from the institution’s PVP submissions (i.e. low response rate, large number employed by the same employer, several invalid placements, etc)

█

Licensure Pass Rates

Program Name	Academic Credential	Pass Rate Reported by Campus on the most recent CAR	Pass Rate Reported by Licensing/Certifying Body

Was the team able to verify licensure pass rates, as reported on the most recent CAR, for all programs that require licensure in order to obtain employment in the state where the campus is located?

- Yes No Not Applicable

If *Yes*, describe the documentation that evidences pass rates.

█

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

█

On-Time Graduation by Cohort

1. Describe the tracking system utilized by the campus for students' scheduled graduation dates.

█

2. How does the campus document leaves of absence and cohort transfers?

█

REPORT QUESTIONS**1. MISSION**

- 1.01 What is the mission statement of the institution?

█

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

█

- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?

Yes No

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

█

- 1.03 Are the objectives reasonable for the following:

(a) The programs of instruction?

Yes No

(b) The modes of delivery?

Yes No

(c) The facilities of the campus?

Yes No

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

█

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

Yes No

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

█

1.05 Describe how the campus demonstrates its commitment to successful implementation of its mission.
[REDACTED]

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

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

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

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

- 1.08 Are the following seven required elements evaluated in the CEP at both the campus and program levels:
- (a) Student retention rates?
 Yes No
 - (b) Placement rates?
 Yes No
 - (c) Graduation rates?
 Yes No
 - (d) Level of student satisfaction?
 Yes No
 - (e) Level of graduate satisfaction?
 Yes No
 - (f) Level of employer satisfaction?
 Yes No
 - (g) Student learning outcomes?
 Yes No

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

- 1.09 Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.
- █

Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?

Yes No Not Applicable (No programs require licensure or certification.)

If the SLOs have not been appropriately selected to reflect the nature of the academic programs and include direct assessments and/or if applicable pass rates have not been included as an SLO, insert the section number in parentheses and explain:

█

- 1.10 Are the following identified and described in the CEP at both the campus and program levels:

(a) Appropriate baseline data and goals for each outcome?

Yes No

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

Yes No

(c) How the data was collected?

Yes No

(d) An analysis and summary of the data collected?

Yes No

(e) An explanation of how the data will be used to improve the educational processes?

Yes No

If *Yes* for (e), describe the specific activities the campus will be or is using to improve the educational processes.

█

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

█

- 1.11 What documentation does the campus maintain, and that the team reviewed, to evidence the following:

(a) That the CEP has been implemented?

█

(b) That specific activities listed in the plan have been implemented?

█

(c) That periodic progress reports have been completed?

█

If there was no documentation, or if insufficient documentation was available, for any item, insert the section number in parentheses and explain:

█

1.12 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

[REDACTED]

1.13 Describe the documentation that evidences that the CEP is evaluated at least annually.

[REDACTED]

GENERAL COMMENTS:

[REDACTED]

COMMENDATIONS:

[REDACTED]

RECOMMENDATIONS:

[REDACTED]

2. ORGANIZATION

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

[REDACTED]

2.02 Describe the leadership team and how they manage the campus effectively and efficiently and how appropriate attention and training is given for the necessary functions of the campus.

[REDACTED]

If the campus is not being managed appropriately, insert the section number in parentheses and explain:

[REDACTED]

2.03 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.

[REDACTED]

2.04 Describe how the campus documents that faculty and staff members:

(a) Clearly understand their duties and responsibilities.

[REDACTED]

(b) Know the person to whom they report.

[REDACTED]

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

[REDACTED]

If there is no documentation for any item, insert the section number in parentheses and explain:

[REDACTED]

2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.

[REDACTED]

If there is no such documentation, insert the section number in parentheses and explain:

[REDACTED]

- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No

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

- 2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?
 [REDACTED]

If the grievance policy is not communicated to faculty and staff, insert the section number in parentheses and explain:
 [REDACTED]

- 2.08 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
 [REDACTED]

GENERAL COMMENTS:
 [REDACTED]

COMMENDATIONS:
 [REDACTED]

RECOMMENDATIONS:
 [REDACTED]

3. ADMINISTRATION

- 3.01 Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?

Yes No Not Applicable (The 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 item, insert the section number in parentheses and explain:

█

- 3.02 Does the campus admit ability-to-benefit students?
 Yes No (*Skip to 3.07.*)

- 3.03 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students:
- (a) Validated test scores?
 Yes No
- (b) Initial and periodic academic advising?
 Yes No
- (c) Initial and periodic career advising?
 Yes No

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

█

- 3.04 Describe the documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students.

█

- 3.05 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?
 Yes No Not Applicable (The campus has not admitted ATB students long enough to have developed such data.)

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

█

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

█

- 3.07 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No

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

█

- 3.08 Are appropriate transcripts maintained for all students?
 Yes No

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

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

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

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

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

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

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

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

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

GENERAL COMMENTS:
[REDACTED]

COMMENDATIONS:
[REDACTED]

RECOMMENDATIONS:
[REDACTED]

**4. RELATIONS WITH STUDENTS
FOR ALL PROGRAMS**

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

- 4.02 How does the campus ensure that its student relations reflect high ethical standards?
[REDACTED]

If student relations do not reflect high ethical standards, insert the section number in parentheses and explain:

██████████

4.03 Describe the admissions criteria.

██████████

Is the admissions process appropriate?

Yes No

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

██████████

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

Yes No

If *Yes*, what evidence is there to demonstrate that these parties are supervised by and familiar with the campus?

██████████

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

██████████

4.05 What evidence is there 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)?

██████████

If the admissions criteria are not applied consistently, insert the section number in parentheses, list student names, and explain:

██████████

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

Yes No

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

██████████

4.07 Is the admissions policy publicly stated?

Yes No

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

██████████

4.08 Is the admissions policy administered as written?

Yes No

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

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

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

Yes No

(b) Outlines all program-related tuition and fees?

Yes No

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

Yes No

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

How does the campus evidence that a copy of the agreement has been provided to the student?

If there is no evidence that a copy has been provided to the student, insert the section number in parentheses and explain:

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

4.11 Describe the recruiting process for new students.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

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

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

(a) Courses and programs?

Yes No

(b) Services?

Yes No

(c) Tuition?

Yes No

(d) Terms?

Yes No

(e) Operating policies?

Yes No

If *Yes*, describe how communication to students of the above items is documented:

██████████

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

██████████

- 4.13 Describe how the institution maintains documentation that demonstrates that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

██████████

If the institution does not maintain this documentation, insert the section number in parentheses and explain:

██████████

- 4.14 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

██████████

- 4.15 Has the campus developed and demonstrated implementation of a recruitment training plan that allows for sufficient monitoring and oversight?

Yes No

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

██████████

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

Yes No

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

Yes No

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

██████████

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

Yes No

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

Yes No

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

██████████

4.18 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

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

██████████

4.19 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?

██████████

Is this person someone other than recruitment and enrollment personnel?

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

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

██████████

If the same individual determines and disburses the award, insert the section number in parentheses and explain:

██████████

4.20 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:

██████████

If there are no written policies and procedures, insert the section number in parentheses and explain:

██████████

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

Yes No

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

██████████

4.22 Has the campus established articulation agreements with other institutions?

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

If *Yes*, describe the location of the published list, the names of the institutions, and the nature of the agreement:

█

If the campus does not provide notification to students as to these articulation agreements and the transferability of the credits in the programs that are offered, insert the section number in parentheses and explain:

█

FOR MASTER'S DEGREE PROGRAMS ONLY

4.23 What is the maximum permissible number of transfer credits into the program?

█

If it is not limited to 50 percent or less of the credits, insert the section number in parentheses and explain:

█

FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress (SAP) policy, in its entirety, published in the catalog?

Yes No

If *Yes*, state the page number(s) where the standards of SAP policy is published.

█

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

█

4.25 Does the standards of 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 (not offered)

Non-credit or remedial courses?

Yes No Not Applicable (not offered)

A warning status?

Yes No Not Applicable (not used)

A probationary period?

Yes No

An appeal process?

Yes No

An extended-enrollment status?

Yes No Not Applicable (not offered)

The effect when a student changes programs?

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

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

Yes No Not Applicable (The 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:

- 4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

If there is no evidence to support the consistent application of SAP standards, insert the section number in parentheses, list student names, and explain:

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

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

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

Yes No

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

- 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.)

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

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

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

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

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

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

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

Yes No

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

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

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

- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.37.*)

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

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

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

- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (There is no such student and/or the campus does not have such a policy.)

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

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

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

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

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes No

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

- 4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
[REDACTED]

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes No

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

- 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 4.42.)*

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

Yes No

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

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

Yes No

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

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

Yes No

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

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

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

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

Yes No Not Applicable

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

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

(a) Charges?

Yes No

(b) Dates for the posting of tuition?

Yes No

(c) Fees?

Yes No

(d) Other charges?

Yes No

(e) Payments?

Yes No

(f) Dates of payment?

Yes No

(g) The balance after each transaction?

Yes No

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

- 4.45 Is the effective date listed on announcements of changes in tuition and fees?
 Yes No Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

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

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

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

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

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

- 4.48 Describe the documentation to evidence that the campus is following its stated refund policy.

If there is no evidence to support the implementation and consistent application of the policy, insert the section number in parentheses and explain:

- 4.49 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to 4.54.*)

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

- 4.51 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 *Yes*, list the names of the financial aid administrators and their affiliations:

██████████

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

██████████

- 4.52 Describe the educational activities, including membership **and** participation in state, regional, or national financial aid associations and other professional organizations that evidence the financial aid administrator and financial aid office stay up to date on procedures and changes in the field.

██████████

- 4.53 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 Not Applicable (clock hour programs only)

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

██████████

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

Yes No (*Skip to 4.55.*)

If *Yes*, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?

Yes No

If *No* (there is no such evidence), insert the section number in parentheses and explain:

██████████

If *Yes*, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?

Yes No Not Applicable

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

██████████

- 4.55 The beginning enrollment on the most current Campus Accountability Report (CAR) is ██████████.
The ending enrollment reported on the previous year's CAR is ██████████.

(Initial grants, skip to 4.57.)

If these figures are not identical, insert "Section 3-1-203" in parentheses:

██████████

- 4.56 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

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

[Redacted]

4.57 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.

Not Applicable (The campus does not participate in financial aid.)

[Redacted]

If students do not receive counseling regarding student loan repayment obligations, insert the section number in parentheses and explain:

[Redacted]

FOR MASTER’S DEGREES ONLY

4.58 Do all students enrolled in master’s degree programs possess a bachelor’s degree?

Yes No

If *No*, describe the alternate admissions requirement that is accepted by a recognized licensing or specialized agency:

[Redacted]

If there is no acceptance by a recognized agency or evidence that this is common practice, insert the section number in parentheses, list student names, and explain:

[Redacted]

4.59 Describe the techniques used by the institution to evaluate applicants’ qualifications to benefit from graduate study.

[Redacted]

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

**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:
[REDACTED]

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

- 5.03 Does this person have appropriate academic or experiential qualifications?
 Yes No

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

- 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.
[REDACTED]

If there are no provisions made, insert the section number in parentheses and explain:
[REDACTED]

- 5.05 Is the time devoted to the administration of the educational programs sufficient?
 Yes No

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

- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No

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

- 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:
[REDACTED]

- 5.08 Is there evidence that this policy has been adopted and that faculty members are aware of it?
 Yes No

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

- 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 5.10 for renewal of accreditation. Skip to 5.12 for initial grants.*)

If *Yes*, does the campus

- (a) carry the programmatic accreditation or is it currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?
 Yes No Not Applicable (There is no such requirement by the state.)

(b) Notify students as to:

- (1) Which programs hold specialized or programmatic accreditation?

Yes No

- (2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes No

- (3) Any other requirements that are generally required for employment?

Yes No Not Applicable (no other requirements)

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

FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No (*Skip to 5.12.*)

- 5.11 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

If *No*, list programs that fall below the rates: _____

- (b) Student placement rate of 70 percent?

Yes No

If *No*, list programs that fall below the rates: _____

If *No* for either item, does the campus provide 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 Not Applicable

If *No*, insert "Section 2-1-809, 3-1-111, and 3-1-512" in parentheses and explain:
[REDACTED]

FOR ALL CAMPUSES

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

Yes No

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

5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?

5.14 What provisions are made for individual differences among students in the learning environment?
[REDACTED]

If no provisions are made, insert the section number in parentheses and explain:
[REDACTED]

5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.
[REDACTED]

5.16 Does the faculty participate in this process?

Yes No

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

5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?
[REDACTED]

5.18 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 5.19.)

If *Yes*, summarize the methods used for evaluating subject competency and awarding such credit.
[REDACTED]

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.)

If *No* (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

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

5.20 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 5.21.)

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

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

5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

5.22 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

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

- 5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

█

- 5.24 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), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), 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.)

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

█

- 5.25 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No

If *Yes*, how is this documented?

█

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

█

- 5.26 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:

█

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

█

- 5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No

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

█

5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.
[REDACTED]

5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.
[REDACTED]

Do the contracts and/or agreements comply with all requirements of the applicable criteria, including disclosure in the catalog?

Yes No

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

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

5.30 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

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

5.31 Summarize the general education and/or applied general education courses and describe whether they are relevant to the chosen degree and meet Council standards.
[REDACTED]

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

5.32 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:
[REDACTED]

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

Yes No

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

- 5.34 Summarize the general education courses and describe whether they meet the Glossary definition of general education in placing emphasis on principles and theory, not on practical applications associated with a particular occupation.
[REDACTED]

- 5.35 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

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

FOR BACHELOR'S DEGREES ONLY

- 5.36 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
 Yes No

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

- 5.37 Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation.
[REDACTED]

- 5.38 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

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

FOR ALL PROGRAMS

- 5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.
[REDACTED]

- 5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
[REDACTED]

- 5.41 How does the campus ensure that employment assistance is offered to all students?
 Not Applicable (The campus enrolls only international students on a student visa.)

- 5.42 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 *Not Applicable*, explain:

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

- 5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No

- 5.44 Describe the extracurricular educational activities of the campus (if applicable).

GENERAL COMMENTS:

COMMENDATIONS:

RECOMMENDATIONS:

6. PUBLICATIONS

- 6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)

- 6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?
 Yes No

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

- 6.03 Does the catalog contain the following items:

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

Yes No

(b) An indication of the year(s) 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 *(Include Section 3-1-201 in the finding below.)*
- (e) A statement of accreditation?
 Yes No Not Applicable (initial applicant)
- (f) A mission statement?
 Yes No
- (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?
 Yes No
- (h) An academic calendar?
 Yes No
- (i) A full disclosure of the admission requirements?
 Yes No
- (j) A list of institutions with which the institution has established articulation agreements?
 Yes No Not Applicable
- (k) A statement on the transferability of the credits in the programs that are offered?
 Yes No
- (l) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?
 Yes No Not Applicable
- (m) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and 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
- (n) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?
 Yes No
- (o) An explanation of the grading system that is consistent with the one that appears on the student transcript?
 Yes No
- (p) A definition of the unit of credit?
 Yes No Not Applicable (The campus does not award credit.)
- (q) A complete explanation of the standards of satisfactory academic progress?
 Yes No
- (r) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
 Yes No
- (s) The transfer of credit policy?
 Yes No
- (t) A statement of the tuition, fees, and any other charges?
 Yes No
- (u) A complete and accurate list of all scholarships, grants, and loans offered?
 Yes No Not Applicable (No scholarships, grants, and loans are offered.)
- (v) The refund policy?

Yes No

(w) A statement describing the student services offered?

Yes No

(x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?

Yes No (*Include Section 3-I-202(d) in the finding below.*)

Not Applicable (initial applicants only)

If *No* for any item, insert the applicable section numbers 3-1-201, 3-1-202(d), 3-1-701, and/or Appendix C in parentheses and explain:

█

6.04 Does the campus list degrees of staff members in the catalog?

Yes No

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

Yes No

If *No*, insert the section number in parentheses, list staff member names, degrees, and awarding institution, and explain:

█

6.05 Does the campus offer degree programs?

Yes No (*Skip to 6.06.*)

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

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

█

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

Yes No (*Skip to 6.07.*)

If *Yes*, does the catalog contain the following:

(a) A description of each mode of delivery used for distance education courses?

Yes No

- (b) Any additional or different admissions requirements for students taking distance education courses?
 Yes No Not Applicable (There are no additional or different admissions requirements.)
- (c) A description of any tests used to determine access to distance education?
 Yes No Not Applicable (No additional tests are given.)
- (d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?
 Yes No
- (e) Costs and fees associated specifically with distance education?
 Yes No Not Applicable (There are no additional costs and fees.)

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

- 6.07 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)
 Yes No

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

- 6.08 Does the catalog contain an addendum/supplement?
 Yes No (*Skip to 6.09.*)

If yes, describe the addendum/supplement content.
[REDACTED]

- (a) Does the addendum/supplement include the school name and location and the effective date for the entire document (or for individual sections if effective dates vary)?
 Yes No
- (b) Do students receive a copy of the addendum/supplement with the catalog?
 Yes No

If *No* for any of the above questions, insert the section number in parentheses and explain:
[REDACTED]

- 6.09 Is the catalog available online?
 Yes No (*Skip to 6.10.*)

If *Yes*, does it match the hard copy version?

- Yes No

If *No* (the online version does not match the hard copy version), insert the section number in parentheses and explain:
[REDACTED]

- 6.10 Does the campus utilize a multiple-school catalog?
 Yes No (*Skip to 6.11.*)

If *Yes*, answer the following:

- (a) Are all campuses using the same catalog of common ownership?
 Yes No
- (b) Are all photographs properly labeled to identify the location depicted?
 Yes No
- (c) Are faculty and staff 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:
[REDACTED]

- 6.11 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?
 Yes No

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

- 6.12 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?
 Yes No

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

- 6.13 Where does the campus advertise (publications, online, etc.)?
[REDACTED]

Are all print and electronic advertisements under acceptable headings?
 Yes No

If *No* (advertisements are not listed under acceptable headings), insert the section number in parentheses and explain:
[REDACTED]

- 6.14 Does the campus use endorsements, commendations, or recommendations in its advertising?
 Yes No (*Skip to 6.15.*)

If *Yes*, describe how the campus uses endorsements, commendations, or recommendations in its advertising.
[REDACTED]

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes No

If *No* (there is no evidence of prior consent), insert the section number in parentheses, list student names, and explain:

6.15 Does the campus utilize services funded by third parties?

Yes No (*Skip to 6.16.*)

If *Yes*, is proper disclosure made for these services?

Yes No

If *No* (proper disclosure is not made), insert the section number in parentheses and explain:

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

Yes No

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

6.17 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

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

If *No*, insert section number 3-1-703 & Appendix C in parentheses and explain:

6.18 Does the campus provide the following information to the public:

(a) Campus retention rate?

Yes No

(b) Campus placement rate?

Yes No

(c) All program retention rates?

Yes No

(d) All program placement rates?

Yes No

(e) Licensure examination pass rates?

Yes No Not Applicable (No programs require licensure or certification.)

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

Where is this information published? Describe any additional information that the campus provides.
[REDACTED]

Does the information provided match the information reported on the campus's most recent CAR?

Yes No

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

Does the performance information disclosure include the required statement, "These are the data reported to ACICS by the institution in its most recent Campus Accountability Report"?

Yes No

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

FOR MASTER'S DEGREES ONLY

6.19 Does the catalog have a separate section describing the following:

(a) Program requirements?

Yes No

(b) Admission procedures?

Yes No

(c) Transfer policies?

Yes No

(d) Graduation requirements?

Yes No

(e) Regulations?

Yes No

(f) Course descriptions?

Yes No

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

GENERAL COMMENTS:
[REDACTED]

COMMENDATIONS:
[REDACTED]

RECOMMENDATIONS:
[REDACTED]

7. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

7.01 Has the campus developed an adequate core of library resources to support academic success and to meet instruction and research needs?

Yes No

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

7.02 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:

7.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.

7.04 Are adequate staff provided to support library development, collection, organization, and accessibility?

Yes No

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

7.05 Describe the campus's continuous assessment strategy for library resources and information services.

Are these methods appropriate?

Yes No

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

7.06 Is there a physical space on site or within close proximity of the campus in order to allow for access to library resources and services?

Yes No Not Applicable (Campus has no residential component.)

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

FOR NONDEGREE PROGRAMS ONLY

7.07 Are appropriate reference materials and periodicals available for all programs offered?

Yes No

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

██████████

7.08 Are the instructional resources organized for easy access and usage?

Yes No

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

██████████

7.09 Is there a current inventory of instructional resources and equipment?

Yes No

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

██████████

7.10 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and student needs?

Yes No

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

██████████

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

7.11 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:

██████████

7.12 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:

██████████

7.13 Is there a current inventory of library resources, including online resources?

Yes No

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

██████████

- 7.14 Are the resources organized for easy access and usage?
 Yes No

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

- 7.15 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:
[REDACTED]

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

- 7.16 Is the institution'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

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

- 7.17 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is [REDACTED].

- 7.18 What portion of the current year's library budget has been spent?
[REDACTED]

How has the money been allocated?
[REDACTED]

- 7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?
 Yes No

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

- 7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.
[REDACTED]

Are these methods appropriate?

Yes No

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

- 7.21 Describe how the faculty have involvement in the selection of library resources.
[REDACTED]

If there is no faculty involvement, insert the section number in parentheses and explain:
[REDACTED]

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 7.22 Does the library collection include magazines and professional journals and periodicals?
 Yes No

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

- 7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No

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

- 7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?
 Yes No

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

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

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

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

- 7.26 Who supervises and manages the library on-site, and what are this person's qualifications?
[REDACTED]

Does this individual:

- (a) Supervise and manage the library and instructional resources?

Yes No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes No

(c) Assist students in the use of instructional resources?

Yes No

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

█

7.27 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes No Not Applicable (Library staff do not hold foreign credentials.)

7.28 Is documentation on file to reflect the librarian's participation in annual professional growth activities?

Yes No

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

█

7.29 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?

█

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

Yes No

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

█

7.31 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

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

█

7.32 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes No Not Applicable (no interlibrary agreements)

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

█

- 7.33 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No

FOR MASTER'S DEGREES ONLY

- 7.34 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
 Yes No

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

- 7.35 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the online and computer-based library resources?
 Yes No

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

- 7.36 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
 Yes No

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

- 7.37 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
 Yes No

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

- 7.38 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No

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

- 7.39 What library resources does the campus provide to support a better understanding of methods and principles scholarly research and how to use information ethically at the graduate level?

If no resources are provided, insert the section number in parentheses and explain:

█

GENERAL COMMENTS:

█

COMMENDATIONS:

█

RECOMMENDATIONS:

█

8. PROGRAM EVALUATION

Name of (ACICS Credential) in (Program Title)

FOR ALL PROGRAMS

8.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (*Skip to 8.02*)

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification, or other registration necessary to practice in the specific occupational or professional area.

█

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

█ percent.

Add additional qualifiers if necessary: █

(b) What are this program's pass rates for the past three years?

Year: █ Pass Rate: █

Not Available

Year: █ Pass Rate: █

Not Available

Year: █ Pass Rate: █

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates as set by either state or federal requirements or the Council standard of 70 percent?

Yes No Not Applicable

If *No*, does the campus provide 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

If *Yes* (the campus has a CEP), what activities does the campus have planned to improve the program pass rate?
 [REDACTED]

If *No* (the campus does not have a CEP), insert "Sections 2-1-809, 3-1-110, and 3-1-512" in parentheses and explain:
 [REDACTED]

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

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

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

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
 [REDACTED]

8.05 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:
 [REDACTED]

8.06 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.)

[If more than one program is listed on the report] If *No*, list programs that fall below the standards.
 [REDACTED]

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

[If more than one program is listed on the report] If *No*, list programs that fall below the standards.
 [REDACTED]

If *No* for either item, does the campus provide 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

If *Yes*, what specific activities does the campus have planned to improve the student retention and/or placement rate(s)?

█

If *No*, insert "Sections 2-1-809, 3-1-110, 3-1-111, 3-1-512, and Appendix K" in parentheses and explain:

█

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes No

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

█

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

█

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?

Yes No

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

█

8.09 Does the program include an externship?

Yes No (*Skip to 8.10.*)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

█

8.10 Does the program use independent studies?

Yes No (*Skip to 8.12.*)

8.11 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes No

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

- 8.12 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:

- 8.13 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:

- 8.14 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* for any item, insert the section number in parentheses, list the courses, and explain:

█

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

Yes No

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

█

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

Yes No

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

█

8.17 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 8.20.*)

8.18 Do 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:

█

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

Yes No Not Applicable (clock hour programs only)

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

█

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

█

FOR ALL PROGRAMS

8.20 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) Support for modes of instructional delivery?

Yes No

(e) Personnel?

Yes No

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

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

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

If there is no evidence of appropriate or sufficient inclusion of any of these components, insert the section number in parentheses and explain:
[REDACTED]

FOR NONDEGREE PROGRAMS ONLY

8.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?

Yes No

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.23 Are all faculty assigned to teach in no more than three fields of instruction at any given time, with no more than five preparations?

Yes No

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

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

8.24 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:
[REDACTED]

8.25 Is the size of the faculty appropriate to the total student enrollment?

Yes No

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

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

8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes No

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

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

8.27 Are teaching loads reasonable?

Yes No

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.28 Are teaching loads reasonable?

Yes No

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

8.29 What is the current student/teacher ratio?

[Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety). After calculating the ratio, delete these instructions.]
[REDACTED]

8.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

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

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 8.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?
 Yes No

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

- 8.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
[REDACTED]

If the curriculum does not approximate the standards at other collegiate institutions, insert the section number in parentheses and explain, using specific examples:
[REDACTED]

- 8.33 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)

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

- 8.34 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No

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

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 8.35 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?
 Yes No

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

- 8.36 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No

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

- 8.37 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
[REDACTED]

If the curriculum does not approximate the standards at other collegiate institutions, insert the section number in parentheses and explain, using specific examples:
[REDACTED]

- 8.38 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)

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

- 8.39 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not Applicable

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

FOR BACHELOR'S DEGREES ONLY

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

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

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

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

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

If *Yes*, what are the requirements for admission?
[REDACTED]

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

- 8.43 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
[REDACTED]

If the curriculum does not approximate the standards at other collegiate institutions, insert the section number in parentheses and explain using specific examples:
[REDACTED]

- 8.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

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

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

Yes No

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

FOR MASTER'S DEGREES ONLY

- 8.46 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.
[REDACTED]

Does the committee include the following:

(a) Students?

Yes No

(b) Faculty?

Yes No

(c) Administrators?

Yes No

(d) Employers?

Yes No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:
[REDACTED]

8.47 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes No

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

8.48 Describe how the graduate program faculty members are directly involved in the development and modification of the master's degree policies, procedures, and curricula.

8.49 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent of coursework, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent of coursework at the graduate level if a thesis is not required?

Yes No

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

8.50 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

If the curriculum does not approximate the standards at other collegiate institutions, insert the section number in parentheses and explain, using specific examples:

8.51 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes No

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

8.52 Do all faculty members possess a graduate degree in the field or a related field of the courses they are teaching, or do those without master's degrees demonstrate evidence of exceptional practical or professional experience in the assigned field, or are they teaching in an assigned field in which graduate degrees are not widely available?

Yes No

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

8.53 Is the number of faculty with terminal degrees appropriate for the graduate enrollment?

Yes No

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

█

- 8.54 Does the faculty possessing terminal degrees teach at least one-half of all graduate-level courses?
 Yes No

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

█

- 8.55 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?
 Yes No

If *Yes*, describe how the campus encourages scholarly activity:

█

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

█

GENERAL COMMENTS:

█

COMMENDATIONS:

█

RECOMMENDATIONS:

█

[For campuses approved to offer distance education, complete the following section.]

NONTRADITIONAL EDUCATION

- H-A Distance Education (Online and Hybrid/Blended)

Up to 50% 50% or more

- A.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications and any other responsibilities currently held at the campus (if applicable)?

█

- A.02 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

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

█

- A.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?
 Yes No

Describe documentation that was reviewed which enabled the team to make this determination.

█

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

█

A.04 Are the time and resources devoted to the administration of distance education sufficient?

Yes No

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

█

A.05 Does the institution have a plan to implement distance education instruction?

Yes No

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

█

A.06 If the institution has a plan, does it include the following:

(a) Rationale?

Yes No

(b) Resources?

Yes No

(c) Course/program objectives?

Yes No

(d) Course content?

Yes No

(e) Student assessment?

Yes No

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

█

A.07 Does the institution integrate this plan into the Campus Effectiveness Plan?

Yes No

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

█

A.08 Is the delivery method appropriate for students and the curriculum?

Yes No

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

█

A.09 Describe the distance education delivery method(s) the campus utilizes: fully online, hybrid/blended, or both.

██████████

A.10 Are admission requirements for distance education courses/programs identified by the institution?
 Yes No Not Applicable (There are no additional admissions requirements.)

If *Yes*, describe the admissions requirements.

██████████

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

██████████

A.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?
 Yes No Not Applicable (No admissions test is required.)

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

██████████

A.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program and how the student's privacy will be protected?
 Yes No

If *Yes*, explain how and when this information is disclosed.

██████████

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

██████████

A.13 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?
 Yes No Not Applicable (There are no additional charges or fees associated with the verification of student identity.)

If *Yes*, explain how and when this information is disclosed.

██████████

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

██████████

A.14 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to access this mode of delivery during the admissions/enrollment process?
 Yes No

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

- A.15 Describe the online orientation program that the institution provides to familiarize students with the equipment, learning management system, and resources used in the distance education activities, as well as the available support services (including technical support).
[REDACTED]

Is this orientation adequate?

Yes No

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

- A.16 Do syllabi identify course learning objectives, and does each course learning objective support one or more program learning outcomes?

Yes No

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

- A.17 Describe how the courses provide opportunities for interaction between faculty and students and among students.
[REDACTED]

Are these opportunities sufficient and appropriate?

Yes No

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

- A.18 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?

Yes No

If *Yes*, describe documentation reviewed by the team to evidence this.
[REDACTED]

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

- A.19 Is the curriculum administered in a way that maintains security of access?

Yes No

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

A.20 Describe the student identity verification method used by the campus.

██████████

Is this method adequate?

Yes No

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

██████████

A.21 Does the institution employ academically and experientially credentialed faculty to teach online courses?

Yes No

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

██████████

A.22 Describe the institution's learning management system and the technical support provided for the system.

██████████

Is the learning management system accessible and reliable and does the technical support effectively facilitate online instruction and learning?

Yes No

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

██████████

A.23 Are the faculty properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment?

Yes No

If *Yes*, explain how and when faculty members are trained to utilize the institution's learning management system.

██████████

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

██████████

A.24 Does the institution demonstrate appropriate faculty student ratios to support the following:

(a) Faculty and student interaction?

Yes No

(b) Facilitation of interaction among students?

Yes No

(c) Facilitation of interaction with curriculum content?

Yes No

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

- A.25 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?

Yes No

If *No* for missing plans and/or documentation, insert the section number in parentheses, list faculty names, and explain:
[REDACTED]

- A.26 Does the institution have adequate financial resources to support the courses/program(s)?

Yes No

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

- A.27 Do students who are in a program, of which 50 percent or more is delivered online, have access to, at a minimum, a virtual library collection of program-related books, journals, and periodicals, and virtual library and information technology services?

Yes No

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

- A.28 Does the institution provide support services for online students which are the same or equivalent to those provided for on-ground students in the following areas:

(a) Counseling?

Yes No

(b) Academic advising?

Yes No

(c) Financial aid?

Yes No Not Applicable (The institution does not participate in financial aid.)

(d) Employment assistance?

Yes No Not Applicable (The institution enrolls only international students on a student visa.)

If *Yes* for any item, describe how the institution provides these support services to students.
[REDACTED]

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

- A.29 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?

Yes No

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

- A.30 Do assessments and assignments demonstrate student achievement of course learning objectives?
 Yes No

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

- A.31 Does the institution document that it conducts the following:
- (a) Course/program evaluations (including assessments of educational outcomes)?
 Yes No
 - (b) Student retention and placement?
 Yes No
 - (c) Student satisfaction?
 Yes No
 - (d) Faculty satisfaction?
 Yes No
 - (e) Employer satisfaction?
 Yes No

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

- A.32 Does the institution fully disclose what forms of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material?
 Yes No

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

GENERAL COMMENTS:
[REDACTED]

COMMENDATIONS:
[REDACTED]

RECOMMENDATIONS:
[REDACTED]

[For campuses utilizing an approved consortium agreement for distance education, complete the following section.]

FOR MAIN OR BRANCH CAMPUSES UTILIZING CONSORTIUM AGREEMENTS

- C.01 Does the institution fully disclose the consortium agreement by which it will offer distance education courses in its catalog and web site, and when appropriate, in its advertising and promotional material?
 Yes No

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

C.02 Who is the on-site individual responsible for supporting students who are taking distance education courses through the consortium agreement, and what are this person's qualifications?
[REDACTED]

C.03 How does the campus evidence that this individual possesses appropriate technical skills/experience?
[REDACTED]

If there is no evidence, insert the section number in parentheses and explain:
[REDACTED]

C.04 Do the students confirm that they are provided with a knowledge base of technology utilization/an orientation for utilizing distance education delivery methods?

Yes No

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

C.05 Do students confirm that they receive institutional support for the distance education courses they are taking through the consortium agreement, and that any concerns they may have are addressed?

Yes No

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

C.06 Does the consortium agreement identify the following:

(a) How curriculum and instruction is monitored?

Yes No

(b) How curriculum revisions will be undertaken?

Yes No

(c) How student grievances are addressed?

Yes No

(d) That the institution seeking approval retains ultimate responsibility for the delivery of its programs and the satisfaction of its students?

Yes No

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

C.07 Is more than 50% of the program delivered by the institution that awards the academic credential?

Yes No

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

C.07 Does the institution have a contract with an unaccredited institution or entity for the delivery of up to 25% of a program?

Yes No

If Yes, does the institution provide the following:

(a) A full catalog description of the program and services provided by the contractor?

Yes No

(b) A systematic plan for administrative and student evaluations of instructors?

Yes No

(c) Evidence of the qualifications of faculty?

Yes No

(d) Plans for the completion of the program should the contractor fail to provide contracted services?

Yes No

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

█

GENERAL COMMENTS:

█

COMMENDATIONS:

█

RECOMMENDATIONS:

█

[For campuses approved to offer self-paced instruction, complete the following section.]

NONTRADITIONAL EDUCATION

- H-B Self-paced Instruction

B.01 Who is assigned to provide administration of the self-paced instruction activities at the institution, and what are this person's qualifications?

█

B.02 Does this individual possess appropriate academic or experiential qualifications?

Yes No

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

█

B.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

Yes No

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

█

Describe documentation that was reviewed which enabled the team to make this determination.

█

B.04 Are the time and resources devoted to the administration of self-paced instruction sufficient?

Yes No

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

█

B.05 How does the institution evidence that it has demonstrated a shift from a teacher-centered to a learner-centered environment?

█

If there is no evidence, insert the section number in parentheses and explain:

█

B.06 How does the institution ensure that faculty possess the technical skills to teach in a self-paced environment?

█

If there is no evidence that faculty possess the appropriate technical skills, insert the section number in parentheses and explain:

█

B.07 Is the delivery method appropriate for students and the curriculum?

Yes No

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

█

B.08 Does the institution identify the admission requirements for the self-paced courses/program(s)?

Yes No Not Applicable (There are no special admission requirements.)

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

█

B.09 Do syllabi identify course learning objectives, and does each course learning objective support one or more program learning outcomes?

Yes No

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

█

B.10 Describe the evidence that the institution has a thoroughly developed rationale that demonstrates that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered?

█

- B.11 Is the institution in compliance with applicable federal and state regulations?
 Yes No

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

- B.12 Are all faculty teaching self-paced courses academically and experientially credentialed to oversee this form of instruction?
 Yes No

If *No*, insert the section number in parentheses, list the faculty and course(s), and explain:
[REDACTED]

- B.13 Describe how faculty are adequately trained to instruct in a self-paced environment.
[REDACTED]

If there is no evidence that faculty are adequately trained, insert the section number in parentheses and explain:
[REDACTED]

- B.14 Are the institution's educational resources and technology appropriate for self-paced delivery?
 Yes No

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

- B.15 Does the institution demonstrate appropriate faculty student ratios to support the following:

- (a) Faculty and student interaction?
 Yes No
- (b) Facilitation of interaction among students?
 Yes No
- (c) Facilitation of interaction with curriculum content?
 Yes No

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

- B.16 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?
 Yes No

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

- B.17 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?

Is this orientation adequate?

Yes No

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

- B.18 Does the institution provide support services for students in self-paced programs which are the same or equivalent to those provided for on-ground students in the following areas:

(a) Counseling?

Yes No

(b) Academic advising?

Yes No

(c) Financial aid?

Yes No Not Applicable (The institution does not participate in financial aid.)

(d) Employment assistance?

Yes No Not Applicable (The institution enrolls only international students on a student visa.)

If *Yes* for any item, describe how the institution provides these support services to students.

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

- B.19 Are the course learning objectives for self-paced courses the same as the learning objectives for the same on-ground courses?

Yes No

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

- B.20 Do assessment and assignments demonstrate student achievement of course learning objectives?

Yes No

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

- B.21 Does the institution properly disclose the use of self-paced delivery in its catalog, on its web site, and in any relevant advertising and promotional material?

Yes No

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

GENERAL COMMENTS:
[REDACTED]

COMMENDATIONS:
[REDACTED]

RECOMMENDATIONS:

[For campuses approved to offer direct assessment competency-based programs, complete the following section.]

NONTRADITIONAL EDUCATION

- H-D Direct Assessment Competency-based Programs

1. ACICS Approval

a. For Initial Accreditation

The institution must demonstrate that it meets all the standards pertaining to Direct Assessment Competency-based programs. The institution would have completed an Initial Resource Visit. The self-study would describe the institution's instructional delivery.

If the interactions with the faculty are through online or distance education methods or a combination of online and face-to-face or classroom-based methods, the institution also needs to comply with distance education standards (Appendix H, Section II).

If granted initial accreditation, the institution will be required to undergo further ACICS review and approval prior to applying to the U.S. Department of Education for participation in Title IV financial aid programs.

For initial accreditation, *skip to Question 2*.

b. For Renewal of Accreditation or Expansion of Scope to Include Direct Assessment Competency-based Programs

Indicate the date of ACICS approval of this delivery method:
[REDACTED]

Describe any conditions of approval from ACICS:
[REDACTED]

2. An Overview of the Direct Assessment Competency-based Program(s)

(a) What programs are offered through the competency-based instructional modality?

██████████

(b) Describe in general how the institution is delivering direct assessment competency-based programs. Is distance education used for faculty-student interaction? How do faculty oversee students' progress? Include any other pertinent overview of the delivery modality.

██████████

(c) Describe how the institution determines credit hour or clock hour equivalencies.

██████████

D.01 Who is assigned to provide administration of the direct assessment competency-based activities at the institution, and what are this person's qualifications?

██████████

D.02 Does this individual possess appropriate academic or experiential qualifications?

Yes No

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

██████████

D.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

Yes No

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

██████████

Describe documentation that was reviewed which enabled the team to make this determination.

██████████

D.04 Are the time and resources devoted to the administration of direct assessment competency-based activities sufficient?

Yes No

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

██████████

D.05 Does the institution maintain, as part of the permanent academic record, student work submitted for direct assessment along with the institution's assessment of student achievement?

Yes No

If *Yes*, describe how the institution indicates on student transcripts the specific competencies required for the courses or the program(s):

██████████

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

- D.06 Explain how the institution indicates that the competency-based learning approach supports the mission and objectives of the institution.
[REDACTED]

Is the institution's description clear and sufficient?

Yes No

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

- D.07 Describe the process the institution used to identify and define specific competencies (knowledge, skills, and professional behavior) related to the direct assessment competency-based program(s):
[REDACTED]

Does the institution maintain a record of formal input from employers, experts in the field, faculty, alumni, and administrators?

Yes No

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

- D.08 If the institution includes a plan for direct assessment competency-based programs in the CEP, does the plan include the following:

(a) Rationale?

Yes No

(b) Overall structure?

Yes No

(c) Course/program objectives?

Yes No

(d) Direct assessment methods engaged?

Yes No

(e) Adoption of best practices in competency-based education?

Yes No

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

- D.09 How does the institution plan for continuous assessment of the effectiveness of the direct assessment competency-based program(s) and provide for continuous improvement in the program(s) in the Campus Effectiveness Plan (CEP)?
[REDACTED]

D.10 Are these plans adequate?

Yes No

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

█

D.11 Is a systematic process utilized in identifying and defining specific competencies related to the program?

Yes No

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

█

Does the process include participation of the following?

(a) Employers?

Yes No

(b) Experts in the field?

Yes No

(c) Faculty?

Yes No

(d) Alumni?

Yes No

(e) Administrators?

Yes No

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

█

D.12 Does the institution have adequate plans for continuous assessment of the effectiveness and continuous improvement of the direct assessment competency-based program(s) and provide for continuous improvement?

Yes No

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

█

D.13 Are admission requirements for direct assessment competency-based programs identified by the institution?

Yes No Not Applicable (There are no additional admissions requirements.)

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

█

D.14 What objective mechanism does the institution use in its admission process to determine applicants' capability to pursue and complete a competency-based program?

█

- D.15 Are the admission requirements clearly defined, published, and consistently applied?
 Yes No

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

█

- D.16 What direct assessment methods are utilized in the courses in the program(s)?

█

Are these methods appropriate?

- Yes No

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

█

- D.17 Describe how courses are organized in the program(s) to enable students to clearly understand measurable learning objectives.

█

- D.18 Do syllabi for each course identify the following:

(a) Clear learning objectives?

- Yes No

(b) Student competency expectations?

- Yes No

(c) Direct assessment techniques utilized by the faculty?

- Yes No

(d) Criterion-based rating scales or rubric scores?

- Yes No Not Applicable

(e) The institution's systematic methods for determining credit hour or clock hour equivalencies?

- Yes No

(f) How student progress will be monitored?

- Yes No

(g) How final grades will be recorded?

- Yes No

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

█

- D.19 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

- Yes No

If *Yes*, list the community resources and describe how they enhance student achievement and potential career opportunities:

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

- D.20 Does the institution employ academically and experientially credentialed faculty to teach or manage direct assessment competency-based courses?
 Yes No

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

- D.21 Describe how the institution provides adequate technology for faculty to monitor student progress and competency achievements.
[REDACTED]

Is this support adequate?

Yes No

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

- D.22 Is there evidence that faculty development plans are implemented on an annual basis for faculty members teaching direct assessment competency-based courses, including documentation to support completed activities listed on the plans?
 Yes No

If *No* for missing plans and/or documentation, insert the section number in parentheses, list faculty names, and explain:
[REDACTED]

- D.23 What training, in-service activities, and professional development activities does the institution provide for faculty in the competency-based program(s)?
[REDACTED]

Are these activities appropriate and adequate?

Yes No

If *Yes*, how is this documented?
[REDACTED]

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

- D.24 What rationale does the institution use to develop faculty-student ratios in the program(s)?
[REDACTED]

D.24 Describe the support services offered to assist students in achieving their competency goals.

██████████

Are these services appropriate and adequate?

Yes No

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

██████████

D.25 How does the institution orient students to the direct assessment competency-based delivery method?

██████████

Is this orientation adequate?

Yes No

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

██████████

D.26 What training do mentors and student counselors receive in providing suitable support to students in direct assessment competency-based programs?

██████████

Is this training appropriate and adequate?

Yes No

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

██████████

D.27 Has the institution made provisions for competency-based program students who may be advised to transition to a traditional fixed-schedule, teacher-directed format?

Yes No

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

██████████

D.28 Describe the training provided to academic advisors, registrars, career counselors, and financial aid counselors to support direct assessment competency-based program students.

██████████

Is this training adequate and appropriate?

Yes No

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

██████████

- D.29 Does the institution provide support services for students in direct assessment competency-based programs in the following areas:
- (a) Counseling?
 Yes No Not Applicable
 - (b) Academic advising?
 Yes No
 - (c) Financial aid?
 Yes No
 - (d) Employment assistance?
 Yes No Not Applicable (The institution enrolls only international students on a student visa.)

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

- D.30 Explain how the institution demonstrates that it has implemented appropriate policies that describe how it measures whether a student enrolled in a competency-based program is making satisfactory academic progress.

If the institution has not developed/implemented such policies, or if the policies are inadequate, insert the section number in parentheses and explain:

- D.31 Are the institution's satisfactory academic progress policies and procedures implemented to identify in a timely manner when a student enrolled in a competency-based program has withdrawn or changed enrollment status?
- Yes No

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

- D.32 Does the institution maintain evidence that financial aid officers and/or others assigned to monitor satisfactory academic progress have been trained and are adequately monitored for implementing policies affecting competency-based programs?
- Yes No

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

- D.33 Does the institution utilize external entities and experts in providing a portion of the direct assessment competency-based program(s)?
- Yes No

If *Yes*, does the institution have an ACICS-approved contract with each entity/expert outlining the scope and nature of their involvement?

Yes No

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

█

D.34 Does the institution's faculty provide more than 50 percent of the direct assessments of the competency-based program(s)?

Yes No

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

█

D.35 Does the institution fully disclose in its catalog, web site, and when appropriate, its advertising and promotional material, the following information about its direct assessment competency-based program(s):

(a) A clear identification and list of direct assessment competency-based program(s)?

Yes No

(b) A concise and clear description of how such programs are structured and administered?

Yes No

(c) Any special admissions requirements?

Yes No

(d) How students are expected to demonstrate achievement of competency goals?

Yes No

(e) Types of academic and student services offered to assist students to pass the assessments?

Yes No

(f) How student achievements will be shown on the academic transcript?

Yes No

(g) Disclosure of the number of equivalent credit hours or clock hours and the general methodology the institution uses to determine the equivalencies?

Yes No

(h) A clear description of how financial aid will be administered and disbursed for eligible students enrolled in such programs?

Yes No

(i) Disclosure of other entities or experts, in addition to the institution's faculty, engaged in the direct assessment process?

Yes No

(j) Disclosure of the consequences or options available to students if they fail to demonstrate achievement of competency goals within a prescribed period of time?

Yes No

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

█

GENERAL COMMENTS:
[REDACTED]**COMMENDATIONS:**
[REDACTED]**RECOMMENDATIONS:**
[REDACTED]

[For campuses with approved ESL programs, complete the following section.]

ENGLISH AS A SECOND LANGUAGE

F.01 Who is assigned to administer all academic programs, and what are this person's qualifications?
[REDACTED]

F.02 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

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

F.03 Who is assigned to administer the academic ESL program(s) and/or course(s) (program chair or lead instructor), and what are this person's qualifications?
[REDACTED]

F.04 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

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

F.05 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational ESL program(s) and/or courses?
 Yes No

If *Yes*, describe the evidence that the team reviewed.
[REDACTED]

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

F.06 Are the time and resources devoted to the administration of the educational ESL program(s) and/or course(s) sufficient?
 Yes No

If *Yes*, describe how time and resources are allocated to the program.
[REDACTED]

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

FOR STAND-ALONE ESL PROGRAMS ONLY

F.07 Does the curriculum support the mission of the program?

Yes No

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

F.08 Does the campus administer a nationally recognized entrance and exit examination of English comprehension?

Yes No

If *Yes*, provide the name of the entrance and exit exams used and the relationship between test cut-off scores and the program curriculum.
[REDACTED]

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

F.09 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:

(a) have previous knowledge, training, and skills in a vocational field?

OR

(b) are solely enrolled to obtain ESL competency unrelated to a vocation?

Yes No

If *Yes*, describe what evidence the team evaluated to confirm the basis on which students are admitted to the program.
[REDACTED]

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

F.10 Describe the placement services offered, if any.
[REDACTED]

F.11 Does the program lead to a degree or certificate?

Yes No

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

F.12 Is the program eligible for Federal Financial Aid (Pell Grants)?

Yes No

F.13 Is the length of the program:

(a) at least one year in length (public or non-profit institution of higher education)?

OR

(b) at least six months in length (postsecondary vocational institution or a proprietary institution of higher education)?

Yes No

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

F.14 What documentation evidences that the ESL program meets all state requirements?

F.15 Does the curriculum evidence a well-organized and aligned sequence of English language skills leading to an academic credential?

Yes No

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

F.16 Does the catalog and/or other advertising material, such as brochures and the institution's web site, accurately describe the program and its objectives?

Yes No

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

F.17 Is an appropriately detailed syllabus on file for each course that includes the following:

(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

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

F.18 Do students confirm that they receive a course syllabus and that it is followed?

- Yes No

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

F.19 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

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

F.20 Describe how the program includes the following required instructional components:

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

If there is no evidence of appropriate or sufficient inclusion of any of these components, insert the section number in parentheses and explain:

F.21 Does the program utilize a variety of community resources to enhance student achievement?

- Yes No

If *Yes*, list the community resources and describe how they enhance student achievement:

█

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

█

- F.22 Describe how the campus demonstrates the involvement of ESL faculty in professional organizations and workshops, enabling them to meet the special needs of the ESL student.

█

If the campus does not demonstrate the involvement of ESL faculty in professional organizations and workshop, insert the section number in parentheses, list the faculty and courses, and explain:

█

- F.23 What documentation did the team review to evidence that all faculty members have an appropriate degree and experience in teaching ESL?

█

If any ESL faculty members do not have an appropriate degree and experience in teaching ESL, insert the section number in parentheses, list the faculty and courses, and explain:

█

- F.24 Are the teaching loads reasonable?

Yes No

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

█

- F.25 What is the current student/teacher ratio?

[Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix).

-Divide by the number of such courses being offered that term. Round to the nearest whole number. (Refer to the class schedule in its entirety.)]

█

- F.26 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

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

█

FOR COURSES THAT ARE PART OF AN ELIGIBLE PROGRAM ONLY

- F.27 Is the clock-to-credit-hour conversion for the ESL course appropriate?

Yes No

F.28 Was the team able to verify that the ESL course is remedial in nature?

Yes No

If *Yes*, describe the evidence that the team reviewed:

█

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

█

F.29 Describe how the campus demonstrates the involvement of ESL faculty in professional organizations and workshops, enabling them to meet the special needs of the ESL student.

█

If the campus does not demonstrate the involvement of ESL faculty in professional organizations and workshop, insert the section number in parentheses, list the faculty and courses, and explain:

█

F.30 What documentation did the team review to evidence that all faculty members have an appropriate degree and experience in teaching ESL?

█

If any ESL faculty members do not have an appropriate degree and experience in teaching ESL, insert the section number in parentheses, list the faculty and courses, and explain:

█

GENERAL COMMENTS:

█

COMMENDATIONS:

█

RECOMMENDATIONS:

█

[For campuses with an approved learning site or sites, complete the following section.]

LEARNING SITE(S) REVIEW REPORT QUESTIONS

1. Who has responsibility for the administration of the learning site? Describe the individual's academic credentials and professional experience. To whom does this individual report?
█
2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?
█
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.

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.
5. If applicable, list the staff members employed only at the learning site, their qualifications relevant to their positions, and their duties.
6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location.
7. List academic programs with courses offered at the learning site and the academic credential awarded. Are full programs offered at the learning site, or only some courses? Identify any programs that are not offered at the campus that has administrative responsibility for the learning site.
8. What is the total enrollment figure for the learning site for the date of the visit? List total enrollment, total day enrollment, and, total evening enrollment.
9. 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.
10. How does the campus administration ensure that students at the learning site have access to proper instructional resource materials (i.e. library materials)?
11. Cite evidence that appropriate personnel records, including official transcripts where necessary, are on file for all administrative staff and faculty located only at the learning site.
12. List the instructional equipment available for faculty and student use at the learning site.
13. 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?
14. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

15. Describe the documentation that evidences that the site is in compliance with fire, safety, and sanitation regulations.



RECOMMENDATION(S)

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



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.

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-138

InstitutionName	VisitCity	VisitState	Reason for Investigative Visit	Current Status
American College For Medical Careers	Orlando	FL	Complaint	Compliant
American College of Commerce and Technology	Falls Church	VA	Adverse Information	Show-Cause
American College of Commerce and Technology - Alhambra	Alhambra	CA	Adverse Information	Show-Cause
American Educational College	Vega Alta	PR	Complaint	Compliant
Art Institute of Salt Lake City	Draper	UT	Quality Assurance Visit - Closing	Compliant
BIR Training Center	Chicago	IL	Adverse Information	Resolved
Branford Hall Career Institute	Springfield	MA	Complaint	Compliance Warning
Brightwood College	San Diego	CA	Complaint	Compliant
Brightwood College	Chula Vista	CA	Complaint	Compliant
Brightwood College	Dallas	TX	Complaint	Compliant
Brown Mackie College - Akron	Akron	OH	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Atlanta	Atlanta	GA	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Cincinnati	Cincinnati	OH	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Findlay	Findlay	OH	Complaint	Compliant
Brown Mackie College - Findlay	Findlay	OH	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Fort Wayne	Fort Wayne	IN	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Greenville	Greenville	SC	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Indianapolis	Indianapolis	IN	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Louisville	Louisville	KY	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - San Antonio	San Antonio	TX	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - South Bend	South Bend	IN	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - St. Louis	Fenton	MO	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Tucson	Tucson	AZ	Quality Assurance Visit - Closing	Compliant
Brown Mackie College - Tulsa	Tulsa	OK	Quality Assurance Visit - Closing	Compliant
California University of Management and Sciences	Anaheim	CA	Adverse Information – BPPE Accusation	RA – Compliance Warning
Career Point College - Spencer Lane Branch	San Antonio	TX	Complaint	Campus Closed
Columbia College	Vienna	VA	Complaint	Compliant
Fortis Institute	Erie	PA	Complaint	Compliant
Gallipolis Career College	Gallipolis	OH	Quality Assurance Visit - Not Renewing	Deferral
Gwinnett Institute	Orlando	FL	Adverse Information	Compliant
Harris School of Business	Cherry Hill	NJ	Complaint	Compliance Warning
Herquan University	Sunnyvale	CA	Show-Cause Unannounced	Continued Show-Cause
Hondros College of Nursing	West Chester	OH	Complaint	Compliant
iGlobal University	Vienna	VA	Complaint	Withdrew prior to review
ITT Technical Institute	Bessemer	AL	Adverse Information	Closed while on Show-Cause
ITT Technical Institute	Indianapolis	IN	Adverse Information	Closed while on Show-Cause
ITT Technical Institute	Liverpool	NY	Adverse Information	Closed while on Show-Cause
ITT Technical Institute	Everett	WA	Adverse Information	Closed while on Show-Cause
ITT Technical Institute	Wilmington	MA	Adverse Information	Closed while on Show-Cause
ITT Technical Institute	Warrensville Heights	OH	Adverse Information	Closed while on Show-Cause
ITT Technical Institute	South Bend	IN	Adverse Information	Closed while on Show-Cause
ITT Technical Institute	Lathrop	CA	Adverse Information	Closed while on Show-Cause
ITT Technical Institute	Madison	MS	Adverse Information	Closed while on Show-Cause
McCann School of Business & Technology	Carlisle	PA	Quality Assurance Visit	Compliant
McCann School of Business & Technology	Dickson City	PA	Quality Assurance Visit	Compliant
Medtech College	Indianapolis	IN	Adverse Information	Campus Closed

Miami-Jacobs Career College	Dayton	OH	Quality Assurance Visit	Compliant
Miami-Jacobs Career College	Troy	OH	Quality Assurance Visit	Compliant
Miami-Jacobs Career College	Springboro	OH	Quality Assurance Visit	Compliant
Miller-Motte Technical College	Gulfport	MS	Quality Assurance Visit - Closing	Institution has closed
National College	Bartlett	TN	Complaint & Renewal of Accred. Visit	Compliant
New York Institute of English and Business	New York	NY	Quality Assurance Visit - Not Renewing	Institution Withdrew under Compliance Warning
Northwest Suburban College	Rolling Meadows	IL	Quality Assurance Visit	Continued Show-Cause
Northwestern Polytechnic University	Fremont	CA	Adverse Information & Complaint	Compliance Warning
PCCTI Healthcare	Oak Brook	IL	Quality Assurance Visit - Not Renewing	Show-Cause
Radians College	Washington	DC	Adverse Information	Campus Closed
Stratford University	Falls Church	VA	Complaint	Compliant
SOLEX College	Wheeling	IL	Adverse Information	Show-Cause

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-139



March 10, 2017

Evaluation Team Report –SPECIAL VISIT REPORT

ID for Campus Visited: 00010547

Main Campus ID: 00010547

Staff Contact: Ms. Perliter Walters-Gilliam – Phone: (202) 336-6769

Application ID: 72780

VISIT RESPONSE DUE DATE: March 20, 2017

Ms. Dawn Reese
Campus Director
Harris School of Business
One Mall Drive, Suite 700
Cherry Hill, NJ 08002
acicscherryhill@harrisschool.com

Dear Ms. Reese:

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 acknowledge that you have received and read the report and include any comments about the report or the visit by uploading your acknowledgment and comments in the online application and selecting the label "Acknowledgment of Visit Report."** Second, please submit your response to the findings in the report via your online application under "Citations." 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 Linda Lundberg at llundberg@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

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



SPECIAL VISIT REPORT

HARRIS SCHOOL OF BUSINESS
One Mall Drive, Suite 700
Cherry Hill, NJ 08002
ACICS ID CODE: 00010547

Ms. Dawn Reese, Campus Director (dreese@harrisschool.com)
(acicscherryhill@harrisschool.com)
<https://www.harrisschool.edu/campus-locations/cherry-hill-nj/>

March 2, 2017

Ms. Perliter Walters-Gilliam
Vice President – Accreditation
ACICS

1. VISIT CONTEXT - INTRODUCTION

- A. Summary and Reason(s) for the visit including assessment of risk, Council directive, external factors, etc.

On Thursday, February 2, ACICS received a detailed complaint from an administrator alleging a number of issues that may violate standards of the *Accreditation Criteria*. Given the nature of these allegations, including inadequacy of resources, faculty qualifications, and assignments, the ACICS At-Risk Institutions' Group (ARIG) determined that an on-site review would be more productive in evaluating compliance. The ARIG also considered 2016 student achievement outcomes for the campus and current ongoing concerns with other campuses under the same corporate ownership.

- B. Institutional organizational and accreditation background (including if there are other branches and learning sites)

This campus is a main location for an institution that also includes four branches in New Jersey, Pennsylvania, and Connecticut. The last ACICS reevaluation cycle took place in winter 2015 and a grant of accreditation awarded in April 2015 with a 2020 expiration (five years).

- C. Summary of team's review and impressions (after visit conclusion)

The ACICS staff representative was greeted and hosted by Ms. Dawn Reese, campus director since August 2016. This was Ms. Reese's first interaction with ACICS and she was cordial and receptive throughout the review. Mr. Tim James, president – south division, was also on site and joined the campus director for the visit debrief. Mr. James was available to answer questions about program versions as well as the corporate process for placement verification.

The ACICS staff received positive feedback on the campus's attempt to bridge communication challenges with the students and provide avenues to reinforce their value and recognition of their successes. The walls were decorated with various indications of that program of student development and support to include a list of those who got employment, displays of their work, and a leadership brunch with those students who meet attendance and academic points. As outlined in this report, a number of areas were identified as needing improvement, and a substantive response will be warranted from the campus given its long-standing history with ACICS and knowledge of these critical compliance elements.

2. PROGRAM & CAMPUS INFORMATION

2016 Campus Retention Rate: 62%

2016 Campus Placement Rate: 72%

Program name	Credential	Length	Total Hours	# of Qtr. Credits	Enrollment
Computerized Accounting Technology*	Certificate		720	52.45	0
Health Claims Specialist	Certificate	30	900	43.50	23
Health Information Technology*	Certificate				0
Legal Office Technology	Certificate	30	900	59.20	21
Massage Therapy	Certificate	31	750	56.25	39
Medical Assistant	Certificate	30	900	43.5	152
TOTAL					235

*The programs have been taught out and are not accepting enrollments.

3. ORGANIZATIONAL EFFECTIVENESS

A. Assessment of the administrator's knowledge and ability to effectively lead campus

a. Who is the onsite administrator? Please describe their academic and/or experiential qualifications to lead the campus.

Ms. Dawn Reese, campus director since August 2016, is the on-site administrator. She joined Premier Education Group (PEG) in 2012 as an administrator at a different campus. Prior to joining PEG, she served in a number of roles at DPT Business School, including campus director for five years and director of education for three years.

b. Summarize the team's observations concerning the onsite administrator's management and oversight at the campus. Based on the team's review, is the campus being run effectively to assure quality in education?

Ms. Reese has been with the corporation for a number of years but was recently reassigned to lead the Cherry Hill campus last year. According to interviews conducted, the campus has had a few leadership changes over the years and Ms. Reese's tenure has been a significant turnaround in some of the issues previously experienced. Ms. Reese was receptive to the review and feedback provided by the ACICS staff member in regards to concerns raised about processes and student concerns.

4. ADMINISTRATIVE CAPACITY AND CAPABILITY

A. What are the key administrative positions and describe the qualifications of the individuals assigned to these positions.

In addition to Ms. Reese who serves as campus director, the campus employs the following individual in these key administrative roles:

1. Director of Career Services – Ms. Derena Cedeno has extensive experience in the staffing industry prior to joining the campus.

2. Director of Education – Ms. Kristin Maguire assumed her position very recently in December 2016 but joined the campus as a medical assistant instructor.
 3. Director of Financial Aid – Mr. Greg White has been with the campus since 2011, serving as director of financial aid for five years before leaving for two years to be a financial aid advisor at Prism Career Institute.
 4. Director of Admissions – BJ Torres has been part of Premier Education Group since 2012, serving as an associate director of admissions for five years at one of the campuses before leaving to be the associate director of admissions at Prism Career Institute for a year prior to returning.
- B. Faculty and staff's awareness of responsibilities and capacity to carry out said responsibilities:
- Copies of signed position descriptions along with acknowledgement of a number of policies were evidenced in all staff files reviewed. There were also copies of performance evaluations, which demonstrate the staff's awareness of responsibilities as well as their being held to the standards for measurement of effectiveness.
- C. Are there grievance policies for students and staff?
- The staff grievance policy is outlined in the PEG Employee Handbook, 2015 on page 3. A hotline was most recently established and communicated via memo in October 2016 to give staff the opportunity to anonymously share grievances without fear of retaliation. The student grievance policy is on page 31 of the 2016 – 2017 Catalog and includes ACICS's information.

5. STUDENT RELATIONS

- A. How many files were reviewed? Describe the distribution of the files (active, withdrawals, SAP, drops, graduates, etc.)
- The ACICS staff requested 12 student files – 3 from each active program – to include admissions information, the academic record, and a copy of the ledger card. These files were reviewed to evaluate that the campus was following its admissions policy, payments were posted appropriately, and pre-requisites were being followed, if appropriate.
- B. Describe evidence that the published admissions criteria are being followed as written and are appropriate.
- The admissions requirements, as outlined on page of the catalog, include evidence of high school graduation, an interview, and taking a Wonderlic admissions test. However, the score is not disclosed, so the ACICS representative could not determine if the students whose files were reviewed passed "...the admissions test with a score that meets the institution's criteria for passing the Wonderlic admissions test." Hence, the admissions policy, in failing to disclose the passing score for the required Wonderlic admissions test, is not clear and evidence of

implementation as written could not be fully determined (Sections 3-1-411 & Appendix C).

- C. What are the recruitments policies and procedures? How are recruitment personnel trained, monitored, and evaluated?

The ACICS staff conducted an interview of Ms. Torres, who shared that a second interview is part of the admissions process to ensure thoroughness of review. Ms. Torres also shared that while calls are not recorded, she is able to hear her team's calls and also actively observe and evaluate interviews. Any area in need of attention is addressed immediately with coaching provided as needed. Finally, the team holds a daily 15-minute briefing and weekly meetings.

Prior to Ms. Torres joining the campus, there was an investigation and action taken against an admissions representative who was engaging in some questionable practices. This concern was shared in the complaint received by ACICS, by students during the interview, and addressed by Mr. James during the visit briefing.

Some students in the medical assistant program shared that there was no guidance provided concerning having felonies prior to enrollment and how that would affect their employment options. This was discussed with Ms. Torres as to why it this area wasn't included in the Admissions Questionnaire so that it would be discussed as part of the process. She directed the ACICS staff to the Felony Disclosure Policy, which is signed by both student and staff during the admissions process – these disclosures were in every file.

- D. Who is assigned to provide employment advising and what documentation was reviewed to evidence that placement services are being provided (career fairs, resume and interviewing preparation, professional development classes, job posting, etc.)?

Ms. Cedeno, as director of careers services, provides employment advising to students, and is assisted by Michelle Acvedo, externship coordinator, to serve all students. Ms. Cedeno, during her interview, shared that she provides in-class sessions on resume building, and reviews and interviewing, and online job searching workshops. The ACICS staff member did observe Ms. Cedeno in a large evening class discussing resume writing resources and reviews that she will conduct as the students progress through their programs.

- E. Summarize the observations from student interviews

A number of interviews were conducted in classes of various sizes in both the daytime and evening programs, as well as of students in the beginning and end of their programs. One medical assistant class was unavailable because they were on a field trip to a museum. Students were very receptive and vocal with their concerns and observations of the school's ability to provide the resources and services they needed to be successful in their programs of study. The following concerns were echoed throughout and corroborated the concerns identified in the complaint:

1. Cleanliness of facilities, particularly the bathrooms – Ms. Reese shared that there is no cleaning service during the day; so staff members, including her, have to clean up after the breaks and replenish supplies. This has to be done in conjunction with other responsibilities.

2. Sufficiency of resources - This will be addressed elsewhere.

3. Miscommunication – This was also shared with the administration that students were confused by guidance provided by the program manager and the director of education concerning certain requirements. Students also did not understand the chain of command and made no mention of the campus director as a resource but rather, if they have a concern, whatever Ms. Maguire said, that was the end of it. Additionally, students were not informed when their instructor was not going to be in attendance or if things changed.

The class schedule was changed from 9am – 2pm to 8am – 3:30pm, negatively impacting students with children (a majority in the MA program), with only limited time for make-up on a Friday (8am – 2pm). This conflicted with work schedules and family responsibilities, and students felt that there was no provision for such circumstances. However, Ms. Reese and Mr. James both agreed that meetings with the students were warranted to provide additional information and an opportunity for feedback.

6. EDUCATIONAL AND ACADEMIC QUALITY

- A. Who is assigned to provide administration of all academic programs? Is there evidence that this individual is academically and/or experientially qualified for the role and has sufficient time and resources to carry out their responsibilities?

As noted previously, Ms. Kristin Maguire is the director of education. She was out of the office for medical reasons and as such, was unavailable for an interview. Prior to joining the campus as an instructor in January 2016, she was the director of student services/campus director at Jolie Health and Beauty Academy for nine months and program director at a number of other career colleges. Faculty files did not contain data sheets but according to her resume, she holds a medical assistant and phlebotomy diploma from Omega Institute and an associate's degree in medical billing and coding from Anthem College Online. Besides her resume, there was no evidence to determine that she was academically or experientially qualified for this role. Further, she also teaches in the medical assistant program, and official transcripts were not on file or an outline of her ability to provide both administrative oversight of all programs in addition to having to teach. This concern was further confirmed following a review of faculty files, all of which were missing official transcripts and current faculty development plans with evidence of implementation. Further, there was limited program-level support to Ms. Maguire. Hence, there is insufficient evidence to conclude that the director of education is academically and/or experientially qualified for her role while having sufficient time and resources to carry out responsibilities (**Section 3-1-511**).

- B. Describe the evidence that all programs have appropriate administrative oversight.

The campus has only one program manager, Ms. Tina Vickerman, who oversees all programs offered. Ms. Vickerman is a medical assistant instructor who assumed this additional responsibility in August 2016 after only joining the campus in April 2016 as an instructor. Prior to joining the campus, Ms. Vickerman was the medical assistant program and externship coordinator at STAR Career Academy for nine months and medical assistant program manager/leader at Anthem Institute for almost three years. Ms. Vickerman is assigned to provide leadership for the massage therapy and legal office technology programs. However, she is not qualified to do so and as such, these programs lack appropriate program oversight (**Section 3-1-511**).

- C. Based on interviews, observations, and documentation, summarize the evidence that instructional resources, equipment, and facilities are appropriate and sufficient to meet educational objectives.

As a result of interviews and observations, the team concluded that instructional resources and equipment were not sufficient to meet educational objectives, specifically in the medical assistant program (**Sections 3-1-531(a) & 3-1-601**). The scales are not calibrated in the medical assistant lab, and the height measurement lever does not work. With more than 150 students in the program and with classes being as large as 20 students, there are only three thermometers; and faculty have to coordinate and share resources in order to serve students.

While concerns were raised by students concerning the facilities, the ACICS staff representative did not observe any major issues with cleanliness; but it should be noted that the campus has been in the building for a long time and there is a need for an overall “face lift” to the main floor serving students – the 7th floor.

- D. Summarize evidence that all faculty members are appropriately qualified (academically and experientially) to teach their assigned courses.

The ACICS staff sampled 10 of the 23 faculty currently noted as teaching on the organizational chart. Only two files included official qualifying transcripts and as such the campus must provide copies of official qualifying transcripts for all teaching faculty, including the program manager and director of education, except for Ms. Lenora Marshall and Roslyn Hamilton (**Section 3-1-542**).

Further, only resumes were on file with no documentation to support experiential qualification of these faculty members (**Section 3-2-104(b) & (c)**). For example, Ms. Hamilton is assigned to teach 103COM Microsoft Excel, but there was no evidence of a certification or other qualification to teach the course since her credentials were in education and business. Mr. Dwayne Locker, who has been with the campus since 2015, is assigned to teach 111MOA Microsoft Office Applications and 121WPW Word Processing I for Windows. He holds a bachelor’s degree from Grace Christian College (no transcript on file) with no documentation to support experiential qualifications. During the last module, he taught 510CE Coder’s English and 110BKB Basic Keyboarding. There was no evidence that he is qualified to have taught those classes.

Ms. Kristen Hildebrandt, an instructor in the massage therapy program, was assigned to teach the CPR course during the last module; but her CPR certificate

expired on September 25, 2016, with no evidence of renewal. This course must be taught by a certified CPR instructor, so the ACICS staff member is concerned that this course may not have been properly taught for more than just the last module. Hence, the campus must provide evidence that this course has been taught by credentialed faculty from fall 2016.

- E. Describe the evidence that all faculty members have current and individualized faculty development plans on file. Further, that there is evidence that they are aware of academic policies that have been adopted (academic freedom and academic governance).

There were no current faculty development plans on file for any faculty member (**Section 3-1-543**). Some files included plans from 2014 and 2015 with dated documentation of completion of in-service training. Hence, the campus must provide a current plan which includes both in-service and professional growth activities, along with evidence of implementation for all current faculty members.

- F. Is there evidence that there is sufficient faculty and resources to serve the academic needs of students and ensure educational quality?

Given the assignment of faculty members whose qualifications could not be confirmed, and given that information shared during the visit indicate that there are common instances of classes left unattended or faculty coming in more than an hour late or faculty getting their teaching assignments the day before the module is scheduled to start, the ACICS staff member concluded that there is insufficient evidence that indicate that faculty is sufficient to provide instructions for the almost 250 students being served at the campus (**Section 3-2-105**). Further, the administration shared that there are no full-time faculty members but on average, they all teach about 30 hours per week and get paid for additional services. However, there were old data sheets in some files which made reference to "full time" status of faculty.

- G. Evaluate the appropriateness of academic components critical to student outcomes at the campus.

The campus currently has more than 50 students on externships since all programs, except massage therapy, include this requirement. The ACICS staff requested and reviewed the list of current sites and agreements, which were appropriately signed. The agreements focused on all the legal components and made reference to providing a syllabus to the site if requested. Students received an externship packet, which supposedly included the syllabus. However, during interviews it was shared that syllabi were not received on the first day of classes; and in some instances, faculty members did not receive a syllabus until after the course started. Hence, there is a concern that a detailed syllabus is not being made available to each student enrolled in the classes, including the externship (**Section 3-1-513(a)**).

Further, the externships are coordinated by Ms. Acevedo, externship coordinator, with evaluation conducted by the externship sites. The administration confirmed that there is no faculty involvement in the externships. Given that this is considered an academic course with required faculty oversight, the externships

are not under the supervision of a qualified faculty member to ensure the application of previously studied theory (**Section 3-1-513(a) & Glossary**).

7. PUBLICATIONS AND DISCLOSURES

A. Catalog

The staff was provided with two versions of the 2016 – 2017 Catalog for Harris School of Business that include four locations: Cherry Hill, NJ; Linwood, NJ; Hamilton, NJ; and Upper Darby, PA.

As previously noted, the admissions requirements, as detailed under Evaluation on page 8 of the 2016 – 2017 Catalog, does not disclose the score required for passing the Wonderlic admissions test for admissions (**Appendix C**).

The catalog includes the Professional Medical Assistant Plus and Health Claims Specialist Plus programs, which are currently being taught out and being replaced by 900-hour programs.

B. Public Performance Disclosures

What information is publicly disclosed as required by ACICS and the US Department of Education?

The ACICS staff member was able to access, with multiple clicks to the Premiere Education Group main disclosure library from the campus's Consumer Information link, the required student achievement disclosures. This information is published but not necessarily readily accessible to students who may have an interest in finding it.

A copy of the ACICS 2016 CAR summary report was provided along with a graduation rate of 87% (for 2011-2012 starts) with no indication of how that rate was actually calculated.

8. DATA INTEGRITY REVIEW

A. Placement Verification

Since July 2016 when the PVP process was mandated to all campuses, this campus has reported 96 placements, with an 82 percent response rate from graduates and/or employers and a 70 percent validation rate by ACICS.

The ACICS staff was unable to make any on-site calls to graduates or employers submitted to the campus's PVP account. However, a detailed discussion was had with Mr. James and Ms. Reese on the verification process and the need for campus-level involvement in the process (currently done at PEG for all campuses). This is critical because only those placements validated by ACICS will be reported on the 2016 – 2017 Campus Accountability Report.

Further, the campus should take note of the eight placements which are marked as invalid on the PVP. Resubmission of **updated** employment information may be done, but the record will remain in the system. Further, the campus should also note that a phlebotomist and patient care technician are not an acceptable placement for the professional medical assistant program, and benefit must be confirmed by the graduate or the employer.

SUMMARY

An explanatory response is required for the following areas:

#	Criteria Section	Summary
1	3-1-411 & Appendix C	The admissions criteria do not specify the Wonderlic passing score required (pages 4, 5, & 9).
2	3-1-511	There is no evidence that the director of education has appropriate qualifications as well as time and resources to oversee all programs (page 6). The legal office technology and massage therapy programs do not have an appropriately credentialed administrator (page 7).
3	3-1-513(a) & Glossary	There is no evidence that syllabi are made available to all students (page 8). The externship course does not meet Council standards, in the agreements and oversight (pages 8 & 9).
4	3-1-531(a) & 3-1-601	Instructional equipment and resources are inadequate in the medical assistant program (page 7).
5	3-1-542	Official transcripts are not on file for a majority of faculty members (page 7).
6	3-1-543	There are no current faculty development plans on file for faculty members with any evidence of implementation (page 8).
7	3-2-104 ((b) & (c)	There was no evidence to determine that all faculty members hold the necessary academic and/or experience to teach their assigned courses (pages 7 & 8).
8	3-2-105	There is insufficient indication that faculty is adequate to ensure sound direction of all programs (page 8).



November 2, 2016

Evaluation Team Report –SPECIAL VISIT REPORT

ID for Campus Visited: 00010934

Main Campus ID: 00010934

Staff Contact: Mrs. LaToya Boyd – Phone: (202) 336-6777

Application ID: 71213

VISIT RESPONSE DUE DATE: November 14, 2016

Mr. Peter Correa
Campus President
Fortis Institute
5757 West 26th Street
Erie, PA 16506
ACICSerie@edaff.com

Dear Mr. Correa:

A copy of the revised 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 acknowledge that you have received and read the report and include any comments about the report or the visit by uploading your acknowledgment and comments in the online application and selecting the label "Acknowledgment of Visit Report."** Second, please submit your response to the findings in the report via your online application under "Citations." 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 Linda Lundberg at llundberg@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

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



SPECIAL VISIT REPORT

CAMPUS
FORTIS INSTITUTE
5757 West 26th Street
Erie, PA 16506
ACICS ID Code: 00010934

Mr. Peter Correa, Campus President (pcorrea@fortisinstitute.edu)
(ACICSerie@edaff.com)

October 14, 2016

Mrs. Susan Mago	Student Relations/Generalist	Globe University/Minnesota School of Business	East Bethel, MN
Mrs. LaToya Boyd	Staff Representative	ACICS	Washington, D.C.

1. VISIT CONTEXT – INTRODUCTION

- A. Provide a summary and reason(s) for the visit including assessment of risk, Council directive, external factors, etc.

The special unannounced visit was prompted by two significant student complaints concerning overall quality of academic delivery and faculty qualifications, Council concerns on retention and placement rates, and concern regarding the status of the institution being on heightened cash monitoring 1 (HCMI) with the U.S. Department of Education (US DOE).

The two student complaints referenced unqualified instructors in the heating, ventilation, and air conditioning (HVAC), welding, and construction management programs; overcrowding in the classrooms; and frequent changes to student schedules in addition to unsupervised classrooms, drug use during class, and unsafe conditions which resulted in one student being injured. One of the complaints was signed by more than 40 students.

- B. Provide a summary of the team's review and impressions (at the visit conclusion).

At the conclusion of the one-day visit, the team has determined that while some claims reported in the complaints were in fact valid and had been substantiated through interviews with students, faculty, and staff, the administration was already aware of many of the concerns and had already taken steps to remedy the situations prior to the special visit. The on-site review of the institution did discover three areas of non-compliance, including two that were specifically referenced in the student complaints—unqualified faculty teaching in the HVAC program and unsupervised classrooms, which resulted in a loss of clock hours. The team notes, however, that the unsupervised classrooms were found in the cosmetology program, not the programs listed in the complaints.

The team was unable to substantiate the claims of student injury, drug use, etc., and any related incidents.

2. ORGANIZATIONAL EFFECTIVENESS

- A. Assessment of the administrator's knowledge and ability to effectively lead the campus.

- i. Who is the on-site administrator? Describe this person's academic and/or experiential qualifications to lead the campus.

Mr. Peter Correa, campus president, is the on-site administrator for Fortis Institute. Mr. Correa is a retired U.S. Army Lt. Col. In addition to 24 years of active duty service, he has approximately 20 years of experience in education, most of which has been at career colleges. Mr. Correa has been at this institution since February 2013. Prior to coming to Fortis (Education Affiliates), he was a campus president for Career Education Corporation for 7 years, and also served in leadership roles at Colorado Technical University and American Intercontinental University for a number of years. Mr. Correa has a master's degree in financial management from the U.S. Naval Postgraduate School and a bachelor's degree in engineering and leadership from the U.S. Military Academy at West Point.

(Section 3-1-302): Although Mr. Correa spoke freely about his experiences and academic qualifications, his staff file did not contain any documentation to support or verify his credentials. The only paperwork in his file was an ACICS data sheet.

- ii. Summarize the team's observations concerning the on-site administrator's management and oversight of the campus. Is the campus being run effectively to ensure quality of education?

After speaking with a few faculty members and in conjunction with a number of overall positive comments from students, the team found that, notwithstanding a few concerns, the management and oversight of the campus is generally efficient and effective.

3. ADMINISTRATIVE CAPACITY AND CAPABILITY

- A. List the key administrative positions and describe the qualifications of the individuals assigned to each position.

Mr. Peter Correa is the campus president and on-site administrator. As previously stated, in addition to 24 years of active duty service, he has approximately 20 years of experience in education, and has been at this institution since February 2013. Mr. Correa has a master's degree in financial management and a bachelor's degree in engineering and leadership.

Mr. Michael Carr is the director of education. Mr. Carr has been employed by Fortis Institute since August 2015. He also served as director of education for approximately two years at Miller-Motte Technical College, and as associate dean at Corinthian Colleges, Inc. for just under two years. He worked for eight years in various instructional and leadership positions at ITT Technical Institute as well. Mr. Carr has an MBA and a bachelor of science degree in human resources management, both from Franklin University, and an associate's degree in human resources management from Columbus State Community College.

Mr. Michael Murray, director of admissions, came to Fortis Institute in 2015. According to his ACICS data sheet, he was the owner/consultant for MJM Consulting; a firm that consulted various educational clients in admissions and marketing. He has also worked as vice president of admissions operations for Steiner Education Group, and held leadership positions in admissions for other agencies as well. His ACICS data sheet, which is the only source of information in his file, indicates that Mr. Murray holds an MBA from Florida Metropolitan University and a bachelor's degree in business administration from Tampa College.

Mr. John Zaczyk first joined Fortis Institute as the director of career services in July 2015. Prior to this position, Mr. Zaczyk was the lead recruitment coordinator for Barber National Institute, and before that, actually worked for Fortis Institute (formerly known as Tri-State Business Institute) as a career services advisor for four years.

Mr. Zaczyk's ACICS data sheet lists a bachelor of science degree in business management from Penn State Erie—The Behrend College and a bachelor's degree in business from West Virginia University. The data sheet was the only document in his file.

Mr. Marc Grutkowski has been employed as the financial aid director at Fortis Institute for only four months. However, he has been at the institution since 2006, starting as a financial aid officer, then moving up to assistant financial aid director, a position he held for six years, prior to moving into his current role. The ACICS data sheet provided for Mr. Grutkowski indicates that he earned a bachelor's degree in Finance from Penn State Erie—The Behrend College. Mr. Grutkowski's experience and credentials were referenced on his ACICS data sheet; his file did not contain any other documentation.

The organization chart provided by the institution also lists Ms. Deborah Budney, director of nursing, as a key administrator. Ms. Budney started at the institution in 2006 as an instructor in the nursing program, and was promoted to director of nursing in 2014. She has a bachelor's degree in nursing from American Sentinel University, and holds a current registered nurse license from the Commonwealth of Pennsylvania.

4. STUDENT RELATIONS

- A. How do the current students match their current experience with the information provided to them prior to enrollment?

An interview with 4 dental hygiene, 3 nursing, 4 welding (including 2 who had also completed the HVAC program), and 13 cosmetology students raised concerns of how students are being recruited. All students felt inaccurate information was presented during the enrollment process. These concerns were not related to program content or outcomes but rather, general information about the programs and delivery. All students explained that various components within the enrollment process were presented differently from how programs were actually delivered. One specific example was a significant difference in course scheduling where students were told they would attend 5 days per week for 4 hours per day, but in actuality, courses are delivered from 7:30 a.m. until 6:30 p.m. two days per week. In addition, a consistent complaint from the cosmetology students was that they were interested in enrolling in the associate's degree program; however, as they neared their start date they were told the campus was no longer enrolling in that program. The students felt as though they were initially led to believe they could pursue the associate's degree, only to find they could not.

The team reviewed 10 files that all supported accurate enrollment agreements and disclosures, and were thus unable to find evidence to support the student claims. It was apparent to the team that there was a lack of clear communication between admissions and academic staff; however, no evidence was found to evidence non-compliance.

5. EDUCATIONAL AND ACADEMIC QUALITY

- A. Who is assigned to provide administration of all academic programs? Describe the evidence that this individual is academically and/or experientially qualified for the role and has sufficient time and resources to carry out their responsibilities.

Mr. Michael Carr, director of education, leads the campus academic departments. Mr. Carr holds an MBA and a bachelor's degree in human resource management, both from Franklin University, an associate's degree in human resource management from Columbus State Community College, and an associate's degree in computer science from New River Community College. He has held various academic leadership positions for the past eight years, and previous to those roles, was a faculty member. He has been in his current role since August 2015 and is well qualified for the position.

- B. Explain whether all programs have appropriate administrative oversight.

Each program on the campus has a lead instructor and/or program chair to lead the program and to guide and advise students. All program leaders are well-credentialed with sound experiential backgrounds. Beyond this, programs are grouped by content areas, so lead instructors fall under program chairs. Program chairs are led by a well-qualified director of education. All the above-mentioned positions include time for administration as well as instructing.

- C. Based on interviews, observations, and documentation, summarize the evidence that instructional resources, equipment, and facilities are appropriate and sufficient to meet educational objectives.

The physical tour of the facility supported adequate resources and equipment for all programs. Additionally, the facility includes nearly 12 acres and 6 separate buildings. All buildings were well-designed and spacious, and provided more than adequate space to deliver the various programs. All programs were well-equipped and conducive to a positive learning environment. Twenty-three students, two faculty members, and one program chair stated they were satisfied with the facility and resources. Further, interviews with students supported that instructional resources were sufficient.

- D. Based on student and faculty interviews, observations, and documentation, explain whether the amount of hours and the content for each course and program (including out-of-class assignments) meet the objectives of the program.

The team interviewed 24 active students, 2 full-time faculty members, and 1 program chair. All interviews supported strong curriculum and sound delivery. However, it was noted in one program that the new "standard" curriculum recently implemented lacked proper sequencing. The example provided to the team was that students are now able to enter into the program at multiple starting points, and in some instances some students were working on skills for which they had not received the proper OSHA training. In these instances, the instructor was required to bring them up-to-speed with the other students in order to deliver the material; hindering the learning environment. This concern was raised to the corporate level; however, over three months have passed since the issue was sent, and no formal communication or response from corporate has been received.

In addition, the cosmetology program students expressed concerns with the instructor having to leave the classroom to perform administrative duties, which led to reduced clock hours of instruction.

(Section 3-1-516(a)(ii): Cosmetology students voiced concern that one to two times per week their instructor was pulled out of class to attend administrative meetings, and the class was left unattended for periods of one or more hours. During these times the students were provided no guidance and often had to sit and wait for their instructor to return. Thus, clock hours are not appropriately adhered to in the program.

- i. Are the prerequisites appropriate for the programs offered and are they being followed?

Ten student files were reviewed and each file included an academic transcript. All transcripts evidenced appropriate course sequencing and delivery.

- E. Summarize evidence that all faculty members are appropriately qualified (academically and experientially) to teach their assigned courses.

(Sections 3-1-541 and 3-2-104(c): The team reviewed 17 current faculty files, and all but 1 faculty member was appropriately credentialed and qualified to teach the courses they were assigned at the time of the visit.

Mr. James Mallory was co-teaching in EHV210 and EHV215 at the time of the visit; both are HVAC courses. Mr. Mallory is not experientially or academically qualified to teach HVAC program courses. He holds an associate's degree in programming and an associate's degree in website development and management, both from Tri-State Business Institute. In addition, he has no training or experiential background in any area of HVAC. Further, one of the complaints made against the institution was from 40 current HVAC students whose concerns cited a computer instructor teaching HVAC classes. The team thinks the complaint was in reference to Mr. Mallory, as he also teaches a computer class, which he is well qualified to teach.

- i. Describe whether there is a sufficient number of full- and part-time faculty members to teach the courses offered at the institution.

The student complaint referenced overcrowding in some of the trades classes. While the administration and department chair for HVAC, welding, and construction management did admit to overcrowding being a concern, prior to the on-site visit, actions had already been taken to reduce class sizes. Rather than having one instructor in each of the class sessions, two instructors co-teach, with one lecturing half of the students while the other works in the lab with the remaining half. Midway, the students and instructors switch, ensuring that all students receive both aspects of the class. Interviews with students in the welding program confirmed that the class sizes had been reduced and were more appropriate and conducive to learning. Additionally, the administration is currently in the process of hiring a minimum of two new faculty members for the HVAC and welding programs.

Due to the relatively small number of students on campus during the on-site visit, however, the team was not able to witness any classes in session.

Finally, because the institution has a substantial number of programs (over 20), and the on-site visit was scheduled for just one day, the team was unable to determine if all programs have a sufficient number of full- and part-time faculty to support each program.

6. PUBLICATIONS AND DISCLOSURES

- A. What information is publicly disclosed as required by ACICS and the U.S. Department of Education? Where is the information disclosed and is it accurate?

The institution publicly discloses its campus and program level placement, retention, and licensure rates to the public. These rates are published via a copy of the ACICS 2015 Campus Accountability Report summary page. The institution also publishes an institutional graduation rate at 39 percent. This number is not reported on the campus level; rather it is reflective of this location (main campus) and two branch campuses; therefore, the team was unable to verify the aggregate rate.

7. DATA INTEGRITY REVIEW

- A. Summarize the campus- and program-level retention, placement, and licensure pass rates (where applicable) as submitted on the most recent Campus Accountability Report.

The institution has demonstrated great success as it relates to its licensure pass rates. Seven programs have a licensure requirement and their pass rates, as reported on the 2015 CAR are as follows:

- Diploma in barber operator = 100 percent
- Occupational associate's degree in cosmetology education and salon management = 100 percent
- Diploma in cosmetology operator = 90 percent
- Diploma in dental assisting = 89 percent
- Occupational associate's degree in dental hygiene = 98 percent
- Diploma in massage therapy = 100 percent
- Occupational associate's degree in massage therapy = 100 percent
- Occupational associate's degree in practical nursing = 96 percent

However, despite the achievements in licensure pass rates, the team does have concerns about a number of programs that have retention and/or placement rates that are below ACICS benchmarks; specifically, as follows:

Retention:

- Occupational associate's in computer information systems- digital graphic & multi-media design = 64 percent
- Diploma in medical billing & coding = 57 percent
- Occupational associate's in paramedic =33 percent
- Occupational associate's in professional administrative assistant = 64 percent

Placement:

- Occupational associate's in computer information systems- digital graphic & multi-media design = 50 percent
- Occupational associate's in computer information systems – networking = 43 percent
- Occupational associate's in computer information systems- programming = 60 percent
- Diploma in cosmetology operator = 50 percent
- Occupational associate's in criminal justice = 61 percent
- Occupational associate's electrical trades with industrial practices = 60 percent
- Occupational associate's in health information technology = 40 percent
- Occupational associate's in hospitality management = 50 percent
- Occupational associate's in massage therapy = 25 percent
- Diploma in massage therapy = 50 percent
- Diploma in medical billing & coding = 25 percent
- Occupational associate's in paralegal = 67 percent
- Occupational associate's in professional administrative assistant = 50 percent

The team was unable to review a current CEP to determine if improvement plans were in effect for each program referenced above.

- ii. Are the student achievement outcomes reliably provided to the public?
As previously noted, the institution publishes a copy of the summary page for their ACICS Campus Accountability Report. All of the licensure pass rates, and retention and placement information listed above is referenced on the summary page.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	3-1-302	There is no documentation of the qualifications for the campus administrator (page 3).
2	3-1-516(a)(ii)	The scheduled clock hours are not consistently adhered to in the diploma in cosmetology operator program (page 6).
3	3-1-541 and 3-2-104(c)	The qualifications of one faculty member in the HVAC program do not meet Council standards (page 6).

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.

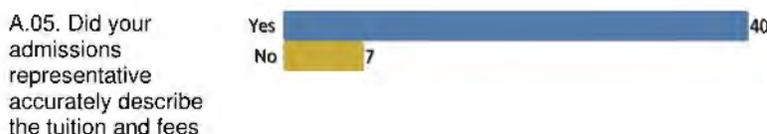
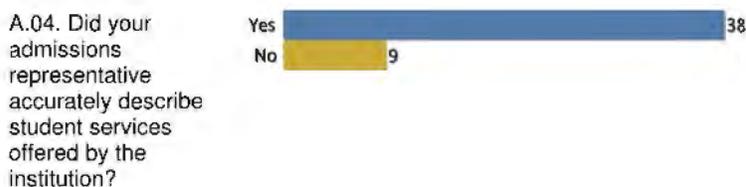
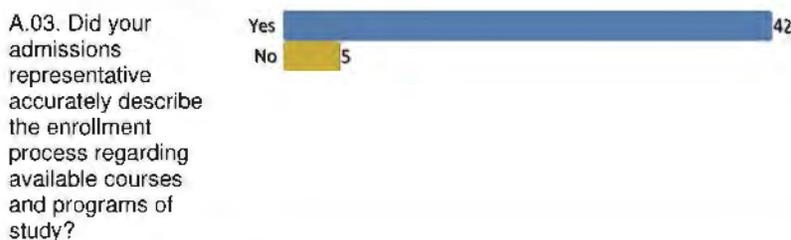
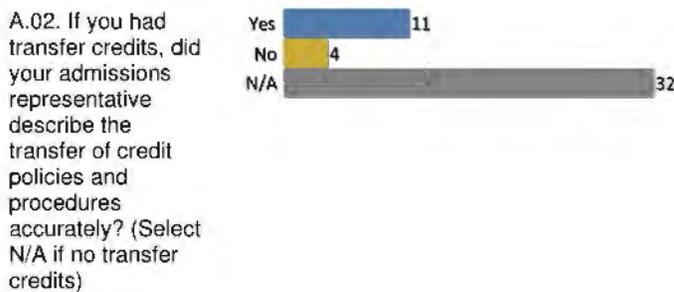
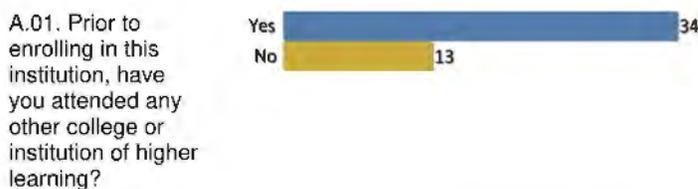
Survey Report

Generated: October 25, 2016

ACICS ID: 00010934

Surveys Between:

October 15, 2016 and October 17, 2016



associated with your program of study?

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



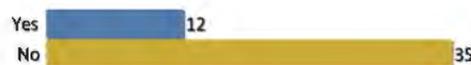
A.07. Did the catalog accurately portray programs, services and policies of the institution?



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?

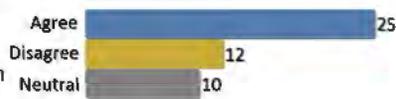


C.03. Were textbooks available when you started classes?



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.





January 30, 2018

Evaluation Team Report –SPECIAL VISIT REPORT

ID for Campus Visited: 00010934

Main Campus ID: 00010934

Staff Contact: Ms. Cathy Kouko – Phone: (202) 336-6790

Application ID: 74527

VISIT RESPONSE DUE DATE: February 13, 2018

Mr. Brian Parker
Campus President
Fortis Institute
5757 West 26th Street
Erie, PA 16506
ACICSerie@edaff.com

Dear Mr. Parker:

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 before it takes formal action on your institution’s application for accreditation. Please submit your response to the findings in the report via your online application under “Citations.” The Council offers the institution ten business 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 Linda Lundberg at llundberg@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 uploaded to satisfy the:

Finding 1 Narrative task must be labeled **1st Cite -Narrative**.

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: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced size PDF documents.

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.

- 1st Cite - Narrative
- 1st Cite - Supporting Document
- 2nd Cite - Narrative
- 2nd Cite - Supporting Document
- 3rd Cite - Narrative
- 3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



SPECIAL VISIT REPORT

CAMPUS
FORTIS INSTITUTE
5757 West 26th Street
Erie, PA 16506
ACICS ID Code: 00010934

Mr. Brian Parker, Campus President (bparker@fortisinstitute.edu)
(ACICSerie@edaff.com)

<https://www.fortis.edu/campuses/pennsylvania/erie/5757-west-26th-street-erie-pa.aspx>

January 18, 2018

Ms. Bobbijo Pinnelli	Educational Activities Generalist	Immaculata University	Malvern, PA
Ms. Cathy Kouko	Staff Representative	ACICS	Washington, D.C.

1. VISIT CONTEXT – INTRODUCTION

A. Provide a summary and reason(s) for the visit including assessment of risk, Council directive, external factors, complaints, and/or student achievement outcomes (retention, placement, or licensure, etc.). ACICS received a detailed complaint on December 29, 2017, alleging that Fortis Institute, Erie, was violating the *Accreditation Criteria* standards. Due to the serious nature of the complaint, the ACICS At-Risk Institutions Group (ARIG) directed an unannounced visit to review administrative effectiveness, faculty qualifications, student and faculty files, instructional supplies and equipment, and availability of student, staff, and faculty grievance policies with documented adherence.

B. Describe the institution's organizational and accreditation background (including if there are other branches and learning sites).

In 1984, Tri-State Computer Institute was founded by Burt R. Euliano. Its sole purpose was to train its students for entry-level careers. Tri-State Computer Institute enhanced its program offerings to include career training in the fields of medical, legal, accounting, and marketing and thus changed its name to Tri-State Business Institute. In July 2011, Tri-State Business Institute changed the institution name to "Fortis Institute." Fortis Institute is owned and operated by Education Affiliates, Inc., which has schools and colleges in 17 states.

Fortis Institute has been accredited by ACICS since 1990 and offers occupational associate's degree and diploma programs. The dental hygiene program is programmatically accredited by the Commission on Dental Accreditation.

C. Provide a summary of the team's review and impressions.

The team was warmly received by the institution. Mr. Parker, campus president and interim director of education, set up a private area and provided a tour of the entire campus, which comprises several buildings. Mr. Parker ensured the team received all requested items and arranged for interviews with faculty, staff, and program administrators. The team interviewed students in each program throughout the day as well.

It was evident to the team that Mr. Parker had endeared himself to the institution within the short period of time he had been there. Collectively, the program administrators, faculty, staff, and students spoke of his approachability and ability as the on-site administrator.

The team was impressed with Mr. Parker's knowledge of the institution as well as the respect and admiration he received from the school body. It is the team's belief that when the position of director of education is filled, the academic programs will greatly benefit; and Mr. Parker will have sufficient time to concentrate on the administration of the institution.

2. ORGANIZATIONAL EFFECTIVENESS

A. Assessment of the administrator's knowledge and ability to effectively lead campus

- i. Who is the on-site administrator? Describe their academic and/or experiential qualifications to lead the campus.

Mr. Brian Parker currently serves as both the campus president and interim director of education for the campus. He holds a bachelor of science in business administration from Bowling Green

University. Mr. Parker joined Fortis Institute, Erie, in October 2017. Prior to this role Mr. Parker was the president of The Art Institute of Vancouver from June 2012 to June 2017. He has more than 20 years of experience in admission and sales, most of which is in leadership roles.

- ii. Summarize the team's observations concerning the on-site administrator's management and oversight at the campus. Based on the team's review, is the campus being run effectively to assure quality in education?

The team observed the on-site administrator, Mr. Parker, engaged in a variety of management activities on campus; and he demonstrated a thorough knowledge of day-to-day operations and processes despite his relatively new presence. Interviews with faculty, staff, students, and other administrators indicated the campus is being run effectively to assure the quality of education. Overall, the campus was happy and content with Mr. Parker's leadership. For example, students expressed they felt more valued by the activities he planned, which acknowledged their successes. Faculty and staff expressed they felt the campus was moving in a positive direction; and students, faculty, and staff expressed they felt supported and encouraged by him. There was a general consensus that Mr. Parker's leadership has improved the overall conditions at the campus.

- B. Describe the evidence that staff meetings are held and scheduled regularly, policies and procedures are systematic and followed as written.

The team reviewed meetings minutes, agendas, and sign-in sheets for staff meetings that have been held. The team evidenced that meetings are held regularly departmentally. In addition, Mr. Parker holds all-school meetings that are attended by both staff and faculty.

3. ADMINISTRATIVE CAPACITY AND CAPABILITY

- A. What are the key administrative positions and describe the qualifications of the individuals assigned to these positions.

The key administrative positions and the qualifications of the individuals assigned are as follows:

- Ms. Margo Devers-Senior serves as the campus registrar and has been with the institute since 2006. She has over 10 years of experience in administrative and project management. Ms. Devers-Senior holds a paralegal degree from Tri-State Business Institute.
- Ms. Deborah Budney serves as the director of nursing and has been with the institute since 2006. She has more than 30 years of experience in the medical fields. She holds an academic associate's in nursing from Excelsior College; a bachelor's in nursing, and a master's in nursing, both from American Sentinel University. Ms. Budney is currently working on a second master's in nursing from Capella University. She is licensed by the State of PA Nursing Board.
- Ms. Jacquelyn Goodman serves as the chair for the dental programs. She has been with the institute since March 2006. Ms. Goodman earned an occupational associate's in dental laboratory technology from Columbus Community College. She holds an expanded function dental assistant license from the Pennsylvania Board of Dentistry, and a radiology certificate from the State of Pennsylvania. Ms. Goodman's prior roles include teaching, management, and technician.
- Ms. Danette Shafer serves as the dental hygiene program director. She has been with the institute since 2007. Ms. Shafer holds an occupational associate's degree in applied science from Lakeside

Community College, and a bachelor's degree in dental hygiene from the College of Technology at Pennsylvania State University (Penn State).

- Mr. James Wright serves as the department chair for skilled trades and has been with the institute since 2015. He holds an academic associate's degree in architectural drafting and design from Triangle Tech and is EPA 608 Tract Pipe certified. Mr. Wright has more than 25 years of experience in HVAC and construction.
- Ms. Brenda Hadden serves as the welding program director and has been with the institute since 2006. She holds an occupational associate's in welding & fabrication technology, and a diploma in welding technology, both from Tri-State Business Institute and certificates of tests and qualifications of welding operator. Ms. Hadden has more than 10 years of experience in the welding field.
- Mr. Rausaan Powell serves as the department chair for the business and legal programs. He holds a bachelor's in business administration from Duquesne University, and a MBA from Gannon University. He has been with the institute in his current role since 2012. Mr. Powell's prior roles include positions in behavioral therapy, administration, and retail.
- Mr. Steve Luzier serves as the department chair for computer information systems and trades. He is also the campus information technology officer. He has been with the institute since 2005. Prior to this role, he worked in the business and management field. He holds an academic associate's in website development & management from Tri-State Business School as well as several Microsoft Office certifications. Mr. Luzier is currently working on a bachelor of science in information technology and security from Western Governors University.
- Ms. Elizabeth Geanous serves as the library resource center technician for the campus. She has been with the institute since 1993. Ms. Geanous holds a bachelor's degree in accounting from Penn State. Prior to joining Fortis, she worked as an accountant.
- Ms. Barbara Borgeson serves as the director of admissions for the campus. She has been with the institute since 2005. Ms. Borgeson holds a bachelor's degree in communications and a master's in counseling from Edinboro University.
- Mr. John Zaczek serves as the director of career services for the campus. Has been with the institution since 2015. Mr. Zaczek holds a bachelor of science in business from West Virginia University. He also holds a bachelor's in business management from Penn State.
- Mr. Marc Grutkowski serves as the director of financial aid. He has been with the institute since 2010. Mr. Grutkowski has a bachelor's in finance from Penn State.
- Ms. Aldina Sabic serves as the chair of hourly programs (cosmetology) and has been with the institute since 2008. She is licensed by the State Board of Cosmetology as a cosmetology operator and instructor. Ms. Sabic holds an occupational associate's in cosmetology education & salon management from Tri-State Business Institute.

B. Faculty and staff's awareness of responsibilities and capacity to carry out said responsibilities.

i. Describe the organizational structure.

The institution provided their organizational chart to the team. The directors of nursing, admissions, career services, financial aid, and facilities; department chairs of medical assisting, dental programs, skilled trades, business/legal, computer information systems, and hourly program; dental hygiene program director, IT director, registrar, and office manager all report directly to the campus president. The welding program director reports to the skilled trades department chair. Program administrative assistants, faculty, and office staff members report to their respective department chairs/directors/program directors.

ii. Is there evidence that all faculty and staff are aware of their responsibilities, appropriately trained and evaluated, and competent to carry out their responsibilities effectively?

Each faculty and staff file had a current signed job description indicating to whom they report, a completed ACICS data sheet, a resume, and appropriate job evaluations. The faculty development plans contained an appropriate selection of in-service and professional growth activities with evidence of completion. In addition, official transcripts of qualifying credentials were available for each faculty member.

C. Are there grievance policies for students and staff? Describe evidence that the campus has been implementing these policies as published.

The grievance policy for students is outlined in the catalog provided upon enrollment. The catalog is also available online on the institution's website. Students in various points of their enrollment indicated during interviews they knew the steps available to them as outlined in the grievance policy.

The grievance policy for faculty and staff is outlined in the faculty and staff handbook provided at hiring, and via e-mail with each update. This is also available to them in an online format. During interviews, faculty and staff indicated they knew where to locate the grievance policy and described preliminary steps of the process.

The institution also provided documentation various grievances that have been formally recorded. The documentation evidenced that the institution is following its grievance policies as published.

4. STUDENT RELATIONS

A. Describe evidence that the published admissions criteria are being followed as written and are appropriate.

The team reviewed 11 student files from the program offerings as listed below. The files contained all documentation required for admissions per the general admissions criteria outlined in the catalog as well as additional requirements for each program. Each file contained a checklist signed off on by the admissions team as documents were received and filed.

- Practical Nursing – 1
- Welding & Fabrication Technology – 1
- Construction Management – 2

- Medical Assisting – 2
- Computer Information Systems/Networking – 1
- Business Administration/Marketing & Management – 3
- Dental Assisting - 1

B. Summarize any findings identified in the institution's most recent Program Review.

The institution had not undergone a recent program review.

C. Who is assigned to provide employment advising and what documentation was reviewed to evidence that placement services are being provided (career fairs, resume and interviewing preparation, professional development classes, job posting, etc.)?

Employment advising is provided by the career services department, which is comprised of three employees: Mr. John Zaczyk, director of career services, and career services advisors Ms. Destiny Carter and Ms. Sandra Peirson. The team interviewed Mr. Zaczyk and reviewed evidence that the department holds workshops in classes, meets new students within the first two weeks of classes, sets up one-on-one meetings with students, and holds quarterly mini-career fairs on campus. For example, 1) A career services advisor held a workshop in January on interview skills, 2) H & R block was at the campus hiring part-time employees for the tax season the day before the visit, 3) Five employers had confirmed attendance at a career fair scheduled for February.

The department works with students throughout the program to write and update their resume. During a student's last or second to last term, career services helps them do a final resume and hold mock interviews.

The department is available to graduates of their programs indefinitely, as long as a graduate requires assistance; they offer their assistance regardless of graduation date. Mr. Zaczyk provided an example of a gentleman who had graduated from the institution eight years earlier, who had called recently to request assistance, and they were working with him to find employment.

5. EDUCATIONAL AND ACADEMIC QUALITY

A. Who is assigned to provide administration of all academic programs? Is there evidence that this individual is academically and/or experientially qualified for the role and has sufficient time and resources to carry out their responsibilities?

As previously noted, the director of education position has been vacant since March of 2017. Mr. Parker is currently serving as both the president and interim director of education for the campus.

(Section 3-1-511): The campus director does not have sufficient time to administer all academic programs. Interviews with Mr. Parker, program chairs, program directors, and a review of Mr. Parker's file indicates he does not have sufficient time to serve as the on-site administrator and oversee all academic programming. Filling the director of education position will enable Mr. Parker to be fully available for the administration of the campus. At the time of the visit, the position was being advertised.

B. Describe the evidence that all programs have appropriate administrative oversight.

Each program has a program director and/or department chair who reports to the campus director. A review of the program administrator files evidence appropriate credentials and sufficient time to administer the programs.

C. Based on interviews, observations, and documentation, summarize the evidence that instructional resources, equipment, and facilities are appropriate and sufficient to meet educational objectives.

The team found each program provided sufficient resources, equipment, and facilities to meet educational objectives stated. For example, the nursing program presented ample supplies and several simulation laboratories for students to practice scenarios. The criminal justice program also provided a series of complete law reference books and access to online databases for research. The networking program had access to up-to-date equipment and software that accompanied their textbooks. The skilled trade programs provided the necessary equipment and supplies to train students.

Interviews with students and faculty evidence the appropriateness and sufficiency of the instructional resources, equipment, and facilities. They indicated that whenever a need arose, they knew to whom to make a request and the materials would be provided in a timely manner.

D. Summarize evidence that all faculty members are appropriately qualified (academically and experientially) to teach their assigned courses.

A review of faculty files evidenced faculty members were appropriately qualified and experienced to teach their assigned courses. Faculty files were well organized and contained appropriate ACIS data sheets, signed job descriptions indicating to whom they report, official transcripts of all qualifying credentials, course and performance evaluations, resume, and faculty development plans that listed appropriate in-service and professional growth activities as well as evidence of completion.

E. Describe the evidence that all faculty members have current and individualized faculty development plans on file. Further, that there is evidence that they are aware of academic policies that have been adopted (academic freedom and academic governance).

As previously stated, each faculty file contained appropriate faculty development plans that listed appropriate in-service and professional growth activities as well as evidence of completion. Each file had a signed attestation that the faculty had received the academic freedom and academic governance policies.

F. What evidence is there that faculty meetings are documented and regularly scheduled and that faculty has an active role in the development of curriculum and academic policies?

The team reviewed meetings minutes, agendas, and sign-in sheets for faculty meetings that have been held. They evidenced that they are held regularly departmentally by the program directors and/or departmental chairs. In addition, Mr. Parker holds all school meetings that are attended by both staff and faculty.

Faculty attested that they participate in the development of the curriculum and academic policies. They felt that their input was appreciated and considered.

- G. Who is assigned to provide oversight of the library resources? Provide evidence that the assigned individual has appropriate academic and/or experiential qualifications to oversee the library and also maintains professional development in the field.

Ms. Elizabeth Geanous serves as the library resource center technician for the campus. As previously stated, she has been with the institute since 1993. Ms. Geanous holds a bachelor's degree in accounting from Penn State University. Prior to joining Fortis, she worked as an accountant.

Ms. Geanous's file evidenced that she maintains professional development in the field. On November 9, 2017, she reviewed a webinar that was presented in February 21, 2017, on Emerging Tech Trends Part 6. In addition, she completed a basic notary education course in October 2017 given by the Blue Desk Notary Education resulting in a certificate of notary education, which is valid for six months.

- H. Summarize interviews with students/faculty/staff on their general satisfaction with the institution's resources, services, and programs.

Faculty and staff indicated during interviews contentment with the institution's resources, services, and programs. Program directors and department chairs expressed they had oversight over their budgets and could purchase supplies to support student learning as was necessary. They also expressed the current leadership provided additional support should a need exceed their current budgets. For example, the skills trades department needed a large trailer to build a mini-home, and administration approved the purchase.

Interviews with staff indicated they felt equally supported and expressed if they asked for something they generally received it. Students expressed the same regarding their requests.

Some nursing students indicated they would like to have a medical terminology course to aid in their learning. Further investigation revealed students receive a medical terminology self-paced guide before the anatomy and physiology course to prepare them in their studies. Several students expressed this was sufficient in acquiring a foundation of the terminology. Furthermore, the NCLEX-PN published pass rates for the institution for the period covering October 1, 2016 – September 30, 2017, was 100 percent.

Interviews with the campus president and program administrators showed there were issues with a vendor in the past and the campus terminated their services. Students across the programs expressed previous issues with textbook arrival and applauded their instructors, whom they said supplemented their learning with loaner books or modified the course outline to other subject areas until the books came in. One instructor noted they keep extra texts on hand and loan them to students in such cases.

Overall, students, faculty, and staff indicated during interviews satisfaction with the institution's resources, services, and programs and felt they were supported.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	Section 3-1-511	The campus director does not have sufficient time to administer all academic programs (page 6).



June 2, 2016

Evaluation Team Report – SPECIAL VISIT REPORT

ID for Campus Visited: 00238610

Main Campus ID: 00011150

Staff Contact: Ms. Perliter Walters-Gilliam– Phone: (202) 336-6769

Application ID: 69223

Mr. Todd McDonald
Executive Director
UEI College
9215 N. Black Canyon Highway
Phoenix, AZ 85021
Email Address: acicsphxbch@sp.anthem.edu

Dear Mr. McDonald:

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 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.

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



SPECIAL VISIT REPORT

UEI COLLEGE
9215 North Black Canyon Highway
Phoenix, AZ 85021
ACICS Code: 00238610

Mr. Todd McDonald, Executive Director (mcdonaldt@uei.edu)
(acicsphxbch@sp.anthem.edu)

MAIN CAMPUS
Florida Career College - Miami
1321 SW 107th Avenue, Suite 201B
Miami, FL 33174
ACICS Code: 00011150

May 23-24, 2016

ACICS EVALUATION TEAM

Dr. Scot Ober	Chair	Words, etc.
Ms. Diana Igo	Student Relations Specialist	Minnesota School of Business
Dr. Ravi Rathnam	Education Generalist	Stratford University
Ms. Perliter Walters-Gilliam	Staff Representative	ACICS
Ms. Anne Bennett	Observer	ACICS
Ms. LaToya Boyd	Observer	ACICS

VISIT CONTEXT – INTRODUCTION

The Council directed an unannounced team visit to the Phoenix campus of UEI College, based on allegations received on March 21, 2016 in the form of an anonymous letter addressed to ACICS from a former UEI staff member. A copy of this letter was also sent to the Arizona State Board of Private Postsecondary Education. The letter contained 35 specific allegations. A three-person ACICS team with two additional ACICS observers conducted an unannounced two-day visit at the campus.

UEI—Phoenix is a branch campus of Florida Career College in Miami. Its current grant of accreditation with ACICS expires in 2020. The campus hosted an ACICS evaluation team on February 11 – 12, 2015 for a branch inclusion visit and a change of ownership. At the time of that visit, there were 106 students enrolled. Further, the change of ownership had taken place in the fall of 2014, after the closure of Anthem College-Bryman School.

The campus has a current enrollment of 178 students enrolled in five diploma programs, the largest of which is the medical assistant technology program. The campus is teaching out its one academic associate's degree program in health services administration, which currently has one student, who is expected to graduate within a few weeks. Most students are in the lower socioeconomic class and are the first in their families to attend college.

Current enrollment, by program, is as follows:

Medical Assistant Technology diploma	86
HVAC diploma	53
Medical Front Office and Billing diploma	18
Computer Network Technician diploma	12
Pharmacy Technician diploma	8
Health Services Administration academic associate degree	<u>1</u>
Total	178

The campus facility comprises approximately 38,000 square feet in a stand-alone two-story leased office building, including the following:

- 7 offices
- 11 classrooms
- 2 medical labs
- 3 computer classrooms
- 1 library
- 1 career services center
- 2 student and employee lounges
- 1 reception area

All parking areas are lighted, and a security guard and alarm system provide security during evening and closed hours. The building is accessible by person with physical disabilities and in compliance with all health and safety requirements.

SUMMARY OF TEAM'S REVIEW

The team's unexpected arrival on campus was met with professionalism and goodwill by the campus. All materials requested were produced promptly, and the faculty and staff made themselves available on a moment's notice. Although this team report contains 20 findings, most of them involve areas of concern that the campus should be able to address appropriately and effectively in its response to the team report. Overall, the administration was responsive and during the exit conference, the corporate compliance team was also receptive to the discussion.

1. ORGANIZATIONAL EFFECTIVENESS

Mr. Todd McDonald is the full-time on-site administrator and has been in this position for one year. He holds a bachelor's degree in organizational development from Brigham Young University and a master's degree in applied behavioral sciences from Johns Hopkins University. He has 17 years of career college work experience, including having served as campus director at two other schools.

The campus director holds monthly staff meetings with all of his direct reports. Minutes of the most recent meetings were reviewed by the team. The director stated that based on a recent internal audit, the campus is now recording minutes of all staff and faculty meetings, something it had not consistently done in the past.

All of the directors are fairly new, some being in their present position for only a matter of days and the most experienced having one and one-half years of administrative experience in his current position. This fact caused some problems when the staff could not answer some questions because they were so new. Additionally, the number of findings articulated in this report (20) calls into question the efficiency and effectiveness of the overall administration of the campus (**Section 3-1-202(a)**).

The CEP does not meet Council requirements in that it contains no data or data analysis regarding graduate and employer satisfaction. In addition, the only measure of student learning outcomes provided in the CEP was an analysis of GPA and CGPA. The CEP stated that the campus also monitors student externship performance, but provided no data to document such performance. Further, licensure is required in the Pharmacy Technician program but no analysis of this very critical measure of student achievement was included in the plan (**Section 3-1-111**).

The team reviewed staff meeting minutes to document that staff meetings are held and scheduled regularly and that policies and procedures are systematic and followed as written.

2. ADMINISTRATIVE CAPACITY AND CAPABILITY

Five staff members report directly to the campus director:

- Ms. Cristina Metzger, director of admissions, holds a bachelor's degree in business administration from California State University and has six years of admissions experience at four different institutions.
- Ms. Jinkee Padifico, director of career services, holds a master's degree in psychology from Grand Canyon University and has ten years of experience in career college administration.
- Mr. Phillip Finklea, the associate director of education, holds a bachelor's degree in business management from the University of Phoenix and has 16 years of career college administration experience.
- Ms. Eunice Lambert, tribal liaison, does outreach for the campus involving Native American students. She has approximately 17 years of experience in various career college positions.
- Ms. Lesley Lane, director of student finance, holds a master's degree in education from Northern Arizona University. She has been employed in this position for a year and a half.

The organizational structure at UEI is a traditional one, with directors reporting to the campus directors, faculty reporting to the associate director of education, and lower-level staff reporting to their respective directors. Job descriptions and documentation of administrative evaluations were reviewed.

Grievance policies for students are appropriately covered in the campus catalog, along with the ACICS address and phone number. Grievance policies for staff are appropriately covered in the staff handbook.

The academic record (transcript) that the campus awards does not meet Council requirements in that it does not identify the credential awarded at the completion of each program (**Section 3-1-303(e)**).

4. STUDENT RELATIONS

The team requested 55 files from the campus (15 drops, 15 graduates, 10 files with examples of SAP being reviewed, 10 files with examples of transfer of being reviewed, and 5 ability-to-benefit student files). The campus did not have to submit a 2014 – 2015 Campus Accountability Report (CAR) to ACICS since the new campus opened in 2014.

The team found evidence that the published admissions criteria are being followed as written and are appropriate per the requirements stated in the UEI College, Phoenix Campus (2016) catalog (effective January 1, 2016, to December 31, 2016) on pages 23 and 24. While on site, the team reviewed student files and confirmed that enrollment agreements, high school attestation forms, and high school diplomas (required for pharmacy technician program) were present. The campus offers an Ability-to-Benefit (ATB) program for applicants who are not high school graduates or have not passed the GED. While on site, the team reviewed five ATB student files. All five

student files contained evidence of meeting the ATB policy requirements, outlined in the campus catalog on pages 24-26.

The campus utilizes a variety of marketing and advertising channels to attract prospective students, including print, television, and the campus website. Inquiries obtained through these media channels are routed to a call center and transferred to an admissions representative at the campus. The admissions representative schedules an interview and discusses information outlined on a questionnaire to assist in determining the prospective student's educational goals and program interests. Once the prospective student arrives at the campus, the admissions representative makes a presentation (PowerPoint), outlining the courses, programs, services, tuition, services, terms, and operating policies. Following the presentation, the prospective student is given a tour of the campus and is provided with the opportunity to meet with the financial aid department to discuss and review estimated tuition costs based on student financial aid eligibility.

Admissions representatives are trained, monitored, and evaluated by the director of admissions, Ms. Cristina Melzer. As previously detailed, Ms. Melzer holds a bachelor's degree in business administration from California State University and has six years of experience managing admissions operations at various career colleges prior to joining the campus in February 2016. Ms. Melzer stated in an interview with the team that there is a formal five-day training provided to all admissions representatives. The first two days of training are held at the corporate office in Irving, California, and the remaining three days at the campus. The team found certificates of completion for the admissions training displayed in the admissions representative's offices. Admissions representatives are evaluated by the director of admissions on a monthly basis and also on an "as-needed and as-requested basis." The campus does employ third-party recruiters and lead generators. While on site, the team viewed the third-party "Contact Center Services Master Agreement," with Education Sales and Marketing, LLC, based out of Colorado. A team member was also able to listen to an admissions interview in progress, being conducted by senior admissions representative.

The team reviewed the institution's (Florida Career College) last Program Participation Agreement (PPA), dated June 2015. The approval expires March 31, 2018. The campus is approved for the following programs: Federal Pell Grant, Federal Family Education Loan, Federal Direct Student Loan, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Academic Competitiveness Grant, National Science and Mathematics Access to Retain Talent Grant, and Iraq and Afghanistan Service Grant. The team reviewed 55 student ledger cards and verified that the campus is following its refund and disbursement policies as stated on pages 6 and 7 of the UEI College, Phoenix Campus (2016) catalog. While on site, the team interviewed the director of financial aid who shared that the disbursement process is handled at the corporate office in Irvine, California.

Ms. Lesley Lane, director of financial aid, is the on-site administrator responsible for determining financial aid eligibility, awarding, and packaging at the campus. She holds a bachelor's degree in broadcast journalism from Arizona State University and a master's degree in education from Northern Arizona University. Ms. Lane has over seven years of experience in the financial aid department, serving as a regulatory manager at the University of Phoenix for

two years, a student accounts manager at CEA Global Education for a year, a student finance advisor and veteran's affairs certifying official for Le Cordon Bleu for four years, and in her current role since December 2015. Ms. Lane holds a membership in the Arizona Association of Student Financial Aid Administrators (AASFAA).

While on site, the team found a discrepancy in the tuition listed on the student enrollment agreement (\$16,720) versus the tuition listed on the student ledger card (\$18,060) for Alexandria Vanzandt. The team requested additional information from the director of financial aid; however, the campus did not provide any additional information prior to the conclusion of the visit (**Sections 3-1-414 and 3-1-432(b)**).

Mr. Phillip Finklea, associate director of education, is the person responsible for satisfactory academic progress at the campus. Mr. Finklea holds an associate's degree in mechanical maintenance engineering from the Refrigeration School Inc. and a bachelor's degree in business management from the University of Phoenix. Mr. Finklea has 15 years of experience as a director of education at the Refrigeration School Inc. In addition, he held program head/instructor positions at Anthem College and Bryman School for a year. The team interviewed Mr. Finklea and found he was promoted to the associate director of education at the campus the week prior to the unannounced visit. Mr. Finklea stated to the team that he has not yet been trained on his expected administration of satisfactory academic progress. Mr. McDonald, campus director, was also interviewed as he was the administrator of SAP prior to Mr. Finklea's recent promotion.

The team reviewed 10 student files containing evidence of satisfactory academic progress status documentation to verify that the campus was following the SAP policy as stated in the catalog on pages 18-21. Of the 10 files reviewed, 2 students were withdrawn from school due to the inability to complete their programs in the 150 percent completion time frame, and 8 were withdrawn due to SAP issues and the students did not choose to appeal the SAP process. The team evaluated advising forms in all 10 of the student files, which provided feedback on student progress and included action plans to improve progress going forward.

The person assigned to provide employment advising is Ms. Jinkee Pacifico, director of career services. Ms. Pacifico holds a bachelor's degree in business administration from the University of Massachusetts and a master's degree in psychology from Grand Canyon University. She served as a director of career services for Everest College for five years, Zenith Education Group for a year, and was hired by the campus on May 18, 2016, in her current role. The team reviewed materials provided to students by the career services department on resume, cover letter, and interview preparation. In addition, the team saw a job board located across from the career services department office and flyers advertising career-readiness workshops offered by the campus. Further, the campus offers a "Professional Development Leader," program for students which provides an opportunity to enhance their professional development skills. The program acknowledges a student's completion by awarding certificates and honoring them at graduation.

The team found a discrepancy in the unofficial transcripts CGPA calculation and the CGPA calculation policy stated in the campus policy on page 20 of the campus catalog. (See Section 6 of this report for the finding).

5. EDUCATIONAL AND ACADEMIC QUALITY

As previously noted, Mr. Phillip Finklea is the associate director of education, who assumed his position a week prior to the team's visit. His new job description as an associate director of education was not signed. Mr. Finklea holds an associate's degree in mechanical maintenance engineering and a bachelor's degree in business management. He is certified in universal EPA Section 608. He worked as a director of education at the Refrigeration School, Inc. for 15 years. Mr. Finklea is responsible for teaching two classes and directs the education programs.

The allied health programs have oversight by a dedicated full-time instructor, Ms. Josephine Camacho, who holds an associate degree in medical assisting from Anthem College and is a certified medical assistant from the American Association of Medical Assisting. However, she does not possess the academic or experiential qualifications to oversee the pharmacy technician, medical billing and coding, and health services administration programs. As such, these programs lack oversight by appropriately credentialed individuals (**Section 3-1-511**).

The additional leads, called program specialists are: Mr. Scot Parks in the Computer Network Technician, and Mr. Phil Finklea for the HVAC programs.

All other faculty members are part-time with the primary role of classroom instructors, without any administration functions.

Interviews with student, faculty, and the program director, as well as observations during a walk-through of the campus indicate that instructional resources, equipment, and facilities are appropriate and sufficient to meet the educational objectives. Students and faculty state that the lab technique of brazing in the HVAC program is done outside the building, since the rooms are not coded or equipped with air ducts and ventilators.

The files for the eleven currently teaching faculty members were reviewed. All faculty members in the HVAC program had at least the EPA certification; medical faculty had at least an associate's degree in their field, except for Ms. Maria de Lourdes Chapman, whose file stated that she had a "diploma associate's". The pharmacy technician instructor, Ms. Varun Patel, is a certified pharmacy technician (CPhT).

However, three faculty members were missing official transcripts to validate their qualifications to teach. Mr. Michael Fuller's file had no official transcript (only an unofficial transcript with a letter from the conferring school that said he had not sent the money needed to issue the official transcript); Ms. LaKisha Carter's file had no transcript (with a note in the file that indicates that the transcript has been ordered); Ms. Maria de Lourdes Chapman's file had no official transcript (only an unofficial transcript with a note in the file that indicates that the transcript has been ordered) (**Section 3-1-542**).

Additionally, the academic file for Dr. Daniel Mosbrucker, who joined the campus a few weeks ago, is missing a professional development plan, job description, performance evaluation, and

faculty governance acknowledgement. This information should be provided in the campus's response.

The last faculty meeting documented by minutes was held on December 15, 2015. The agenda included student absentees, contacts attempted, student concerns, and upcoming activities and classroom events.

All curricula were reviewed, including the general education courses in the health services administration academic associate's degree. The course, BA1100 Professional Development, is incorrectly listed as a general education course in the program online. According to ACICS's definition, this course is not considered a general education (**Section 3-4-202**).

The team also reviewed documentation to support the sufficient and appropriate use of community resources in all programs. Based on this review, there was limited evidence of such utilization of community resources beyond the required externships in some programs (**Section 3-1-512(c)**).

There were a number of students on externship at the time of the visit in the medical assistant technician and business office administration programs. The externship agreements along with the information packet were reviewed for these externships. According to the information published on page 5 of the packet, the externship coordinator, who could be a member of career services or a faculty, has the following responsibilities: sign off on the agreement, approve the site, acquaint the site with their responsibilities, evaluate student progress, review timesheets, review evaluations, and assign final grade. This role, as confirmed during interviews, is performed by Ms. Jinkee Pacifico, the director of career services. Hence, externships are not appropriately supervised by a qualified faculty member (**Section 3-1-513(a) and Glossary**).

Further, course MC1155 Claims Processing and Insurance Reimbursement, in the medical front office and billing program is described as an externship in the syllabus and was included on the externship list with two students enrolled. Ms. Pacifico shared that the two students are doing an internship on campus when asked about the site assignments which indicated "the College." A review of the course description and additional interviews revealed that the course is offered as a lecture course with an externship simulation component. Hence, the course and its listing on the academic credit analysis include incorrect allocation for contact hours (lecture/lab versus externship). The team was not able to verify the objective of the course and the learning outcomes (**Sections 3-1-513(a), 3-1-516(a)(ii), and Glossary**).

Given that the campus is at the academic associate's degree level, it is required to have a designated librarian on staff. However, there is not an appropriately credentialed librarian assigned to oversee the library (**Sections 3-1-800(d) and 3-4-401**). An annual budget and allocation expended for the purchase of books and education were not available (**Sections 3-4-402 and 3-2-204**). Library hours were not posted. A poster referring to access LIRN was present on the wall of the library and in the student areas. However, students interviewed shared that training to access the LIRN database was not provided, and faculty shared that students are not encouraged to use the library resources (**Section 3-1-800(f)**).

The medical front office and billing program does not have a curriculum that is structured in a manner where students are scheduled in classes to ensure a sequence of instruction that validates the curriculum's defined competencies. The advanced coding courses, such as MC1112, MC1122, MC1126, and MC1150 do not have the required prerequisites of MC1145 (Anatomy and Physiology) to help meet the objectives to complete diagnostic and procedural coding (**Section 3-1-513(b)**).

Additionally, the team observed that two classes, HVC130 Basic Electricity, Motors and HVAC Controls, and HVC145 Heating Systems and Boilers, were being taught concurrently. Students in HVC145 were going over objectives already taught in HVC130. The students and faculty stated that the courses were combined since the instructor did not show (**Section 3-1-517**).

Ms. Nicole Hernandez-Mauleon is a faculty member in the health services administrator. She holds an associate's degree in allied health and a diploma in medical assisting. She possesses neither academic nor experiential qualifications to teach in the health services administration degree program (**Section 3-4-302**).

6. COMPLIANCE WITH STATE REGULATIONS

Fire and Communication report from December 31, 2015 noted a number of issues including horn strobes failure, duct detector failures and batteries leaking acid. While there was a work order, there was no evidence that a follow up report was conducted to confirm that these facilities issues have been appropriately addressed. While on site, the team was provided paperwork by Mr. McDonald which reflected that service was requested on February 16, 2016 and completed on February 25th to correct the issues previously identified.

A Veteran's Affairs (VA) audit was conducted on March 31, 2016 and included the finding that one out of three students (33%) do not have accurate tuition reported to the VA in accordance with VA standards. The director of financial aid shared a copy of the ledger card to evidence that the one student file was corrected.

Finally, the complaint which triggered the ACICS unannounced visit was also forwarded to the AZ State Board for Private Postsecondary Education. On file was a copy of the complaint and a report from the state showing that the matter was discussed at the Complaints Committee on March 24, 2016.

7. PUBLICATIONS AND DISCLOSURES

The team reviewed the UEI College Phoenix campus catalog, effective January 1, 2016, through December 31, 2016. The campus discloses its approval and accreditation information on page 3 of its catalog. UEI Phoenix is licensed by the Arizona State Board for Private Postsecondary Education and is also approved by the state to train veterans. The statement of accreditation in the catalog follows the ACICS guidelines, as covered in Appendix C.

Based on its review, the catalog does not contain all items required in the following areas (**Section 3-1-701 and Appendix C**):

- a. The program length for the business office administration program is listed inconsistently. On page 19, under “Required Completion Rate,” as well as on page 27, under the course description, the program is listed as being 34 weeks in length. However, under the program module outline, also found on page 27, the program is listed as being 32 weeks in length.
- b. The number of semester credits for courses differs between the program outlines and the course descriptions in the following courses: BA190, IT1000, MT1010, and PTN220.
- c. The semester credits do not add up to the total number of credits recorded on the outline for the following programs: pharmacy technician, medical front office and billing, and heating ventilation and air conditioning (HVAC).
- d. The health services administration program’s semester credits also do not add up to the total credits offered, and the total credit number is rounded up from the actual semester credit calculation.
- e. The program length for the health services administration associate’s degree is inconsistent. On pages 19 and 29, it is indicated that the program is 82 weeks in length, but on page 20, the program is listed as being 48 weeks long, not including transfer credit and “must be completed within 72 weeks from the start date.” According to page 29 of the program outline, there are only a total of 32 transferable semester credits. These numbers do not add up and are inconsistent throughout the catalog.
- f. The faculty/staff list supplement has an inaccurate date. It indicates that the supplement is effective 01/01/16--03/31/16. This makes the supplement out of date, even though the information is supposed to be current.
- g. The faculty/staff list supplement does not include the awarding institutions of faculty credentials.
- h. The online and hard-copy versions of the Faculty/Staff insert to the catalog do not match, and the online version is listed as an incorrect insert on the website (the hard copy reads “Insert A,” while the online version reads “Insert B.”)
- i. Program outlines do not indicate what credential is earned as a result of completing the program.
- j. A course numbering system is not identified for the academic associate’s degree in health services administration.
- k. The catalog does not reference the state licensure requirements for the pharmacy technician program. No reference is made to the certification from the PTCB as a requirement for placement (**Section 3-1-502**).

Additionally, the team found a discrepancy in the unofficial transcript's CGPA calculation and the CGPA calculation policy stated in the campus policy on page 20 of the campus catalog. The student unofficial transcript CGPA appears to include a weighted average (quality points), while the CGPA calculation listed in the campus catalog is calculated by adding up the corresponding numeric grade for each class and dividing the sum by the total number of classes. The team found discrepancies in the following students' unofficial transcript CGPA versus the CGPA calculation stated in the campus catalog:

	<u>CGPA Unofficial Transcript</u>	<u>CGPA Calculation in Catalog</u>
Leslie Hunter	3.78	3.75
Yazzie Shanley	3.14	3.17

Further, reference is made to the availability of tutoring (page 18). The tutoring support is provided by previous students, now identified as student ambassadors. However, the team found that this tutoring support is not available to all programs, as it is based on the availability and expertise of former students.

The campus is approved to offer the following programs: health services administration, medical assistant technician, computer and network technician, pharmacy technician, HVAC, medical front office and billing, business office administration, dental assistant, and practical technologist in radiology.

The team did note that the campus is not currently offering the business office administration, dental assistant, or practical technologist in radiology programs. While the catalog currently details the business office administration program, it makes no mention of the dental assistant or practical technologist in radiology programs.

The campus uses print flyers, PowerPoint, commercials, and mass e-mails as promotional materials. However, the team finds that not all advertising/promotional materials are appropriate and accurately depict the services and operations of the campus (**Sections 3-1-703 and Appendix C**).

- a. The program flyer for the pharmacy technician program indicates that the campus pays for students' first licensing exam and prepares students for PTCE (Pharmacy Technician Certification Exam). As noted previously, the campus does not mention the certification requirement for the pharmacy technician program in the catalog.
- b. On the campus's advertising PowerPoint, a slide called "Benefits of UEI Houston & Phoenix" claims that community colleges and traditional universities do not have "Hands-on Learning Methods" and "Career Placement Assistance and Externships." This is not an accurate or factual statement.

The campus occasionally uses Facebook and the UEI website as additional promotional materials. The team has the following concerns about the use of the website and social media for advertising purposes:

1. On the UEI-Phoenix Facebook page, the cover photo is a testimonial from a student who is not from the Phoenix campus; instead, the student attended the Garden, CA, campus.
2. The UEI-Phoenix Facebook page and onsite bulletin board (known as a “Success Wall”) use testimonials from the following graduates: Elva Romero, Christie Charlie, Daniel Xenakix, Julio Juarez, Reynaldo Gonzales, Barbara Simsik, Jazmin Garcia, Maroua Wadeea, Marco Garcia, Milagros Ruelas, Amber Todd, and Kevin Burns. Student files include Acknowledgement and Authorization/Release Forms, and the career services office has a binder of forms with success stories written by students. The quotations on the success wall and on the Facebook page match the quotations in the binder for Elva Romero, Christie Charlie, Jazmin Garcia, Milagros Ruelas, Marco Garcia, Kevin Burns, Amber Todd, and Julio Juarez. However, the following discrepancies were noted between the success stories and the campus’s Facebook page:
 - a. Danielle Xenakis (Facebook quote): “I think my teachers were the key to my success. Mr. Joel taught me soft skills and so much more. Ms. Kathy taught me so much that related to the field it made me very confident on my extern. Thank you to the teachers.”

The success story reads, “I think my teacher Mr. Joel was such a good teacher he actually taught me soft skills. I really learned a lot from him. Also, Mrs. Kathy taught me so much that related to the field it really made me so confident on my extern. Thank you to the teachers!”

- b. Barbara Simsik (Facebook quote): “The education I received was so beneficial for what I do for work. The billing class really prepared me for the job I have now. I cannot thank you enough for sticking with me through the career search process!!!”

The success story reads, “The Education I Received Bryman/UEI was so beneficial for what I do for Example Insurance and Billing class really prepared me for the Job I have now. Thank you.”

- c. Reynaldo Gonzales (Facebook quote): “School was difficult for me at first. However, I stuck with it. Now I am working at APAC as a tech. I make great money and am excited about my position!”

The success story reads, “School for me was fun but hard at times. Now working at APAC EGS Prior Authorization inbound call center for \$14.50 an hour is great.”

- d. Maroua Wadeea (Facebook quote): “I can’t believe how far I have come, I am very happy to get my diploma in the USA. I studied hard and I learned English. I want to thank UEI College staff and my instructors Mr. Saber, Ms. Duran, Mr. Patel, Ms. Kathy, and Mr. Chapman. They were very helpful. I am SOOOOO excited.”

The success story reads, “I can’t believe how far I come, I am very happy to get my Diploma from U.S.A. as a Pharmacy Tech. I studied hard and I learned or I still learning English as a Second Language in just a few years. I will thank my Anthem College Staff as Mr. Ahmad Saber, Ms. Duran, Mr. Petal Vuran and Ms. Kathy and Mr. Christopher Chapman from UEI College they were very helpful with me.”

Although the institution publicly discloses the accreditation status of all its other campuses online, it makes no mention of the Phoenix campus and its accreditation through ACICS on its main website.

The UEI website for the Phoenix campus has a gainful employment disclosure page for each program except for the pharmacy technician program (the link was broken). The pages were set up to disclose information about program costs, median debt calculations, the percentage of students that finish on-time, and job-placement rates. While the program costs were listed for each program (again except for the pharmacy technician program), the performance disclosures do not meet the expectations, as summarized by the following issues (**Section 3-1-704**):

- a. There is no School Performance Factsheet, Accreditation Reporting, or Student Right-to-Know information for UEI-Phoenix on the UEI website.
- b. The campus does not disclose retention rates for any programs.
- c. The business office administration, the computer and network technician, and the medical front office and billing programs do not have data for median debt rates or job placement rates. The website indicates that the campus is unable to provide this information because they had fewer than 10 students graduate from the programs. While this is acceptable according to the Department of Education standards, this is out of compliance with the *ACICS Criteria*.
- d. The HVAC and medical assistant programs are missing job-placement rates.

8. DATA INTEGRITY REVIEW

As previously noted, the campus has not yet submitted an official Campus Accountability Report (CAR) to ACICS since it only recently completed the new branch process in 2015, after its change of ownership. The campus will be completing a 2015-2016 CAR for submission in November. However, Ms. Pacifico provided placement information for five graduates as well as documentation to support the waiving of placement for six other graduates so that the team could verify its classifications.

Ms. Pacifico, career services director, stated that the institution uses the corporate verification service known as SOKO. The team identified waivers on file for graduates who were unable for placement.

Mr. Mark Felciano was reported as placed by skills from the HVAC program and the campus provided a student placement attestation form dated 3/29/2016 confirming the skills gained from UEI College to further promote his services. However, when contacted by the team, Mr. Felciano stated that the skills he learned were not applicable and the school was a waste of time. Mr. Felciano went back to his original employment.

The other four calls made confirmed the employment of the graduates.

However of the six waivers, three did not support the rationale for waiving placement:

- a. Ms. Chandroth Steacy (health): documentation of a one-day visit to an emergency room
- b. Ms. Joyce VanDunk (continuing education): Insufficient attestation in the registration form
- c. Ms. Monique Deshotels (health): temporary 4 weeks off work for an injury

Although this data has not yet been reported to ACICS through the 2015-2016 CAR submission, the team has a concern with the record-keeping process as it relates to tracking students after completion (**Section 3-1-303(a)**).

For the graduates whose job title was different from the program, an employer verification legend confirmed the skills used in their jobs.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

No.	Section	Summary
1	3-1-111	The Campus Effectiveness Plan (CEP) does not meet Council's standards in a number of areas (page 3).
2	3-1-202(a)	The extent of the issues identified and the lack of continuity of staff call into question the effectiveness of the overall administration of the campus (page 3).
3	3-1-303(a)	Appropriate records are not maintained for all graduates identified as placed or not available for placement (page 13).
4	3-1-303(e)	The student academic record does not identify the credential earned (page 4).
5	3-1-414 and 3-1-432(b)	The tuition and fees disclosed on an enrollment agreement do not match the balance published on the ledger card (page 6).
6	3-1-511	Some programs do not have a qualified individual assigned to provide oversight of the programs (page 7).
7	3-1-512(c)	Documentation is not on file to evidence the sufficient use of community resources in all programs (page 8).
8	3-1-513(a) and Glossary	All externships are not being supervised by a qualified faculty member (page 8).
9	3-1-513(a), 3-1-516(a)(ii), and Glossary	Some syllabi do not meet Council standards. Specifically, the course, MC1155, is inaccurately reporting externship hours when it is, in fact, a lecture/lab course (page 8).
10	3-1-513(b)	An appropriate prerequisite system is not in place for the medical front office and billing program (page 9).
11	3-1-517	Two classes in the HVAC program were being combined, calling into question the appropriate scheduling and coverage for the courses (page 9).
12	3-1-542	Official transcripts are not on file for three faculty members (page 7).
13	3-1-701, 3-1-502, and Appendix C	The catalog does not meet Council standards in a number of areas (pages 10-11).
14	3-1-703 and Appendix C	Advertising and promotional materials are not always accurate and appropriate (pages 11-13).
15	3-1-704	Performance information is not always disclosed as required (page 13).
16	3-1-800(f)	There is no evidence that students are trained and encouraged to use the physical and electronic (LIRN) library resources (page 8).
17	3-4-202	One general education course does not meet Council standards (page 8).
18	3-4-302	The one instructor in the health services administration program does not hold the requisite academic or experiential qualifications (page 9).

19	3-4-401 and 3-1-800(d)	There isn't an appropriately credentialed librarian on staff to oversee library resources, and there are no scheduled and posted library hours (page 8).
20	3-4-402 and 3-2-204	There is no library budget (page 8).