

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-150



ACICS Self-Study Procedures and Guidelines

This document explains all procedures and includes all necessary forms for institutions applying to the Accrediting Council for Independent Colleges and Schools (ACICS) for an initial grant of accreditation (including branch-to-freestanding) and a new grant of accreditation (reevaluation).

Revised: August 2017

PHILOSOPHY OF ACCREDITATION

The accreditation of a postsecondary institution is an expression of confidence in the institution's integrity, performance, and ability to improve. It also means that the institution has clearly defined its reason for existence and has developed institutional objectives that are educationally sound. Accreditation, therefore, signifies that the institution meets the standards of quality, which are indices of its standing within the educational community. It is expected that an institution attaining accredited status will continuously review its mission in relation to its operations.

APPLICANTS FOR AN INITIAL GRANT *(including branch-to-freestanding)*

Seeking Initial Accreditation

ACICS works in collaboration with applicant institutions toward meeting ACICS criteria and attaining an accreditation status. Unlike many accrediting agencies, there is no pre-candidacy or candidacy status with ACICS. The entire process may take from nine months to 18 months, depending upon the ability of the institution to comply with ACICS standards.

Once an institution receives an "Invitation to Apply" for ACICS' Initial Accreditation, it is critical that they begin the review of the self-study narrative document to determine those areas that will require significant investment of time and resources.

Seeking Reclassification of an Additional Location to a Main

The application procedures for additional locations-to freestanding accreditation are similar to those for initial applicants, except that a resource visit may not be conducted prior to preparation of the self-study. An Application for Accreditation, audited financial statements certified by an independent certified public account for the institution's most recent fiscal year must be reviewed by the staff prior to the scheduling of an evaluation visit. A non-main campus seeking to be reclassified as a main campus must meet all minimum eligibility requirements.

An institution considering applying for reclassification from an additional location to a main campus should review the United States Department of Education procedures for eligibility and recertification for Title IV funding, if applicable.

APPLICANTS FOR A NEW GRANT

ACICS is committed to collaborating with the institution in effecting a smooth and deliberate path toward meeting ACICS criteria and maintaining an accreditation status. The new grant process may take from nine months (if there are absolutely no areas of non-compliance) to 24 months.

To initiate a new grant (reevaluation) process, an institution must purchase an application and upload the self-study and required documents **three months** prior to the institution's assigned visit cycle (as indicated in the grant expiration letter that is sent out approximately one year prior to the current grant's date of expiration), in accordance with Section 2-1-300 of the ACICS *Accreditation Criteria*. Although ACICS practice is to notify institutions approximately 12 months prior to their grant of expiration, it is the responsibility of the institution to initiate the new grant (reevaluation) process.

Additional information regarding the New Grant (Reevaluation) of Accreditation process can be found at www.acics.org / Accreditation / Accreditation Process.

This document explains all procedures and includes all necessary forms for institutions applying to the Accrediting Council for Independent Colleges and Schools (ACICS) for an initial grant of accreditation (including branch-to-freestanding) and a new grant of accreditation (reevaluation).

Revised: August 2017



SCHEDULE OF FEES

Please visit the most current fee schedule at www.acics.org ■ Accreditation / Schedule of Fees. Initiation of an application process requires institutions to logon to their member account and purchase the required application. The preferred method of payment is through a credit card transaction; however ACICS does accept payment via check. When the application process is initiated via a manual check, institutions must schedule for a week to two week process time before the institution will have the ability to upload the required application and supporting documents.

ACICS no longer accepts manual (paper) application submissions.

SELF-STUDY DOCUMENT

Planning for the Self-Study

The self-study is the most important part of the process of accreditation and must be considered a major effort of the institution. It is not an endeavor that can be completed hastily. It requires time and careful planning. The self-study provides the institution with the opportunity to engage in a comprehensive analysis of all aspects of its operation. Essentially, the self-evaluation process forms the basis for the improvement of the educational effectiveness of the institution. Indeed, if the institutional self-study is done well, it can be used by the institution in both short- and long-term planning as part of the Campus Effectiveness Plan (CEP) (previously referred to as the Institutional Effectiveness Plan – IEP).

Non-main Locations

Institutions that operate branch campuses (previously referred to as additional locations) must prepare and submit a separate self-study for the main campus and each branch. Please note that this requirement does not apply to those non-main campuses designated by the Council as learning sites. Information regarding learning sites should be incorporated into the self-study for the main or branch campus responsible for administering them.

Organizing Prior to Preparation of the Self-Study

Proper organization for the self-study is essential. Although the exact organizational plan will vary from campus to campus, the following suggestions may be helpful:

1. Select an appropriate member of the staff to direct the preparation of the self-study.
2. Involve all members of the faculty, administration, and governing board in the discussions of the self-study. Consideration should be given to involving student and graduate representatives in the self-study process. It is important that all members of the administration, faculty, governing board, and student body understand and appreciate the importance of the self-study and its value to the institution.
3. Establish a coordinating committee to work with the self-study director to make suggestions and to edit the final report.
4. Establish subcommittees to prepare specific sections of the self-study.
5. Adopt a reasonable time schedule and enforce it.

The Self-Study Questions

The self-study questions are based on the standards contained in the *Accreditation Criteria*. Institutions are encouraged to review the Evaluation Standards identified in Title III carefully before commencing with the self-study. The self-study questions are designed to elicit a thorough analysis of the institution.



The narrative report should be prepared in clear and concise language and should respond to all of the questions asked. There is no required format for the narrative report, but it is advisable to follow the questions closely in its preparation. It is suggested that the narrative be limited to 100 pages in length.

Exhibits may be included at the end of the narrative report. Exhibits should be provided only if they are essential to the team's review and preparation prior to the visit. Information that can be reviewed during the visit should be provided in the team meeting room.

A copy of the questions is included at the end of this document for your information.

Submitting the Self-Study

Guidelines for submitting a New Grant (Reevaluation) of Accreditation Application, including the self-study narrative and additional documents can be found at www.acics.org / Accreditation / Accreditation Process. To remain current in the changes to this process, please review the material on our website and seek guidance well enough in advance of the deadline submission date.

ACICS no longer accepts manual (paper) self-study submissions.

REQUIRED APPLICATION MATERIALS

- An explanation of how the self-study was planned, who organized, supervised, and participated in its preparation, which person or persons prepared each section of the report, and to what extent the document is viewed by the institution as a planning document for the future is the first document to upload. This document will *trigger* the additional documents required in the submission process.
- An explanation of future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions, graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other future plans.
- Most recent Campus Effectiveness Plan (CEP) in effect at the institution. If this document exceeds 20 pages in length, please provide an executive summary in lieu of the complete CEP.
- Academic Credit Analysis form listing all courses for each program offered by the campus.
- Self-study narrative (response to self-study questions).

SCHEDULING OF SITE VISITS

Visits take place during one of three travel periods: January-February, late April-June, and late August-October. The scheduling of a visit depends on a number of factors, including the availability of evaluators and staff. Accredited institutions applying for a new grant of accreditation will be scheduled for one of the travel periods during the final year of the current grant. Approximately one year prior to the expiration of the current grant, institutions undergoing reevaluation are contacted via email and assigned a visit cycle for the evaluation visit to the institution during the following year.

The staff coordinator assigned to conduct the campus visit will contact the school to schedule a date prior to the site visit. *Initial applicants should note that visits will not be scheduled until the required financial statements have been received and reviewed.*

Although the staff makes every effort to accommodate requests for a particular date, this is not always possible as visits normally are scheduled in conjunction with other visits within a similar geographic area in order to minimize costs.

Ordinarily, a site visit will be scheduled for no less than two days. The length of a visit will depend on the institution's location, size, and program offerings, as well as any non-main campus operations and their locations.



EVALUATION TEAMS

The minimum team composition for a reevaluation visit is a chair, an evaluator assigned to the student relations section of the report, an evaluator assigned to the educational activities section of the report, a program specialist, and the ACICS staff representative.

Every full-team must have at least one public (not affiliated with an ACICS-accredited institution) evaluator (outsider) and one evaluator affiliated with an ACICS institution (insider), as well as an evaluator classified as an academic and an administrative. *The highest credential offered at an institution is a critical factor that must be considered when selecting the team chair and the program evaluators, i.e., the chair and program evaluators visiting an institution that offers a bachelor's degree must be from an institution that offers bachelor's degree programs, hold appropriate credentials, or have had equivalent work experience.*

A subject (program) specialist will participate on the evaluation visit to evaluate all programs offered by the institution. A staff member ordinarily will accompany the team on the visit in an effort to achieve consistency in evaluation team reports. The responsibilities of the staff member are as follows:

1. Coordinate the visit;
2. Provide guidance to the team on Council priorities;
3. Serve as an information source on Council standards; and
4. Ensure that the report is completed and submitted in a timely fashion.

The staff member will be present at all Council meetings where the report is considered and may be asked questions about what was observed and reported by the team during the visit.

The institution is responsible for all expenses incurred by the evaluation team members, including the ACICS staff representative. The institution will be invoiced for the visit three weeks prior to the scheduled visit. Payment is due 10 days after the invoice is received.

Prior to the visit, the Council will advise the institution to forward a complete copy of the application materials and an Update Report to each team member. The team will review the materials in advance so that the time spent at the institution will be as productive as possible. The major portion of the visit time is devoted to verification of the information provided in the application. An institution is expected to be operating in accordance with the application and to be in compliance with all Council criteria.

STATE OFFICIALS

Appropriate state officials are contacted before the visit and are invited to observe and to share any pertinent information about the information. State officials do not participate in preparing the team report.

PREPARING FOR THE TEAM'S ARRIVAL

The institution shall provide a suitable workspace for the evaluation team. This room must be private, with sufficient table space to allow team members to comfortably review all materials, interview administrative and faculty personnel, and type the report. A telephone in the workroom or other private area and a computer with a printer also should be made available. It is also appropriate for the institution to provide refreshments for the team.



Institutions are provided in advance with a list of current materials and documents (see following page) that must be placed in the team's workroom prior to the time of the team's arrival on the day of the visit. Also, institutions are required to update the application where significant changes have occurred since its submission to the Council at least two weeks prior to the evaluation visit.

The team normally will arrive in the morning on the first day of the visit. In some cases, when the institution offers evening classes, the team may visit the institution the evening before the first full day of the visit. When the team arrives, they will take a brief tour of the facilities followed by an introductory meeting with the chief on-site administrator. At the introductory meeting, the administrator(s) should fully describe all changes that have occurred since the filing of the application.

During the visit, members of the team will meet with administrators, faculty, and students. They will visit classrooms and other parts of the facility. The institution should have informed its faculty, staff, and students of the date and purpose of the visit. The team will examine information such as course syllabi, student academic and financial records, files of faculty and staff, and minutes of meetings. Some teams may also want to consult with directors or trustees and community leaders or employers.

The team will have lunch privately, either in the workroom or off the premises. The lunch period is used to assess the progress of the visit. The institution is expected to provide and pay for lunch for the team.

NOTE: It is inappropriate for the team to be entertained by the institution in the form of gifts, favors, or social functions before, during, or after the visit.



EVALUATION VISIT MEETING ROOM MATERIALS

Institutions are requested to place the following materials in the room prior to the team's arrival

1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period;
- b. Student enrollment on day(s) of visit by program and by day and evening divisions;
- 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 with answer key 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 Report (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 number;
- 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 sessions;
- m. 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.); and
- 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; and
- 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; and
- 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. Resource and reference materials; and
- 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)



EXIT INTERVIEW

When the team has completed a draft of its report, it will conduct an exit interview with the on-site chief administrator of the institution and anyone else the administrator wishes to be present. The exit interview includes a summary of the team's findings which are to be included in the report, and the next steps in the process. The team does not speak for the Council as to what the final action might be on the accreditation of the institution. The exit interview is not a forum for debate of the team's findings and is not intended to be lengthy. The institution is given the opportunity to respond in writing to the team report.

VISIT REPORT

The team chair will edit the draft of the team report and submit the final copy via e-mail to the Council office. A copy of the report, after multiple edits have been completed in the office, is then forwarded to the institution by e-mail. It is the responsibility of the institution to keep ACICS apprised of the e-mail address of the institution's chief on-site administrator. Once the team report is received the institution has the opportunity to respond in writing to the team's findings.

FINANCIAL REPORTS

Every accredited institution must demonstrate financial stability. Therefore, the submission of an audited financial statement for the most recent fiscal year, certified by an independent certified public accountant, is required of all institutions to maintain accredited status and to pursue accreditation. The financial statements are to be submitted via the Annual Financial Report (AFR) system. Evaluation team members do not receive or review financial reports. Initial applicants must submit audited statements with the first part of the application for accreditation. Specific details are provided on the ACICS website at [Home](#) > [Accreditation](#) > Annual Financial Report.

INTERMEDIATE REVIEW

All materials pertinent to an institution's accreditation are reviewed by a panel of experienced persons prior to review by the Council. These materials include the institution's application and self-study, the visiting team's report, the institution's response to the team report, the institution's current catalog, any official reports from state or federal regulatory bodies, and any complaints (current and closed) filed against the institution.

This group will make a recommendation regarding accreditation if the evaluation process has been completed. If the process has not been completed, the reviewers will organize facts from the institution's files for the Council but will not make a specific recommendation. The Council has the option of postponing examination of files which were incomplete at the time of the interim review, even if subsequent information has been received by the time the Council meets.



COUNCIL MEETINGS

Applications are reviewed by the Council at the first appropriate meeting following the site visit. The Council meets in April, August, and December. It reviews each file and makes a determination on the accredited status of the institution.

The institution is notified in writing, normally within a month, of the Council's action. Members of the Council or Council staff may not discuss actions with a school before it receives the written notice. If an institution wishes to appeal a negative decision of the Council, it may do so in accordance with Title II, Chapter Three of the *Accreditation Criteria*.



SELF-STUDY QUESTIONS

MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

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

MISSION AND OBJECTIVES

- 1.1 How was the mission developed?

- 1.2 State the institution's mission and supporting objectives.
 - 1.2.1 Cite where it is found in the catalog.

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

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

- 1.3 Explain how the organizational, operational, and educational activities all contribute to the implementation of the institution's mission.

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

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

- 1.6 Are there any plans for changes in the institution's mission and/or supporting objectives? If yes, describe the changes that are being planned.

INSTITUTIONAL EFFECTIVENESS



- d. Student learning outcomes (must include licensure pass rates, if applicable)
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- 1.13.1 Explain how the data is collected and used to improve educational processes for the following elements:
 - a. Satisfaction of students
 - b. Satisfaction of graduates
 - c. Satisfaction of employers
 - d. Student learning outcomes
 - 1.14 What other elements are used by the campus to evaluate its effectiveness?
 - 1.15 How does the campus ensure that that the plan is monitored and implemented?
 - 1.15.1 Who is assigned to implement the specific activities outlined above?
 - 1.15.2 How often are progress reports completed? How are they recorded and reported?
 - 1.16 How is the campus effectiveness plan evaluated?
 - 1.16.1 What is the schedule for evaluation?

ORGANIZATION

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

- 2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.
 - 2.1.1 Who are the board of directors, trustees, or other officers of governing body?



- 2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?
 - 2.2.1 How is this documented?
- 2.3 How does the administration monitor and evaluate activities of faculty and staff? How often are evaluations conducted?
- 2.4 Describe how the administration provides for the professional integrity of the staff.
 - 2.4.1 What internal processes ensure the integrity of all administrative activities?
 - 2.4.2 How does the administration handle any violation of its policies?
- 2.5 How is the policy for ensuring academic freedom communicated to faculty? How does the administration support the academic freedom of its faculty?
- 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?
 - 2.6.1 How many employee grievances have the administration received in the last three years and how were these dealt with and resolved?
 - 2.6.2 How many student grievances and complaints have been received in the last three years and how were they investigated and resolved? How many are still open?
- 2.7 What areas have been identified as needing improvement in the organization and what plans have been made or are being implemented to address these areas?

ADMINISTRATION

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

- 1.1 Who is the on-site administrator and what are that person's qualifications for this position? How long has this individual served as the on-site administrator?



- 1.2 How does the administration provide for continuous evaluation of the following functions:
- a. Programs of study
 - b. Student activity programs
 - c. Guidance services and/or student support services, including career services
 - d. Admissions and recruitment
 - e. Financial aid services
 - f. Instructional procedures
 - g. Instructional resources
- 1.3 What evidence is on file to verify degrees and qualifications of key support staff?
- 1.4 What records are kept relative to the following areas and how does the campus ensure that these records are correct and reflect operational procedures that are in compliance with all requirements (state, federal, accreditation):
- a. Financial aid activities
 - b. Admissions
 - c. Curriculum
 - d. Guidance and/or student support services, including career services
 - e. Library or instructional resources
 - f. Instructional supplies and equipment
 - g. School plant



- h. Faculty and staff
 - i. Student activities
 - j. Student personnel
 - k. Reported data – retention, placement, licensure rates, if applicable
- 3.4.1 How does the campus ensure the integrity of the data as well as the records?
- 3.5 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system and how records are backed up and protected.
- 1.6 If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.
- 1.7 What is the procedure to obtain evidence of high school and/or college graduation or equivalency certificates with scores?
- 3.7.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a “diploma mill.”
- 1.8 What grading system does the campus employ to indicate student progress?
- 1.8.1 What is the unit of credit (semester, quarter, or trimester) used or clock hour?
- 1.8.2 How does the campus ensure that a transcript or permanent student record is maintained for each student?
- 1.8.3 How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?
- 1.9 How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?



- 3.9.1 If the campus utilizes computerized record keeping, what are the back-up procedures?
- 1.10 How long are various student records maintained by the campus?
- 1.11 What administrative processes/procedures are in need of improvement and what is the campus leadership doing to address them?

RELATIONS WITH STUDENTS

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

ADMISSIONS AND RECRUITMENT

- 4.1 What is the admissions policy?
- 4.1.1 Does the policy differ based on the credential awarded or program of study?
- 4.1.2 Explain how the admissions policy adheres to the institution's mission.
- 4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?
- 4.3 What records are maintained by the campus to reflect the basis for the admission of each student?
- 4.4 Describe the student recruitment program and the written policy used to train representatives.
- 4.5 Describe how admissions representatives are trained, compensated, and monitored.
- 4.5.1 How does the campus ensure that representatives accurately and ethically represent its programs and services?



- 4.5.2 If admissions calls are recorded, what is the process in place to correct any concerns identified with the admissions practices of any representative (please be specific)? If not recorded, how are admissions representatives' activities monitored?
- 4.5.3 How does the campus document its oversight of admissions and recruiting personnel to ensure that they are providing current and accurate information (i.e. recorded or listen-live calls and remediation, internal secret shoppers, admissions representative orientation and continuous training, student survey of process, etc.)
- 4.6 If the campus recruits internationally and employs the services of international agents, describe the process used to identify and contract these agents to recruit students on the campus's behalf. How are they trained and systematically monitored?
- 4.6.1 How are the recruiters compensated?
- 4.6.2 How does the campus ensure that the recruiters are current on the information being shared with prospective students?
- 4.6.3 How does the campus evaluate the performance of the recruiters and how often are contractors renegotiated?
- 4.7 Describe the policies and procedures regarding processing of incoming transfer of credit.
- 4.7.1 Where are these policies and procedures published?
- 4.7.2 Describe any articulation agreements with other institutions.
- 4.7.3 Describe where the campus publishes a list of institutions with which it has established the agreements.
- 4.7.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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



- 4.8.1 How does the campus ensure that the individual maintains currency with the expectations of the US Department of Education's Student Financial Aid division, as it relates to SAP. Describe the professional growth activities undertaken by this individual on a regular basis.
- 4.9 Describe the SAP monitoring process?
- 4.9.1 How does the campus determine if a student is making satisfactory progress according to the policy?
- 4.9.2 What actions does the campus take when a student is not making SAP?
- 4.9.3 What internal monitoring process is in place to ensure that all students' progress is accurately and systematically evaluated?
- 4.9.3.1 Who reviews the student's records and advises the student?
- 4.9.3.2 Who monitors probation?
- 4.9.4 Describe the appeals process. Within the last year, how many SAP appeals were made and of those, how many were granted and for what mitigating circumstance?

FINANCIAL RELATIONS

- 4.10 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them. Where are they publicized?
- 4.10.1 What is the scholarship awarding process to include criteria, application review, and award?
- 4.10.2 How does the campus ensure that its institutional grants and loans are aligned with ethical practices (if applicable)?
- 4.11 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.
- 4.12 What are the refund policies and procedures?



- 4.12.1 How does the campus ensure that refunds are processed in a timely manner? Within the last reporting period, have there been any instances when the refund policy was not followed and if so, how did the campus correct the error?
- 4.13 What are the qualifications of the financial aid officer?
- 4.13.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?
- 4.13.2 What memberships does the financial aid officer hold?
- 4.14 What federal programs does the campus participate in? Provide the percentage of students that participate in the various programs, as applicable:
- 4.14.1 What is the cohort default rate for the last three years?
- | | |
|-------|-------|
| Year: | Rate: |
| Year: | Rate: |
| Year: | Rate: |
- Describe improvement measures and/or the formal improvement plan if the cohort default rate is above 25%.
- 4.15 If applicable, describe the system for counseling students regarding their student loan repayment obligations.
- 4.16 If applicable, describe the cash discount policy.

STUDENT SERVICES

- 4.17 Describe the orientation that the campus employs for new students.
- 4.18 Describe all academic and personal counseling services offered.
- 4.18.1 What are the qualifications of the staff responsible for the counseling program(s)?
- 4.19 Describe the retention program.
- 4.20 What areas have been identified as needing improvement in the area of relations with students.



5. EDUCATIONAL ACTIVITIES

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

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

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

- 5.1 Describe how the educational programs have been developed based on the institution's mission.
 - 5.1.1 List each program offered, as approved by the state and ACICS, and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, direct assessment competency based, distance instruction, etc.).
 - 5.1.2 Have any of these programs been modified, revised, added since the campus's last evaluation? If yes, what factors influenced the changes?
- 5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:
 - 5.2.1 Overall administration of all academic programs.
 - 5.2.2 Administration of each academic program offered.
- 5.3 Describe the role of the faculty, administration, alumni, employers and other stakeholders in establishing the educational programs.
- 5.4 Describe how the educational programs reflect the needs of the students and the community. Provide details on the involvement of the community in evaluating the value of the educational programs to include placement outcomes, etc.



- 5.5 How are provisions made for individual educational differences among students?
- 5.6 Describe the variety of community resources that are utilized to enrich each program?
 - 5.6.1 Describe how the utilization of these resources is documented.
- 5.7 Describe the policy on the responsibility and authority of faculty in academic governance.
 - 5.7.1 How was the academic governance policy communicated to the faculty?
 - 5.7.2 How does the campus ensure that the policy is adopted and implemented?
- 5.8 Is there a detailed syllabus on file for each course?
 - 5.8.1 How are syllabi developed?
 - 5.8.2 How often are the syllabi revised?
 - 5.8.3 Describe the process for revising syllabi.
 - 5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?
- 5.9 Describe any externship programs, indicating name of program, procedure, and person(s) responsible for the oversight and administration of these activities.
 - 5.9.1 Have both the campus and the practicum site(s) signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.
 - 5.9.2 Describe how qualified faculty members oversee the student's externship experience:
- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.



- 5.10.1 If advisory boards and/or program advisory committees, are utilized, list members and their qualifications. How often do the boards (committees) meet and how are meetings documented?
- 5.10.2 How are students, graduates, and employers involved in the process? Provide a summary of feedback provided by these stakeholders and how they were considered in the evaluation and revision process.
- 5.11 How was the length of each program determined?
- 5.12 Do any programs include training by a third party? If so, please explain.
- 5.13 Is licensure or other certification required for persons employed in any program offered?
Yes No
- 5.13.1 If yes, list the program(s) and the licensing or certification oversight body:
- 5.13.2 List specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.
- 5.13.3 Where in the catalog are the licensing requirements outlined and how does the campus ensure that all students are aware of them?
- 5.13.4 Describe any applicable examinations and the pass rate on each of these exams.
- 5.13.5 Describe how the campus verifies the licensure pass rates for in each program (i.e. student attestation, documentation from licensing board, etc.
- 5.13.6 Indicate the pass rates for the past three years for each program that requires licensure or certification:
- 5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)
- 5.14.1 Explain the current status in holding such accreditation.
- 5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?



- 5.15 How are appropriate course sequencing and prerequisites determined?
- 5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?
- 5.15.2 What internal processes are in place to ensure that students follow the course sequence and take prerequisites as published?
- 5.16 How is the need for curriculum changes determined?
- 5.16.1 How are faculty members involved in curriculum evaluation and revision?
- 5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?
- 5.16.3 How does the campus utilize student evaluations, student satisfaction surveys, and other forms of student input in the curriculum evaluation and revision process?
- 5.17 What significant curriculum changes have been made during the last three years?
- 5.17.1 What significant changes are contemplated for the next three years?
- 5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?
- 5.18.1 How does the campus monitor the number of contact hours completed for each course?
- 5.18.2 In the case of an emergency and classes are cancelled, how are contact hours made up?
- 5.19 How does the campus apply the U.S. Department of Education's definition of a credit hour for financial aid (as required in Section 2-2-503 of the *Accreditation Criteria*)?
- 5.19.1 Where are the procedures published?
- 5.19.2 How is compliance documented?



- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?
- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.
- 5.21.1 Who is responsible for the evaluation and awarding of such credit?
- 5.21.2 How does the campus ensure consistency in the evaluation?
- 5.21.3 Since the last evaluation cycle, how many cases of such award have been evaluated and what was the outcome in each case?
- 5.22 Who is the individual on staff assigned to provide employment assistance to students? Describe their qualifications to serve in this role.
- 5.22.1 Describe employment services offered to students and how they are documented.
- 5.22.2 Describe how placement verification is documented (i.e. sampling, multi-layered internal review, 100% third-party verification, etc.).
- 5.22.3 What data are maintained for students who do not graduate, but who become employed?
- 5.23 Describe the process used to conduct follow-up studies on graduate and employer satisfaction
- 5.23.1 How often are the follow up studies conducted?
- 5.23.2 Based on the results collected from the last follow up studies conducted, what changes have been made to educational processes?
- 5.24 Describe the programs of extracurricular educational activities, if any.

INSTRUCTION AND FACULTY

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



- 5.25 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.
- 5.26 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.
- 5.27 Describe how the campus ensures that students have timely access to appropriate learning materials (e.g., textbooks, laboratory equipment).
- 5.27.1 When are textbooks made available to students, if included in the total cost?
- 5.27.2 How does the campus determine the quantity of laboratory equipment needed based on its student population and program offerings?
- 5.28 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.
- 5.29 Who is responsible for faculty orientation and training?
- 5.29.1 Describe the orientation of the faculty to the campus.
- 5.29.2 Describe the training process.
- 5.30 How does the administration determine the qualifications of a faculty member to teach a particular course?
- 5.30.1 Describe qualifications of non-degreed teachers for the subjects they teach, at the credential level they teach.
- 5.30.2 How are the qualifications documented?
- 5.31 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.
- 5.31.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).



- 5.32 In what ways does the campus evaluate instruction?
- 5.32.1 What systematic processes are in place to enhance and promote teaching effectiveness?
- 5.33 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?
- 5.33.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?
- 5.33.2 How is the plan implemented?
- 5.33.3 How often is the plan reviewed?
- 5.34 Describe how the campus ensures that all faculty complete the activities on the development plans.
- 5.34.1 How are the activities documented by the campus?
- 5.35 Describe the program of in-service training for the improvement of instruction and curriculum.
- 5.35.1 List the schedule for the next 12 months.
- 5.36 Describe how the administration documents professional growth for full- and part-time faculty members.
- 5.37 Describe the frequency, content, and documentation of faculty meetings.
- 5.38 Describe the plans for ongoing improvement in curriculum and faculty.
- 5.39 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?
- 5.39.1 How does the campus define full-time faculty status? What is the full-time/part-time faculty ratio at the campus? How does the campus maintain an appropriate distribution to ensure sound direction and continuity of development of the programs?



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

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

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

5.41.1 What are the general education courses and how are they determined to be appropriate for the students served:

5.41.2 Cite examples:

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

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

5.42.1 How are part-time faculty members supported in providing assistance to students and contributing to the development of the programs?

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

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

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

5.43.1 Describe the efforts to recruit and retain qualified faculty members. What is the average tenure of the faculty?

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

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



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

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

- 5.46 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program. Summarize the background of the committee members and roles on the committee (student, faculty, administrator, employers).

5.46.1 How often does the committee meet?

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

DOCTORAL DEGREE INSTITUTIONS

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

6. EDUCATIONAL FACILITIES

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

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.
- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?
- 6.2 Does the campus utilize learning sites?
Yes No



- 6.2.1 If yes, when were they approved and what programs are offered at the site(s)?
- 6.3 Does the campus utilize any additional classroom spaces?
Yes No
- 6.3.1 If yes, when were they approved, where are they located, and how are they used?
- 6.4 Describe any plans to improve the physical plant and equipment.

7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. *Accreditation Criteria* References: Sections 3-1-700 through 3-1-704 and Appendix C.

- 7.1 Describe how the catalog reflects the educational programs, operations, and services.
- 7.1.1 How often is the catalog published?
- 7.2 How does the campus ensure that all enrolled students are provided with a copy of the campus catalog?
- 7.2.1 What other publications are provided to enrolled students?
- 7.3 Describe the advertising and promotional literature.
- 7.3.1 What media are used to promote the campuses and its services?
- 7.3.2 How does the campus ensure that the information disseminated and published is accurate and avoids misleading or exaggerated impressions of the campus?
- 7.3.3 If advertising is done in languages other than English, what documentation is maintained to ensure the integrity and accuracy of the information?
- 7.3.4 What percentage of revenue is budgeted for advertising/marketing?



- 7.4 Describe any changes in advertising over the last year to include media, financial investments, community outreach, etc.
- 7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.
- 7.5.1 How does the catalog explain the course numbering system?
- 7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.
- 7.7 Describe the published performance information concerning student achievement.
- 7.7.1 Where is the campus performance achievement information published?
- 7.7.2 How often is the information updated?
- 7.7.3 How does the campus validate the accuracy and reliability of the information disclosed?

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

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

FOR ALL INSTITUTIONS

- 8.1 Explain how the instructional resources serve the needs of the educational programs.
- 8.1.1 Describe any contracts or agreements with outside libraries or resource centers.
- 8.1.2 Describe if the institution has contracted with a library resource provider to offer access to library resources. What types of services are outsourced to such an outside provider?



- 8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)
- 8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.
- 8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.
- 8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?
- 8.6 What is the budget for instructional resources (excluding personnel allocations)?
 - 8.6.1 How is the budget determined?
- 8.7 Describe the assessment strategy for library resources and information services.
- 8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.
- 8.9 Describe the facility where library and instructional resources are held.
- 8.10 Describe any plans for improving instructional resources.

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

- 8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.
 - 8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.
- 8.12 Explain how the instructional resources serve the needs of the educational programs.
 - 8.12.1 How does the campus determine which reference works are acquired?



- 8.13 What percentage of total tuition revenue is spent for library acquisitions?
- 8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels? Explain any changes in the allocations
- 8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.
- 8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?
- 8.17 Describe the physical and online library resources, including information about the
- 8.17.1 Total number of physical volumes
 - 8.17.2 Total number of online collections available
 - 8.17.3 Number of titles and/or online collections related to each program offering
 - 8.17.4 Number of titles and/or online collections related to general education courses taught
 - 8.17.5 Number of program-related periodicals to which the institution currently subscribes
 - 8.17.6 Number of other periodicals available
- 8.18 Describe the library's procedures regarding student borrowing and return of materials.
- 8.19 Describe how online resources, if any, are made available to students.
- 8.20 Describe how the campus monitors student usage of the library and instructional resources?
- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:
- a. faculty
 - b. appropriate national professional organizations and societies, and
 - c. a nationally recognized list (or lists) of online collections, books, and periodicals?



8.22 Describe any plans for improving the library.

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

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

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

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

8.26 What system is used to catalog library titles?

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

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

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

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.



**SELF-STUDY QUESTIONS SUPPLEMENT****9. DISTANCE EDUCATION, DIRECT ASSESSMENT COMPETENCY-BASED EDUCATION, AND OTHER FORMS OF NONTRADITIONAL EDUCATION**

For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used. Accreditation Criteria References: Section 3-1-505 and Appendix H

Check the type(s) of non-traditional instructional delivery offered by the institution:

- Direct Assessment Competency-based program
- Online Distance Education
 - Hybrid
 - Fully online
- Self-Paced Instruction

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. *Accreditation Criteria* References: Section 3-1-505 and Appendix H.

DISTANCE EDUCATION OR SELF-PACED INSTRUCTION ONLY

Accreditation Criteria Reference: Appendix H, Section II & III

INSTITUTIONAL READINESS

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

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

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

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



- 9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.
- 9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery
- 9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?
- 9.4 Who oversees the distance education and/or self-paced course/program curriculum?
- 9.4.1 What are this individual's qualifications?
- 9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

ADMISSIONS REQUIREMENTS AND ENROLLMENT

- 9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)
- 9.6 How does the campus make it clear in writing at the time of enrollment:
- 9.6.1 How the student's identity will be verified throughout the course and program?
- 9.6.2 How the student's privacy will be protected in the identity verification process?
- 9.7 Describe the orientation program for distance education and/or self-paced students.

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

- 9.8 Describe how interaction between faculty and students takes place.
- 9.9 Describe how interaction among students takes place.
- 9.10 What is the student-teacher ratio for distance education courses?
- 9.10.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.



FACULTY AND INSTRUCTIONAL SUPPORT

- 9.11 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.
- 9.12 Identify the educational resources and technology available to faculty on campus and on-line.
- 9.13 Identify the platform used to deliver instruction.

RESOURCES AND EQUIPMENT

- 9.14 What is the budget allocated to distance education delivery?
- 9.15 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

STUDENTS AND STUDENT SERVICES

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

STUDENT EVALUATION AND PROGRAM ASSESSMENT

- 9.17 How are students taking self-paced and/or distance education courses evaluated?
- 9.18 How is retention monitored?
- 9.19 Describe the placement services that are available.
- 9.20 Describe how student, faculty, and employer satisfaction are identified.
- 9.21 How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?
- 9.22 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

PUBLICATIONS

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



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

DIRECT ASSESSMENT COMPETENCY-BASED PROGRAMS ONLY

Accreditation Criteria References: Section 3-1-505 and Appendix H, Section I

- 9.25 What programs are offered as Direct Assessment competency-based and when were they approved by ACICS?

INSTITUTIONAL MISSION AND READINESS

- 9.26 Describe the basis for the introduction of such programs and how they support the mission and objectives of the institution.

9.26.1 Describe the process utilized in identifying and defining specific competencies related to the program.

9.26.2 Describe how the following stakeholders participated in the development of the program: faculty, alumni, employers, and experts in the field.

9.26.3 Describe how this modality is incorporated into the Campus Effectiveness Plan.

CURRICULUM DEVELOPMENT AND DIRECT ASSESSMENT MEASURES

- 9.27 What types of direct assessment measures are utilized in assessing achievement of specified competencies? Describe the types of standardized tests or industry-recognized examinations utilized as direct assessment of student learning.

9.27.1 Describe how the institution utilizes systematic methods for determining credit hours or clock hours.

UTILIZATION OF EXTERNAL ENTITIES OR EXPERTS

- 9.28 If external entities or experts are utilized in the direct assessment process, how does the institution ensure oversight? What portion of the program is provided by the institutional faculty versus external entities or experts?

STUDENT SUPPORT SERVICES



- 9.29 Describe how the following providers of student support services are formally trained to serve needs of students in achieving their competency goals:
- (a) mentors;
 - (b) student counselors;
 - (c) academic advisors;
 - (d) registrars; and
 - (e) financial aid counselors.
- 9.29.1 What provisions are available for competency-based program students who may be advised to transition to a traditional fixed-schedule, teacher-directed instructional format?
- 9.29.2 What policies have been developed and implemented for determining that a student in such programs is making satisfactory academic progress?
- 9.29.2.1 Who is assigned to monitor satisfactory academic progress for the program?
 - 9.29.2.2 How has this individual been trained to monitor satisfactory academic progress of students enrolled in direct assessment competency-based programs?

CONTINUOUS PROGRAM ASSESSMENT

- 9.30 What specific plans and strategies are implemented for the continuous assessment of the effectiveness and continuous improvement of the direct assessment competency-based programs? Are such plans described in the Campus Effectiveness Plan?

**SELF-STUDY QUESTIONS SUPPLEMENT****10. ENGLISH AS A SECOND LANGUAGE**

For institutions that offer English as a Second Language as a separately eligible, stand-alone program or courses as part of an eligible program. Accreditation Criteria Reference: Appendix F

How is the English as a Second Language program structured?

- As a separately eligible, stand-alone program or
- Courses as part of an eligible program

SEPARATELY ELIGIBLE, STAND-ALONE ESL PROGRAMS

- 10.1 When was the program approved by ACICS? How does it adhere to the institution's mission?
- 10.2 What demographic does the program serve primarily? How does that affect structure, outcomes, etc?
- 10.3 Who is responsible for the administration of the ESL program? Describe this individual's qualifications and how the campus ensures that they remain current in the field.
- 10.4 Describe the entrance and exit nationally recognized exam of English comprehension used. How has the test results affected program deliver, evaluation, and outcomes?
- 10.5 Describe the admissions process for the program including the records that are maintained.
- 10.6 Describe the credentials of faculty members in the program and how the institution ensures that they have prior experience and any required certification in the field of instruction.
- 10.6.1 Describe the professional organizations and workshops that faculty members are involved in which enables them to meet the needs of the students.
- 10.7 Describe how students cover the cost of the program, including if Pell Grants are also used.

ESL COURSES AS PART OF AN ELIGIBLE PROGRAM

- 10.8 Describe the ESL coursework offered as part of the program.
- 10.9 Describe evidence that the coursework meets the US Department of Education regulations.



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-151



ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

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

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Bay Area College of Nursing - Palo Alto (Main Campus)

Bay Area College of Nursing - Daly City (Campus Addition)

Bay Area College of Nursing - San Jose (Campus Addition)

Address: 824 San Antonio Road, Palo Alto, CA 94303 (Main Campus)

6767 Mission Street, Daly City, CA 94014 (Campus Addition)

702 E. Santa Clara Street, San Jose, CA 95112 (Campus Addition)

ACICS ID Code: 00073857 (Palo Alto); 00208766 (Daly City); 52189 (San Jose)

Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name: Bay Area College of Nursing Palo Alto

Main Campus Address: 824 San Antonio Road, Palo Alto, CA 94303

Main Campus ID Code: 00073857

History of accreditation with ACICS and with other agencies:

Bay Area College of Nursing was awarded an initial grant of accreditation by ACICS on May 9, 2013.

- US Department of Education Approval to award Student Financial Aid

Bay Area College of Nursing and the United States Department of Education agreed that BACN may participate in student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs).

- ACICS Accreditation

Bay Area College of Nursing is accredited by the Accrediting Council for Independent Colleges and Schools. The Accrediting Council for Independent Colleges and schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

- State Approval

Bay Area College of Nursing is authorized to operate by the former Bureau for Private Postsecondary Education (BPPE) with the School Code Number 88680297. This institution is approved to operate by the Bureau for Private Postsecondary Education until June 30, 2016. <http://www.bppe.ca.gov/>

- ICE Approval

Bay Area College of Nursing is authorized under Federal law to enroll non-immigrant alien students. This school is approved by the U.S. Immigration and Customs Enforcement (ICE) to participate in the Student and Exchange Visitor Program (SEVP) and is authorized to issue an I-20 visa.

- California Department of Public Health Approval



Bay Area College of Nursing is approved by the California Department of Public Health to offer Nursing Assistant and Home Health Aide and Acute Care Nursing Assistant.

• BVNPT Approval

Bay Area College of Nursing is provisionally approved to offer Vocational Nursing by the Board of Vocational Nursing and Psychiatric Technicians in Palo Alto (expires November 30, 2015) and Daly City (expires February 29, 2016).

Brief history of the institution:

Due to the severe shortage of nursing professionals, which is the largest health care profession in the United States, and as our population ages and as our health care system is becoming increasingly complex, the demand for nursing care became more evident.

Bay Area College of Nursing, Inc., formerly Palo Alto Center for Healthcare Education Inc., was founded in 2004 by Rachele Cagampan, RN BSN MPA MSN and opened its doors to fill the increasing need for skilled health professionals, particularly nurses, in the United States. BACN responded to the demand by educating healthcare professionals offering vocational nursing, anatomy and physiology, acute certified nursing assistant, nursing assistant, and massage therapy course programs in the SF Bay Area with locations in Palo Alto, Daly City, and San Jose.

Students can expect commitment from the institution and the faculty in helping them achieve their goal of becoming competent certified or licensed healthcare professionals. The school aims to continue to leave an impact on other people's lives and in the community through the application of their learned knowledge and skills from the institution.

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

Under Provisional Status for the Vocational Nursing Program

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

Clinical affiliations with following: Altos Oaks Medical Group, Inc., Atherton Healthcare, Capulong Pediatric Clinic, Cordilleras Mental Health Center, Dr. Ali Zaki, Gardner Family Health Network (Pediatrics), Gardner Family Health Network (Maternity), Kindred Transitional Care and Rehab - Tunnell Center (Daly City), Mountain View Healthcare Center, Noah's Arc Preschool, Palo Alto Sub Acute and Rehab Center, Pedia Health Medical Group, Pacifica Nursing and Rehab Center (Palo Alto)

List of international activities:

NA

Description and scope of distance education activities: Hybrid Fully Online

NA

Participation in Federal Financial Aid Programs: Yes No

INSTIUTIONAL CHANGES

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

Management: None

Change of Ownership: NA

Program offerings: Added Medical Assisting and Massage Therapy Programs

Curriculum: None

Institutional delivery: None

Other changes: Participation in Federal Financial Aid Programs



1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

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

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The guiding principle in developing Bay Area College of Nursing's mission was derived from addressing the demand for healthcare professionals in the country and responding to the needs of the community through the production of quality and well-rounded healthcare professional graduates. The mission was developed as a guide to assist in creating the curricula and in planning the educational programs.

1.2 State the institution's mission and supporting objectives.

MISSION

Bay Area College of Nursing is a private institution whose central mission is to study, create, impart and apply knowledge about its subject matters. This is accomplished through educating adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to communities. Bay Area College of Nursing provides high-quality career-oriented nursing and allied health certificate programs.

PHILOSOPHY

The Bay Area College of Nursing's philosophy is congruent and consistent with its mission to provide educational excellence for healthcare professionals. To this end, it is the goal of the institution to educate or develop quality health care professionals who possess the knowledge and the skills required for safe and effective client practice. The faculty set forth the following beliefs:

- Man

The faculty believes that man is unique and is a part of a family, a culture, and a community. Maslow states that human existence is based on needs that arise in hierarchical order: The first and foundation level is the basic physiological needs; the second is safety and security; the third is love and belonging; the fourth level is self-esteem; the fifth level is self-actualization. Based upon Maslow's Hierarchy of Human needs, this humanistic theory focuses upon the whole person including the qualities that make people distinctive and how these qualities develop. This hierarchy of human needs allows the nurse to explore the client on the health-illness continuum beginning with basic concepts and building upon these to explore various normal and abnormal human conditions and related nursing care. The way or method such needs are met is unique to the individual.

- Health and Illness

Health and illness are parts of a dynamic continuum that result from either the balance or the imbalance of man's physiological, psychological, social, and spiritual components.

- Society

Man is a community of diverse cultures. While all cultures share common needs, the way in those needs are met are unique to the individual culture.



- Education

Education is the responsibility shared by the faculty and student to reach the desired goal. Education is not fully realized without an interaction between faculty and the student. With that interaction, it is the responsibility of the faculty to provide accurate nursing knowledge according to the current professional practice. On the other hand, it is the role of the student to receive that information, absorb the knowledge, and internalize the practice so the information becomes a part of them. Nursing is an art and a science requiring scientific principles, technical skills, and empathetic care. This education should incorporate moral, ethical, and legal principles to prepare the student to assume personal accountability for his/her professional behavior.

OBJECTIVES: In support of the Bay Area College of Nursing mission, the institution's objectives are to:

1. Provide a curriculum that teaches students how to evaluate, analyze, and synthesize information to develop critical thinking and problem solving skills in a career environment through: (element- student learning outcome)
 - a. Provision of instructions that instill within students an appreciation for the value of life-long learning and education.
 - b. Hiring of faculty members who bring to their classrooms advanced academic preparation as well as the skills derived from the current practice of their professions.
 - c. Integration of technological tools for student learning.
 - d. Enhancement of our campus facilities to provide a safe and functional learning environment.
2. Offer quality education with a balance of general education and specialized coursework to help students gain the knowledge and skills needed to meet current and future challenges of a global economy; (elements – student and graduate satisfaction)
3. Maintain an educational environment that respects and welcomes a diversity of individual backgrounds, abilities, interests and opinions; (element – student retention)
4. Provide an academic advisory board to lend advice and recommendations to the institution's management and faculty concerning the type and content of programs and courses needed to produce graduates who can best be successful in a global economy to satisfy the demands and needs of the employer; (element – employer satisfaction)
5. To meet and/or exceed the required placement and graduation rates by monitoring, identifying and employing effective placement and student completion strategies. (element – placement and graduation rates)

1.2.1 Cite where it is found in the catalog.

School catalog pp. 4-5

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

GOALS: Upon completion of Bay Area College of Nursing certificate, students will be able to:

- Use current technology within the context of their career;
- Articulate a career path and plan to include a commitment to life-long learning;
- Demonstrate the ability to work in a diverse cultural environment;
- Demonstrate leadership and management skills relevant to their career field.



- Communicate within their career field and clearly relate to their peers a practical knowledge of their professional understanding and discipline; and

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

OBJECTIVES: In support of the Bay Area College of Nursing mission, the institution's objectives are to:

1. Provide a curriculum that teaches students how to evaluate, analyze, and synthesize information to develop critical thinking and problem solving skills in a career environment through: (element- student learning outcome)
 - a. Provision of instructions that instill within students an appreciation for the value of life-long learning and education.
 - b. Hiring of faculty members who bring to their classrooms advanced academic preparation as well as the skills derived from the current practice of their professions.
 - c. Integration of technological tools for student learning.
 - d. Enhancement of our campus facilities to provide a safe and functional learning environment.
2. Offer quality education with a balance of general education and specialized coursework to help students gain the knowledge and skills needed to meet current and future challenges of a global economy; (elements – student and graduate satisfaction)
3. Maintain an educational environment that respects and welcomes a diversity of individual backgrounds, abilities, interests and opinions; (element – student retention)
4. Provide an academic advisory board to lend advice and recommendations to the institution's management and faculty concerning the type and content of programs and courses needed to produce graduates who can best be successful in a global economy to satisfy the demands and needs of the employer; (element – employer satisfaction)
5. To meet and/or exceed the required placement and graduation rates by monitoring, identifying and employing effective placement and student completion strategies. (element – placement and graduation rates)

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

Faculty: Each faculty member meets the ACICS, BPPE, and BVNPT requirements and is approved to teach in the specific programs. Nursing Assistant instructors are approved to teach by the CA Department of Public Health.

BACN holds annual faculty development planning, in-service training, and professional growth activities to support the school's mission and to meet the program's curricular and course and instructional objectives. Faculty involvement in the improvement of the programs is required as part of the academic program development which is discussed during quarterly faculty meetings and through ongoing consultation with the chief academic officer/school director, the director of educational services, the clinical coordinator, our active faculty members, current and past students, and the office manager.

Financial Resources: The school has had financial constraints and incurred losses due to the economic downturn from 2012 to the present and is gradually recovering. On March 11, 2014, the school was approved to offer Title IV federal financial aid by the Department of Education, but disbursements were received by the 3rd



quarter of 2014. The school is being monitored by ACICS to provide a financial report quarterly, six, and nine months thereafter. A letter of credit in the amount of \$204,517 was deposited in a restricted bank account which will be used to pay refunds of institutional charges owed to or on behalf of current students or to provide “teach out” in the event the school closes as determined by the secretary of the U.S. Department of Education.

Physical Plant: The physical plant in Palo Alto provides two classrooms, a library/a computer room, a conference room, a skills lab, and administrative and faculty offices.

The school has auxiliary sites located in San Jose and Daly City to serve the needs of the students residing in the nearby areas. The space is sufficient to accommodate the allowable number of students enrolled in the school.

Administration and Management: The school is composed of administrative and management officers—a president/school director/chief academic officer, a director of educational services, a clinical coordinator, and an office manager. Part-time and on-call office staff serve as support personnel working under the administrative and management officers. Part-time faculty members are under the jurisdiction of the academic department.

Educational Activities: To serve its working students, the school offers career program courses to accommodate part-time or full-time academic study with classes during the day or evening, weekdays or weekends, with maximum flexibility.

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

The mission statement and goals and objectives are subject to review through the Campus Effectiveness Plan (CEP) process every year or as needed.

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

- 1.6 Describe the administration’s plans for any changes in the institution’s mission and/or supporting objectives.
There are currently no plans for any changes in the institution’s mission and/or supporting objectives.

INSTITUTIONAL EFFECTIVENESS

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

To meet the requirements of ACICS, the school developed and implemented the first CEP in 2012 based on the elements and criteria of ACICS. The CEP was critically reviewed and updated every year. The CEP Study Group consists of the administrative/management officer and faculty.

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

The president is responsible for the CEP implementation through supervision of and delegation of tasks to the administrative and management officers.

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

Year: Rate:

Year: Rate:

Year: Rate:



Explanation (if necessary)

Retention Rates:

Year: 2013 Rate: 94.4%

Year: 2014 Rate: 84 %

Year: 2015 Rate: 94 %

Aggregate Enrollment and Retention for Vocational Nursing Program

Data	2013 CAR	2014 CAR	2015 CAR
Enrollment as of July 1	54	45	30
New starts	33	22	54
Re-entries	3	2	4
Total enrollment:	90	69	88
Male/female	70(F)/20(M)	56(F)/13(M)	27(F)/7(M)
Program graduates	38	35	33
Program completers	1	1	N/A
Withdrawals	4	6	5
Still enrolled	46	22	50
Retention rate	94.4%	84%	94%

Placement Rates:

Year: 2013 Rate: 71%

Year: 2014 Rate: 67 %

Year: 2015 Rate: 67 %

Program Placement Rates of Vocational Nursing Program

DATA	2013CAR	2014 CAR	2015 CAR
Graduates placed in field or related field	25	21	22
Placed out of field	1	0	0
NA for placement pregnancy/death/health	2	0	0
Not available due to continuing education?	2	1	1
Not available due to active military service?	0	0	0
International students NA due to VISA restrictions	0	0	0
Enrolled in stand-alone ESL program	0	0	0
Not working	9	8	5



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

Retention

The data for the Vocational Nursing Program was collected from the previous years' CAR reports submitted to the ACICS in 2013, 2014 and the current year to be reported. The baseline rate is the previous year's performance (2014) of 84% percent. The goals are to: a) maintain or improve retention from the previous year, and b) equal or outperform the ACICS average for all campuses from the previous year. Based on ACICS calculation, there was a decrease in retention in 2014 which may be due to the student's inability to secure a loan, inability to make payments, decreased interest in the program, and a change in employment or socio-economic status. However, in 2015 we exceeded the projected goal of 90% to 94%.

It is safe to state that Bay Area College of Nursing attained a high retention rate and will seek to meet its annual retention goals in 2016 utilizing the ACICS CAR calculations

Placement

Bay Area College of Nursing's placement rate in 2015 is 67% which is 1% lower than our projected goal the previous year. The school has been compliant for two consecutive years from 2014 to 2015 based on ACICS standard guidelines.

Bay Area College of Nursing seeks to meet its annual placement goals by continuing to review the academic progress of students and by continuing to collaborate with employers interested in hiring our graduates that can adequately satisfy their needs and demands. Bay Area College of Nursing's existing job assistance strategies appear to meet ACICS' minimum required job placement percentage.

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

Retention: 94% Placement: 67%

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

Retention: Factors taken into consideration were the retention rate, which include the number of new starts, re-entries, total enrollment, gender, program graduates, program completers, withdrawals, and still enrolled students from July 1, 2014 – June 30, 2015 as per ACICS CAR calculation guidelines.

Placement: The placement rate and the graduate survey data. For ACICS compliance, the July 1, 2014 to June 30, 2015 data gathered were the number of graduates placed in field or related field, placed out of field, not available for placement due to pregnancy/death/health related and not available due to continuing education, not available due to active military service, international students not available due to visa restrictions, enrolled in stand-alone ESL program, and not working following the ACICS CAR calculation guidelines.

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

The implemented activities can be found on the CEP for 2013-2015. Annual retention and placement rate goals were within compliance as per ACICS standards.

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

- a. Level of graduate satisfaction



We use a graduate satisfaction survey form to measure graduate satisfaction of the training received from the program which measures program preparation for current job duties and responsibilities.

b. Level of employer satisfaction

We use an employee evaluation form to assess employer's satisfaction which measures the graduate's skills, the ability to follow instructions, social and public relation, professionalism, attitude, strengths and weaknesses on the job.

c. Student learning outcomes

Licensure/Certification pass rates, Standardized tests, pre- and post tests, clinical progress reports, and internships.

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

a. Satisfaction of graduates

We send the survey forms to the alumni via email, fax, mail, or in-person within six months after employment

b. Satisfaction of employers

A survey is sent out to the employers who have hired the graduates within six months after graduation.

c. Student learning outcomes

We retrieve the published licensure exam rates from the state licensing boards.

1.13 How is the campus effectiveness plan evaluated?

The CEP committee reviews the plan once a year. Periodically, the full-text of revisions is then presented to all active faculty members of the institution for comments and suggestions.

1.13.1 What is the schedule for evaluation?

The school implemented the first CEP in 2012 and is critically reviewed and updated every end of the year.

2. ORGANIZATION

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

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

Bay Area College of Nursing is owned and operated by Bay Area College of Nursing College, Inc., a California For Profit Corporation. The President / Chief Executive Officer / Chief Academic Officer / Director of the corporation is Rachelle Cagampan, who legally owns 100% of the company. The corporate office is located at 824 San Antonio Rd., Palo Alto, CA 94303, (650) 858-6810 with satellite branches at 6767 Mission St., Daly City, CA 94014 and 702 E. Santa Clara St., San Jose, CA 95112. (p.5)

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

A clear written description of the performance duties, responsibilities, and standards by which work will be measured is provided by the administration to each faculty and staff member.



2.2.1 How is this documented?

A clear written description of the performance duties, responsibilities, and standards by which work will be measured is provided by the administration to each faculty and staff member with the following, as applicable:

- an Organizational Chart
 - an Orientation Checklist - acknowledged/signed copy by employee
- Faculty/Employee Guidelines (Handbook) - acknowledged/signed copy by employee
- a Job Description - acknowledged/signed copy by employee
 - an Academic Freedom Policy - acknowledged/signed copy
 - a Faculty/Employee Performance Evaluation - sample reviewed by employee
- a Faculty/Staff Development Plan

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

Faculty:

The school director observes and evaluates new faculty members 90 days after initial employment and annually at the end of the year. The school director may informally observe other faculty from time to time or as necessary. The end-of-the-year evaluation includes performance and progress made in implementing the professional development plan and the formulation of the plan for the coming year.

In addition, the school director monitors the lesson plans and course syllabi created by the faculty to ensure that the objectives of the instructional plan are met.

Staff:

The office manager observes and evaluates new office staff 90 days after initial employment and annually at the end of the year. The manager may informally supervise other employees periodically or as necessary. The end-of-the-year staff evaluation includes performance and progress made in implementing the professional development plan and the formulation of the plan for the coming year.

Verbal endorsements occur first thing in the morning. Campus staff communicate by phone and email.

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

The administration provides orientation to new hires, ongoing supervision, support and training. An evaluation of their work performance is done ninety days after hire, annually or as necessary.

A clear written description of the performance duties, responsibilities, and standards by which work will be measured is provided by the administration to each faculty and staff member with the following, as applicable:

- an Organizational Chart
- an Orientation Checklist - acknowledged/signed copy by employee
- Faculty/Employee Guidelines (Handbook) - acknowledged/signed copy by employee
- a Job Description - acknowledged/signed copy by employee
- an Academic Freedom Policy - acknowledged/signed copy
- a Faculty/Employee Performance Evaluation - sample reviewed by employee



- a Faculty/Staff Development Plan

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

Upon employment, each faculty and staff member receives a copy of the Employee Guidelines, which contains the Academic Freedom, Confidentiality statement, and a Mutual Dispute Resolution. Copies of the Employee Guidelines are distributed by email and a copy of acknowledgment is signed and submitted by each employee upon hire.

The administration requires faculty and staff to extend student assistance, to treat students with respect and dignity, and to maintain confidentiality in handling individual student records.

The administration also requires that faculty and staff keep licenses or certifications and other pertinent employment requirements current and available or on file.

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

Employees Grievance Procedure

The grievance policy for administrative staff and faculty is described under Section VIII – Internal Communication of the Employee Guidelines. A copy of the Employee Guidelines is provided to new employees upon hiring. A copy of the Mutual Dispute Resolution Agreement is also provided to employees upon hiring.

Student Grievance Procedure

The school catalog (pages 35-39) describes the student grievance and complaints procedure. In pursuit of its policy of openness, accountability, and responsiveness to students, the school's administration provides established grievance procedures. Based upon the information presented in the grievance, steps toward resolution shall begin with informal discussions headed by the Department Director. Resolution shall be attempted at the lowest possible level. If a satisfactory solution cannot be reached within a reasonable period, the grievance shall be scheduled for presentation to the Grievance Committee for hearing and appropriate action. Informal discussion between persons directly involved in a grievance is essential in the early stages of a dispute reconciliation and shall be encouraged at all stages of the grievance procedure. The school shall maintain a file on each grievance reported including the procedures followed and the final disposition of the case. Any remaining unresolved complaints may be directed to the Bureau for Private Postsecondary Education, Board of Vocational Nursing and Psychiatric Technician and ACICS.

Other Interested Parties

Grievances by other interested parties may be directed to the administrative officers for resolution or proper delegation.

2.7 Describe any plans for the improvement of the organization.

Accreditation by a nationally recognized accrediting agency, such as ACICS, is a prioritized goal to improve the standards of the institution's operations and to enhance the quality of education being offered.

The president/chief academic officer/school director will continue to monitor and oversee the professional development of the faculty and staff, the effectiveness of the revised curriculum, the improvement of instruction, the utilization of educational resources, and the overall student satisfaction.

The institution also has plans on hiring qualified administrative officers to support the mission and objectives of the school in the near future. Supplemental assistance by hiring additional support staff is also part of the institution's agenda.



3. ADMINISTRATION

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

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

Rachelle Cagampan, RN, B.S.N., M.P.A., M.S.N. Founder / President / CEO / Chief Academic Officer / School Director

Equipped with almost 20 years of nursing and management experience in a hospital, home health and primary care environment all over the Bay Area; a former Critical Care Nurse at Stanford University Medical Center Cardiovascular Surveillance Unit; Earned dual degrees – a Master of Public Administration degree (Major in Health Care Administration) and a Master of Science in Nursing (Major in Clinical Systems Management) from the University of San Francisco in 2003; Selected as an item writer for the National Council of State Boards of Nursing Licensure Examinations PN (NCLEX-PN); A regional testing coordinator and examiner for the National Nursing Assistant Training and Assessment Program (NNAAP)

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

a. Programs of study

Programs are evaluated continuously through the following:

- mandatory submission of a program records survey and comprehensive analyses/review to the CA Board of Vocational Nursing and Psychiatric Technician every two years
- submission of program renewals and course review to the Bureau for Private Postsecondary Education and the CA Department of Public Health every four years
- student feedback through end-of-the program evaluation
- faculty feedback through faculty meetings
- review of national and state pass rates, and
- employer feedback.

State Review and Evaluation: The Board of Vocational Nursing and Psychiatric Technician, the Bureau for Private Postsecondary Education, and the CA Department of Public Health evaluate and approve all curricula before they can be offered. The state agencies also require periodic submission of all courses and program outlines for review and re-approval/renewal.

Student Feedback: The school conducts surveys in class from time to time by completing the Student Evaluation of Faculty and Evaluation of Clinical Sites. Students are asked to do a written survey about the strengths and weaknesses of the course program at the end of the program.

Faculty Feedback: Faculty feedback occurs both formally and informally in conversations with the school director during business hours and at faculty and staff meetings.



National and State Pass Rates: The school director reviews national and state licensure pass rates standards with the administrative officers and faculty members during the quarterly meeting. The school also subscribed to the 2015-2016 NCLEX Program Reports for specific data collection for the vocational nursing.

Employer Feedback: The school sends out surveys to the employers of graduates. The Employer Survey form asks employers to verify and evaluate the performance of our school's graduates and recommend areas in which how the school can provide better qualified graduates for the work force in the future.

b. Student activity programs

The school has engaged in student activities tailored to the health needs of our community such as health screening, service learning, outreach activities, fundraising, etc. The students and faculty are frequently invited by various organizations to actively participate in cause-oriented events and activities for the benefit of the community. The school, therefore, evaluates involvement in student activity programs that benefit the student, the school, and the people in the community. The activities are tailored to the needs and preferences of the student population.

Space: The students are allowed to use the facilities any time at their convenience except when classes are in session. Students are also able to utilize the kitchen which they can use for eating as well as heating food. We have an existing library the faculty members and students can use for studying at their own disposal. The administration regularly communicates with the students to gather suggestions as to how to improve the school facilities.

Activities and Amenities: Students are exposed to different types of school activities.

School Bulletin Boards: A bulletin board for each batch is provided and mounted in the classroom to keep students informed of the upcoming events and activities. Corresponding photos of each batch from previous events and activities are also prominently displayed.

Faculty and Staff Supervised Activities: Faculty and staff occasionally organize get-together potlucks to give opportunities for students to get to know other current and previous students of the school. Medical and/or nursing-related games are organized and played during these gatherings to relax and at the same time educate students.

c. Guidance services

Bay Area College of Nursing offers student activities and services that enhance the student's learning experience as well as assists students to prepare for employment. Students enrolled in the non-degree certificate programs are continuously evaluated through the following services:

Academic Counseling

Students are advised on both personal and academic issues and are encouraged to discuss their scholastic and vocational goals. The faculty, administrative directors, and chief academic officer have a sincere interest in the personal welfare of each student and therefore an open-door policy is employed. A monthly progress report is submitted by the faculty



Professional Counseling Referrals

Students requesting professional counseling services will be referred to local counseling agencies around the bay area. A list is also posted on the bulletin board.

d. Financial aid services

A financial aid director is available by appointment to discuss options for payment and availability of loans for the student.

e. Instructional procedures

The school director observes and evaluates new faculty members 90 days after initial employment and annually at the end of the year. The school director may informally observe other faculty from time to time or as necessary. The end-of-the-year evaluation includes performance and progress made in implementing the professional development plan and the formulation of the plan for the coming year.

In addition, the school director monitors the lesson plans and course syllabi created by the faculty to ensure that the objectives of the instructional plan are met.

Classroom observations provide the institution with insight into areas of instruction that need improvement. For example, with the adoption of ATI, a supplemental NCLEX resource which was incorporated into the curriculum, some faculty members clearly needed more guidance in effectively implementing its use. In addition, the staff and students also need some assistance in operating these resources online. Compliance in the use of ATI resources by the students to facilitate student learning is also being monitored. To address the concerns, the school has dedicated an in-service workshop with an ATI representative for support scheduled at the beginning of the program and an open communication with the director of educational services for additional advice. Tech support is available 24 hours daily.

f. Instructional resources

The school continuously assesses the needs for instructional resources and services for faculty and staff and is discussed during the quarterly faculty meeting. The following are the steps taken to improve the instructional resources and services.

Computer and Printer Access: Faculty members are encouraged to establish a school email account (bayareacollege.edu) for correspondence, have access to the internet, and use any Microsoft Office program for curricular and instructional enhancement at the school's networked computer terminals.

Multi-Media Courseware: The school has developed a limited selection of audio-visual materials that faculty may borrow and check out for instructional purposes. Faculty has access to laptops, DVD/VHS playback units, and CD/tape playback and recorder units for classroom use. Two classrooms are equipped with a Smart Board and a portable television and VHS player for faculty and student use. The materials are catalogued and described in detail in the school's annotated Library Inventory List. The Library Inventory List is updated periodically and evaluated annually.

Technical Equipment Operations: Representatives are readily available to assist and respond to technical questions in regards to the use of ATI, published books and learning materials online and on hand, Smart Board, and other equipment and resources for instruction.



General Library: Faculty members and students have access to a small professional library of books and periodicals. The library contains a catalogued collection of print and audio-visual material that includes reference titles, general knowledge titles, and specialized knowledge titles. Titles contain primarily related to the field of nursing and allied health in general. Faculty and students may use library materials in the library itself, borrow the material for their own use or for lesson planning purposes, or borrow the material for classroom instruction or learning.

Electronic Databases: Faculty members have access to a series of EBSCO host on-line databases available on any school-networked computer. Most electronic databases contain abstracts, full-text articles or materials that can be downloaded, printed, saved to a disk, e-mailed, etc.

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

Official Transcripts or verified copies of the faculty/professional teaching staff are kept in the files in the records room. If the transcript of records is issued from a foreign country, a course-by-course evaluation and a general report are done through an approved-NACES member.

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

- a. Financial aid activities

The school now offers federal financial aid and keeps the following financial records for all students:

- total tuition due,
- amount and date paid,
- balance due,
- source of aid, and
- payment agreements
- calculation of refund due (if applicable)
- TILA / payment agreements
- FAFSA documents as per regulation

- b. Admissions

Records of current students are kept in a locked fireproof file cabinet inside the locked records room. Access to these records is limited to authorized personnel only.

1. Information Form
2. Enrollment Agreement
3. School Performance Fact Sheet
4. Notice of Cancellation / Withdrawal
5. Notice of Student Rights
6. Student Applied Learning Experience Agreement



7. Authorization for Release of Records and Information
8. Collection of Tuition
9. Photo/Video Waiver
10. Travel Waiver
11. Credit Granting
12. Credit Option Form
13. Academic Clinical Standards and Policies
14. Disclosure Regarding Voluntary Agreement for an Educational Institution
15. FERPA
16. HIPPA
17. Official Transcript Request Authorization
18. High School Attestation and/or High School Official Transcript of Records
19. Licensing Agreement
20. WBST and SLE Test Results
21. Physical Exam and Immunization Records
22. Copy of CPR card
23. Interview Rubric

c. Curriculum

In accordance with CA BVNPT and BPPE regulations, the school maintains current copies of approved curricula on file (hard copy and in dropbox). The State curriculum documents specify the:

- official title and length of the course or program;
- course or program admission and graduation requirements;
- method of instruction;
- course objectives;
- course or program prerequisites;
- hour breakdown by course or unit of study;
- course syllabus
- textbooks and instructional aids; and
- equipment that supports the course program.

Copies of current syllabi are:

- periodically distributed to faculty in print form;
- available in hard copy at the office



- archived in the school director's office

- uploaded in the dropbox

d. Guidance

The school keeps copies of transcripts of records, probation forms (if applicable), advising forms or progress report forms (if applicable) in individual student files or specific binders. Grade reports are accessible online via engrade.

e. Library or instructional resources

Faculty members and students have access to a small professional library of books and periodicals. The library contains a catalogued collection of print and audio-visual material that includes reference titles, general knowledge titles, and specialized knowledge titles. Titles contain primarily related to the field of nursing and allied health in general. Faculty and students may use library materials in the library itself, borrow the material for their own use or for lesson planning purposes, or borrow the material for classroom instruction or learning.

Faculty members have access to a series of EBSCO host on-line databases available on any school-networked computer. Most electronic databases contain abstracts, full-text articles or materials that can be downloaded, printed, saved to a disk, e-mailed, etc.

f. Instructional supplies and equipment

Supplies and equipment are stored in the storage and supply room that can be accessed by faculty members after submission of a requisition slip. In addition, the school maintains equipment and instructional software inventories, contracts, purchases, and supply orders.

g. School plant

The school keeps on file documents related to the physical plant such as the certificate of occupancy, fire safety certificates, state approvals, leases, and fire extinguisher maintenance service. All certification approvals are current.

h. Faculty and staff

The school keeps the individual faculty and staff files in the following order:

- ACICS data sheet (signed)

- Official transcripts (with raised seal NOT issued to student)

- Transcript evaluations

- Academic Freedom policy (signed)

- Job descriptions (signed)

- Employee/Faculty handbook receipt (signed)

- Teaching assignments – course loads

- Instructor qualifications / credentials (certifications, memberships in professional organizations)

- Instructor Evaluations (from both supervisor and student) –separate binder if there are numerous evaluations



Faculty Development Plan, signed by both faculty and director, along with documentation of Professional Growth and In-Service activity

i. Student activities

The school records student extra-curricular activities in a variety of ways:

- through social network site postings and
- through school bulletin boards

j. Student personnel

Student personnel files are kept in a fireproof cabinet in the records room.

k. Campus Accountability Reports

The school director keeps the annual institutional reports in the records room and in the school's dropbox.

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

Student files are arranged per batch in alphabetical order by program. Records of current students are kept in a locked fireproof file cabinet inside the locked records room. Access to these records is limited to authorized personnel only. Previous students' or graduates' records are stored in a vault off-campus.

The school maintains the individual student files in the following order (if applicable):

1. Information Form
2. Enrollment Agreement
3. School Performance Fact Sheet
4. Notice of Cancellation / Withdrawal
5. Notice of Student Rights
6. Student Applied Learning Experience Agreement
7. Authorization for Release of Records and Information
8. Collection of Tuition
9. Photo/Video Waiver
10. Travel Waiver
11. Credit Granting
12. Credit Option Form
13. Academic Clinical Standards and Policies
14. Disclosure Regarding Voluntary Agreement for an Educational Institution
15. FERPA



- 16. HIPPA
- 17. Official Transcript Request Authorization
- 18. High School Attestation and/or High School Official Transcript of Records
- 19. Licensing Agreement
- 20. WBST and SLE Test Results
- 21. Physical Exam and Immunization Records
- 22. Copy of CPR card
- 23. Interview Rubric

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

NA

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

School requires receipt of an official high school transcript of records or GED diploma as part of the application process. If a student is in the process of securing a copy of his or her HS transcript, the students may also sign an attestation of high school graduation or equivalency.

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

The transcript of records must be received directly from the graduated institution addressed to the school’s admissions. If the transcript of records is issued from a foreign country, a course-by-course evaluation and a general report are done through an approved-NACES member.

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

The School Catalog and course syllabi contain the following explanation of the school's grading system. The grading system is printed on each student transcript.

Theory Evaluation

Each instructor will administer written tests. Students should expect a variety of test questions such as multiple choice, essay, matching, etc. In addition to tests, an instructor may also assign research papers, student presentations, and other such activities. Theory grades are calculated on a “total point system”. For example: a test consists of 250 points; the student earns 195 points. The student’s grade is calculated by dividing 250 into 195. This equals 0.78 or 78%.

The grading scale for the theory portion is as follows:

Letter Grade	Numeric Grade	Point Grade	
A	93% - 100%	4.00	Honor Roll
A-	90% - 92%	3.65	Excellent



B+ 87% - 89% 3.35

Good

B 84% - 86% 3.00

B- 81% - 83% 2.65

C+ 78% - 80% 2.35

*Satisfactory

C 75% - 77% 2.00

C- 72% - 74% 1.65

Failing

D+ 69% - 71% 1.35

D 66% - 68% 1.00

D- 63% - 65% 0.65

F 00% - 62% 0.00

P Pass - Credit

F Fail - No Credit

I 00% Incomplete

W 00% No Grade Assigned

*Passing for Theory: 75%; *Passing for Clinical: Satisfactory

Clinical Evaluation

The student must earn a “satisfactory” grade in the clinical aspect of the program to continue in the vocational nursing program. At each level of the program the student will be provided with a list of nursing skills to be mastered. This mastery includes performance technique as well as knowledge of the related theory.

The grading scale for the clinical portion is as follows:

- **SATISFACTORY** – student demonstrates ability to complete clinical objectives safely, accurately, and in a timely manner with minimal supervision.
- **NEEDS IMPROVEMENT** – student needs close supervision and/or additional time to complete assignments.
- **UNSATISFACTORY/FAILED** – student does not demonstrate improvement nor meet clinical objectives.

If a student is not performing satisfactory at mid-term, he/she will be placed on probation.



Specific area(s) needing improvement will be identified, in writing, along with a time frame within which to demonstrate improvement.

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

The school uses clock hour system of credit.

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

It is created and maintained by our director.

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

The explanation of the grading system can be found in the school catalog and on the back of the official transcript.

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

The main campus has a centralized fire and burglar alarm system. The school stores current student academic, financial, and payment records in fireproof files. We store graduate student files in a secure vault off-premises. Financial and tax records are kept in a fireproof file cabinet within the premises.

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

The computerized school-related files are uploaded in the dropbox accessible only by administrative and managerial officers.

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

Student transcripts are indefinitely kept and other student records are maintained for five years from the last day of attendance.

3.10. Describe any plans for improvement in the administration.

The school has plans on hiring qualified administrative officers and additional support staff to improve the workflow and operations. The school also plans to invite key professionals in the education, business, and health industries to become part of the advisory board in order to help strategize the expansion of programs and promote school presence in the community.



4. RELATIONS WITH STUDENTS

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

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

Admission Requirements:

1. Completely filled out Bay Area College of Nursing application form.
2. High school transcript of records sealed and sent by the school or G.E.D. certificate. All foreign transcripts must be evaluated by a member of the National Association of Educational Credential Service for 12th grade equivalenc
3. Complete Entrance Assessment Test with a score of 12th grade or higher in English and a score of 12th grade or higher in Mathematics. Complete Scholastic Level Exam with a score of 14 or higher. Test scores must be within 1 year prior to the date of admission.
4. Personal interview.
5. Complete medical requirements.

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

Yes, policies differ based on the programs of study.

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

The admissions policy has a selection process that is rigorous. The goal is to admit the most qualified and suitable candidate for the program to meet the school's mission.

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

NA

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

- High School Transcript (with NACES evaluation if needed)/GED
- Credit Granting
- Entrance exam
- Application forms
- Registration forms
- Interview and Admission Rubric



4.4 Describe the student recruitment program.

The school does not recruit prospective students, but prospects are mostly obtained through newspaper advertisements, social networking sites, and by word of mouth.

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

The school does not have an admissions representative. The office staff provides the list of admission requirements to a prospective student and the director or manager goes over the admissions procedures and answers specific questions related to the program.

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

Transfer credit will only be granted for courses:

- Taken at an institution accredited by a regional or national accrediting body;
- Taken in the same field of study as that required at the time of enrollment, as reflected in the Bay Area College of Nursing Catalog in effect at the time of enrollment, and for no greater number of semester units than that required,
- Verified through an official transcript requested by and received by Bay Area College of Nursing directly from the institution at which the course was taken;
- If required, for which the student has produced course descriptions, course outlines, copies of assignments and tests, textbooks, university or college catalogs or any other documents, materials or things deemed reasonably necessary by Bay Area College of Nursing in order to perform an evaluation of the equivalency of the course in question.
- Courses within a major and minor must have been completed within the previous five (5) years. Credit will be given if the student scores 75% or better and demonstrates competencies of practical skills.

Competency Based Credit

Credit may also be extended to candidates that submit verification of work experience in any facility within the last 5 years. Written and/or performance assessment will be required. Credit or partial credit will be granted if the candidate meets requirements equivalent to Bay Area College of Nursing course objectives. Credit may be determined by written or practical examination.

4.6.1 Where are these policies and procedures published?

School catalog pp. 14-16

4.6.2 Describe any articulation agreements with other institutions.

Bay Area College of Nursing has not entered into an articulation or transfer agreement with any other college or university at this time.

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

NA

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

NA

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS



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

The school director administers the standards of satisfactory academic progress for the institution in collaboration with the faculty members and administrative officers.

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

The school's SAP standards measure a student's satisfactory academic progress at the end of each term. The school will provide an academic grade report to each student at the end of each term, which will include the student's grades earned in each course/subject attempted. The grade report will also provide cumulative information for all credits attempted and completed and a cumulative grade point average at the end of each program.

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

The instructor monitors their students' satisfactory academic progress and assists those who are having difficulty in progressing.

- 4.8.2 Who monitors probation?

The faculty member initiates placement of a student on probation, provides recommendations to improve academic status, and monitors the status of probation. A student who has an unsatisfactory or unsuccessful probation outcome will be re-evaluated by the school director. The school director has the right to either dismiss, retain or reinstate the student based on the results of the students' probationary evaluation.

- 4.8.3 How is attendance verified?

Attendance is verified through attendance sheets submitted by instructors and recorded by the office staff electronically.

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

The instructor will submit the final grade via engrade and the office manager will use a program to calculate the CGPA. Attendance and completed hours of the program are calculated through an excel sheet by the office manager. The final grades are verified for accuracy by the assigned instructor and school director.

FINANCIAL RELATIONS

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

NA

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

All students sign an enrollment agreement, which states the cost for the school wide entrance exam, program application fee, program tuition fee, and other costs that may be incurred during the program length.

- 4.11 What are the refund policies and procedures?

The school refund policy for students who have completed 60 percent or less of the course of instruction shall be a pro rata refund. After the end of the cancellation period, the student has the right to terminate his/her studies at the school at any time, and receive a refund for the part of the course or program paid for and did not receive. Please refer to pages 44-45 in the school catalog.



4.12 What are the qualifications of the financial aid officer?

The financial aid officer must have received training and a certificate issued by the department of education.

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

The financial aid officer attends workshops and seminars offered by the Department of Education. Also, training is provided to the financial aid officer via the web or in person by the 3rd party financial aid servicer.

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

The students and/or parents meet with the financial aid counselor before and after the program begins. The student applicant is advised to visit the fafsa website to apply and to seek additional information.

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

Year: NA Rate: NA - We started offering federal financial aid in 2014

Year: NA Rate: NA

Year: NA Rate: NA

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

NA

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

The administrative officers hold a day of orientation for all newly-admitted students. Academic counseling is done by the faculty as necessary to “at risk” students based on the academic progress and attendance status. A one-on-one conference is scheduled to assess the student’s academic status, the nature of the problem, any plan of action and a follow-up of academic progress. Unsatisfactory academic progress of the student will result to a meeting with the program director for further evaluation. Students requesting professional counseling services will be referred to local counseling agencies around the bay area.

4.16 Describe all academic and personal counseling services offered.

Academic counselors are available to meet by appointment at the school’s premises. Students requesting professional counseling services will be referred to local counseling agencies around the bay area. A list is also posted on the bulletin board.

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

Academic counselors qualify based on their extensive knowledge of the subject matter along with their experiential background as faculty members.

4.17 Describe the retention program.

The school assumes students are more likely to remain in the program with full support from the faculty and staff members through tutoring, one-on-one counseling, and addressing their special needs. In addition, the school promotes an environment conducive to studying and learning.

4.18 Describe employment services offered to students.

Bay Area College of Nursing does not guarantee employment for its graduates. The Career Services Coordinator assists students in their job searches after they have successfully completed their studies, offers



information on job opportunities and temporary assignments, and provides guidance in resume preparation and interviewing techniques. The coordinator makes reasonable efforts to satisfy the wishes of a graduate as to location and type of employment. The more flexible a graduate can be regarding initial employment, the easier it is for the school to assist in the placement process

In addition to the career services available to students, career-planning concepts are also integrated into the curriculum in all programs. Students participate in specific sessions that cover interviewing techniques, networking, resume writing, and professional dress and conduct. While placement assistance will be provided, the school cannot promise or guarantee employment or a specific salary.

4.18.1 Describe how placement verification is documented.

After completion of the program, graduates are required to complete a Graduate Record Survey, which updates their personal and work information. From there, our staff makes monthly follow-up calls and emails to receive updates from graduates. Online submission of information is accessible for the convenience of the graduates.

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

After completion of the program, our staff makes monthly follow-up calls and emails to receive updates from graduates and their employers within six months after placement. Online submission of information is accessible for the convenience of the graduates.

4.20 Describe the programs of extracurricular activities, if any.

The school has developed and supported extracurricular student activities that best meet the healthcare needs of the community. The school is in contact with other public agencies and organizations with the goal of promoting health assessment, preventive health measures, health education via volunteering their services in the community. Students are also encouraged to join professional organizations and attend conferences.

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

Easy accessibility between the students and management/director during the evenings for evening classes. We will continue to provide students with an open door policy as well as a conducive environment that stimulates learning. We will continue the formation of student committees represented by a class president. The class president is responsible for communicating concerns, suggestions, and soliciting feedback from his/her fellow classmates through student meetings or open forum discussions. The administrative staff and faculty members will remain available and accessible by email and by appointment for consultation or advice.



5. EDUCATIONAL ACTIVITIES

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

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

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

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

In accordance with our mission, the school has developed educational programs that promote nursing and allied health care programs. The guiding principle in developing Bay Area College of Nursing's mission was derived from addressing the demand for healthcare professionals in the country and responding to the needs of the community through the production of quality and well-rounded graduates.

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

Anatomy and Physiology Course

54 Clock Hours

Certificate Program

Course Objectives:

Upon completion of this program, the student will be able to:

- Relate human body function and life process.
- Name the major human body system and their related functions.
- Name the major components of each system,
- Describe their anatomical locations and structures and their physiological functions.
- Receive a Transcript from Bay Area College of Nursing

We offer the course via traditional lectures and audio-visual learning materials.

Nursing Assistant Training Program

150 Clock Hours



Certificate Program

Course Objectives:

Upon completion of this program, the student will be able to:

- Upon completion of the 150-hour course, the nurse assistant will be able to:
- Demonstrate appropriate and effective communication skills.
- Assist with basic emergency procedures.
- Apply the basic principles of infection control.
- Demonstrate behavior which maintains client's/resident's rights.
- Demonstrate behavior which promotes resident's independence and prevents abuse.
- Prepare for certification by the State of California as an entry-level worker on a healthcare team in a long-term facility.

We offer the course program via traditional lectures, audio visual, practical training, skills lab, and clinical simulation.

Home Health Aide Training Program

40 Clock Hours

Certificate Program

Course Objective:

Upon completion of the 40-hour course, the home health aide student will be able to:

- Acquaint self with the practice of home health care while knowing his/her roles and responsibilities.
- Examine physical changes, developmental needs, and common disease processes found in the home health care client.
- Expand his/her knowledge about safety issues, environmental and personal care including awareness of client's personal preferences as it is delivered in the home.
- Receive a Certification of Completion.

We offer the course program via traditional lectures, audio visual, practical training, skills lab, and clinical simulation.

Acute Care Nursing Assistant Training Program

80 Clock Hours

Certificate Program

Course Objective:

Upon satisfactory completion of the 80-hour course, the Acute Care CNA student will be able to:

- Provide safe, appropriate, efficient, and quality care in an acute hospital setting.
- Build upon and expand previously-learned CNA skills to enable the nurse assistants to function at a competent level in the acute care setting.
- Learn various disease processes one might encounter in the acute care setting.



- Receive a Completion Certificate.

We offer the course program via traditional lectures, audio visual, practical training, skills lab, and clinical simulation.

Vocational Nursing Program

1588.5 Clock Hours

Certificate Program

Course Objectives:

By the end of Term I: Foundations of Nursing 100 and Nursing Science 101, students will:

- Demonstrate knowledge of the origins of nursing and the role of the LVN.
- Identify the role of the vocational nurse related to the legal/ethical rights of patients.
- Demonstrate basic understanding and proficiency in the performance of basic nursing skills.
- Demonstrate basic understanding of the nursing process and its relationship to effective client - centered care.
- Recognize and demonstrate basic understanding of different cultures and their implications for client care.
- Demonstrate basic knowledge of disease prevention and the implications for nursing care.
- Identify the 6 rights of medication administration and explain the actions, possible side effects, adverse reactions, and nursing interventions for each major drug classifications.

By the end of Term II: Nursing Science 102, students will:

- Demonstrate increased knowledge of the origins of nursing and the role of the VN.
- Demonstrate increased knowledge about the role of the vocational nurse related to the legal/ethical rights of patients.
- Demonstrate increased knowledge and proficiency in the application of intermediate level medical surgical nursing procedures.
- Apply the nursing process and create comprehensive teaching plans while caring for assigned patients.
- Demonstrate understanding of individual client needs including socioeconomic, spiritual, emotional, and cultural diversity.
- Demonstrate prevention and control of diseases by applying safe, aseptic techniques while caring for the assigned client.
- Demonstrate knowledge, skill, and accuracy in administering routine medications.

By the end of Term III: Nursing Science 103, Maternity Nursing 100, Pediatric Nursing 100, students will:

Demonstrate understanding of professional boundaries that must be maintained during the care for assigned clients.

- Demonstrate advanced level of knowledge and proficiency in the application of advanced level medical surgical nursing procedures.



- Demonstrate ability to expound and carry out nursing care plans by coordinating with the healthcare team.
- Analyze the impact of increased understanding of cultural sensitivity as it relates to healthcare.
- Demonstrate understanding and control of high-risk infectious diseases while caring for the assigned client.
- Demonstrate critical thinking in the administration of prn medications and withholding of routine medications.³

We offer the course program via traditional lectures, audio visual, practical training, skills lab, and clinical simulation.

Massage Therapy Training Program

600 Clock Hours

Certificate Program

Course Objective:

Upon completion of the 600-hour course, the massage therapy student will be able to:

- Exhibit an understanding of the principles of the theories of therapeutic massage and demonstrate the proper techniques of massage manipulations.
- Exhibit an understanding of the principles of the theory of hydrotherapy and use hydrotherapy modalities.
- Demonstrate safety and health practices that are conducive to the hygiene of massage therapist and the client/patient.
- Explain the use of allied modalities related to massage.
- Demonstrate an understanding of human anatomy and physiology as related to the practice of massage.
- Demonstrate knowledge of basic business practices and standards.
- Must have high School diploma, GED, or successful completion of an independently administered exam.

We offer the course program via traditional lectures, audio visual, practical training, skills lab, and clinical simulation.

Medical Assisting Training Program

Course Description:

Medical Assistants aid the physician and other medical personnel as they examine and treat patients. Medical Assistants also perform office administrative tasks that keep a medical office or clinic running smoothly. Graduates are prepared to work in physician's offices, clinics, nursing homes and health care centers as a medical secretary, medical assistants, medical receptionist or medical office manager. The program provides clinical instruction, class lectures and practical experience through an externship in medical facility. Clinical instruction teaches students to prepare patients for examinations, giving of injections, conduct electrocardiograms, process routine laboratory tasks. Instruction also covers office duties such as completing insurance forms, scheduling appointments, billing, bookkeeping and medical collections.

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



5.2.1 Overall administration of all academic programs.

Rachelle Cagampan, RN, B.S.N., M.P.A., M.S.N. Founder / President / CEO / Chief Academic Officer / School Director

Equipped with almost 20 years of nursing and management experience in a hospital, home health and primary care environment all over the Bay Area; a former Critical Care Nurse at Stanford University Medical Center Cardiovascular Surveillance Unit; Earned dual degrees – a Master of Public Administration degree (Major in Health Care Administration) and a Master of Science in Nursing (Major in Clinical Systems Management) from the University of San Francisco in 2003; Selected as an item writer for the National Council of State Boards of Nursing Licensure Examinations PN (NCLEX-PN); A regional testing coordinator and examiner for the National Nursing Assistant Training and Assessment Program (NNAAP)

5.2.2 Administration of each academic program offered.

Equipped with almost 20 years of nursing and management experience in a hospital, home health and primary care environment all over the Bay Area; a former Critical Care Nurse at Stanford University Medical Center Cardiovascular Surveillance Unit; Earned dual degrees – a Master of Public Administration degree (Major in Health Care Administration) and a Master of Science in Nursing (Major in Clinical Systems Management) from the University of San Francisco in 2003; Selected as an item writer for the National Council of State Boards of Nursing Licensure Examinations PN (NCLEX-PN); A regional testing coordinator and examiner for the National Nursing Assistant Training and Assessment Program (NNAAP)

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

As licensed professionals with vast experiences in different healthcare fields, the faculty members provide essential input into the selection of course content, review and evaluation of instructional support materials and educational program planning. With our quarterly meetings, we also discuss the needs of our students and how to improve the educational programs to meet the demands of becoming a nurse or a healthcare provider.

Curricular development and instructional plan development are reviewed and evaluated annually and updated as necessary by the curriculum team. An annual performance evaluation of the faculty members by the program director takes place at the end of the year.

Administrative officers and staff manage the operations of the school from admissions, record-keeping ensuring that the policies are followed accordingly.

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

Bay Area College of Nursing is located in the Northern California Bay Area. The Bay Area, which includes the San Francisco area, the Peninsula, and the East Bay areas, are accessible by public and private transportation. The 280 and 101 freeways are connected to the main/major streets such as El Camino Real and Mission St.

The Bay Area has a diverse population base with many new immigrants from around the world plus an increasing population from growing families already residing in the area. A comparison between the 2000 Census Demographic Profile with the 2008 American Community Survey respectively, shows a population growth in the Asian and Hispanic communities. Overall there is a population growth in the counties of Santa Clara, San Mateo, Alameda and the estimates continue to increase. Due to population expansion from multiple sources, the need for all types of healthcare providers is constantly increasing. From the reports, the school believes that it can continue to serve the community and fulfill its mission by providing to the workforce qualified nurses.



The impact of this need for increased health care services and nurses has put a strain on the current health care facilities and nursing education programs. Many of the health care service providers are looking for community-based collaborators to create innovative ways to increase their provider numbers and to attract and retain new and current licensed nurses.

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

Non-Discrimination Policy

Bay Area College of Nursing is non-sectarian and does not discriminate with regard to race, creed, color, national origin, age, sex, disability or marital status in any of its academic program activities, employment practices, or admissions policies.

This policy applies to hiring of all positions and admission of all students into all programs. Students with special needs such as physical or mental handicaps or learning disabilities are considered for admission provided they meet the entrance requirements. The director is responsible for accepting students and determining whether applicants, including those with special needs, can benefit from the training.

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

By attending conferences, forums, seminars, workshops and board meetings, we are able to enrich and improve our educational course programs. The school also promotes the use of resources by faculty, staff and students from the community in order advance their knowledge and skills.

5.6.1 Describe how the utilization of these resources is documented.

All community resources are documented on the calendar and also compiled in a folder.

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

The ACADEMIC GOVERNANCE

Bay Area College of Nursing encourages participation of faculty and students in the development of policy on academic matters. Each faculty member participates with the Chief Academic Officer in the governance of that unit. Through efforts of collaboration and coordination, the administrative officers & staff, the faculty, and the elected student representative share governance in the continuous improvement of the programs and academic life in general. Each plays a vital role in achieving the school's mission. The faculty member plays an integral part in the following:

Educational Program Development

Faculty involvement in the improvement of the programs is required as part of the academic program development which is discussed during quarterly faculty meetings and through ongoing consultation with the chief academic officer/school director, the director of educational services, the clinical coordinator, our active faculty members, current and past students, and the office manager.

Selection of Course Materials

The school director, the director of educational services, and faculty members are responsible for selecting the materials based on faculty recommendations and student feedback.

Instructional Equipment and Other Educational Resources

Faculty suggestions and recommendations on how to expand the instructional resources are discussed during the quarterly faculty meetings. The faculty member is responsible for continuously assessing the need for instructional



resources and services such as computer and printer access, multi-media courseware, technical equipment operations, general library resources, and electronic databases.

Curriculum Evaluation and Revision

The input from the faculty, administrators and graduates is discussed during the quarterly and annual meetings and are utilized in evaluating and revising the curricula. Employer feedback of our previous graduates and licensure pass rates are also taken into consideration.

Student Learning Outcomes

The Faculty feedback is invaluable in the academic preparation of the students as well as the development of student learning outcomes. The faculty teaches the students how to analyze and evaluate clinical concepts and scenarios to improve their critical thinking and problem solving skills. In addition, the faculty and staff discuss how beneficial technological tools/advances are for student learning.

Institutional Effectiveness Planning

The CEP study group consists of the administrative and management officers who are also senior faculty members. Active faculty members also assist in the creation and assessment of the CEP. The president is responsible for CEP implementation through the supervision of and delegation of tasks to the administrative and management officers.

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

Academic governance policy is given as part of the new hire employee packet.

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

Yes.

5.8.1 How are syllabi developed?

The syllabus was developed according to the standards set by the state agencies approving the program. Revisions are submitted for review and approval by the agencies before implementation.

5.8.2 How often are the syllabi revised?

The curricula, which include the syllabi, are reviewed annually and revised, as needed.

5.8.3 Describe the process for revising syllabi.

The faculty and director discuss any suggested revisions during the quarterly and annual meetings. A change will take effect once approved by the program director. New copies of current syllabi will be:

- distributed to faculty in print form;
- available in hard copy at the office
- uploaded in the school's dropbox
- archived in the school director's office.

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

The grading criteria is found in the syllabus. All homework /assignments have a specific percentage as part of the overall grade evaluated by the instructor.



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

Yes, the vocational nursing and health-related programs include clinical hours (externship) at different clinical facilities in the Bay Area. Programs include Vocational Nursing, Medical Assisting, Nursing Assistant, Home Health Aide, and Acute Care CNA. Prior to the clinical rotation, facility approval forms and agreements are completed and signed by both the school and prospective clinical facilities. Facility approval forms are submitted for approval to the Board of Vocational Nursing and Psychiatric Technicians prior to student assignment or rotations at the clinical site. The program director in coordination with the clinical coordinator, oversee the internship or externship part of the program.

The school and the facility lay out the policies and procedures, including faculty and student orientation and submission of medical requirements, in order to have a productive and enhanced clinical learning experience.

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

School takes into account feedbacks and comments by the students about the program and classes using the school evaluation forms. Faculty, administrators and graduates input during the quarterly and annual meetings and employer feedback of our previous graduates are also utilized in evaluating and revising the curricula.

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

We will be inviting members to the advisory board. Prospective members are persons who hold key positions in the education, business, and healthcare industries. We have 3 prospects at the moment (two practicing physicians and one business man).

- 5.11 How was the length of each program determined?

The length of each program was based on the minimum hours set by the California Board of Vocational Nursing and Psychiatric Technician, the CA Department of Public Health and the BPPE. The hours of the program were established by the curriculum team and then submitted to the board, BPPE or/and ACICS for approval.

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

No.

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

Yes No

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

In order to be eligible for licensure, students need to complete the required number of theory and clinical hours approved by the state agencies. A certificate of completion or diploma will be awarded by the school to the graduating student which will allow him/her to take the licensure exams. The board will then grant a license to the candidate who successfully passes the licensure exams.



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

The students who complete the required hours with a passing grade in the program are eligible to take the National Council Licensure Examination – Practical Nurse. This examination is administered and the by California Board of Licensure. NCLEX-PN is required to practice as a Practical Nurse (LPN or LVN). The school's vocational nursing pass rate for 2014 is 64% (Palo Alto = 75%; Daly City = 53%) based on the BVNPT NCLEX report. The results are within the compliance rates set by ACICS.

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

NA

5.14.1 Explain the current status in holding such accreditation.

NA

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

NA

5.15 How are appropriate course sequencing and prerequisites determined?

The appropriate course sequencing is developed in collaboration with the faculty team members and the curriculum team.

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

The curriculum is designed to go from simple to complex, wellness to illness and from an understanding of basic principles to analysis, synthesis, application of data and prioritization of patient care.

5.16 How is the need for curriculum changes determined?

The school determines the need for change in the curriculum based on several factors including, technological advances and breakthroughs, feedbacks, and recommendations by faculty, graduates, and the board.

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

Faculty members are involved in curriculum evaluation and revision through frequent communication with the director and other faculty members as well as during our quarterly and annual faculty meetings.

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

The school asks alumni to fill out a Graduate Satisfaction and Graduate Survey forms which help in evaluating the effectiveness of the program. The school also seeks out the graduates' employers for employer verification and completion of employer satisfaction surveys.

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

None.



5.17.1 What changes are contemplated for the next three years?

The change that is being contemplated is to offer general education subjects as pre-requisites for the vocational nursing program.

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

The school determines the appropriate allocation of contact time among lecture, laboratory, and intern/externship activity based on the approved hours of the state and accrediting bodies. The theory part of the program is taught in the traditional classroom setting in conjunction with the clinical practicum and with the utilization of the laboratory for honing their skills prior to going to their clinical rotations.

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

BACN monitors the number of contact hours completed for each course with the use of attendance sheets completed by instructors. Attendance results are then entered into the spreadsheet where the administration regularly monitors the number of absences incurred by the students.

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

The school uses clock hours.

5.19.1 Where are the procedures published?

In the student catalog

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

To accommodate students' real life demands for schedule flexibility, the school offers course programs in the morning or evening, during the weekdays or weekends and/or combined. This caters to a variety of students employed or not employed.

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

Transfer credit will only be granted for courses:

- Taken at an institution accredited by a regional or national accrediting body;
- Taken in the same field of study as that required at the time of enrollment, as reflected in the Bay Area College of Nursing Catalog in effect at the time of enrollment, and for no greater number of semester units than that required,
- Verified through an official transcript requested by and received by Bay Area College of Nursing directly from the institution at which the course was taken;
- If required, for which the student has produced course descriptions, course outlines, copies of assignments and tests, textbooks, university or college catalogs or any other documents, materials or things deemed



reasonably necessary by Bay Area College of Nursing in order to perform an evaluation of the equivalency of the course in question.

- Courses within a major and minor must have been completed within the previous five (5) years. Credit will be given if the student scores 75% or better and demonstrates competencies of practical skills.

Competency Based Credit

Credit may also be extended to candidates that submit verification of work experience in any facility within the last 5 years. Written and/or performance assessment will be required. Credit or partial credit will be granted if the candidate meets requirements equivalent to Bay Area College of Nursing course objectives. Credit may be determined by written or practical examination.

INSTRUCTION AND FACULTY

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

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

Faculties are encouraged to utilize the school computer to access printing of materials to as prepare examinations and supplementary classroom materials. Also, students and faculty members can access online materials by utilizing the Wifi wireless LAN.

The use of equipment and other resources have enhanced the classroom instruction. For instance, the use of blood pressure apparatus helps the student apply their knowledge learned in theory. In addition, students also learn how to do bed making and hand washing, for instance, after watching a video of the said skills.

The school has teaching supplies and materials for classroom use by the faculty. Faculty members also have access to ATI Academy, online publishers, online library, etc. where they can obtain materials that are related to their topics. They can also utilize ATI Academy to create quizzes/exams for students to access and take online.

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

The school director and faculty members are responsible for selecting the materials based from faculty input and student feedback/progress. Curriculum is discussed during the faculty meeting and reviewed and updated annually.

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

The materials, such as books, are provided to the student during the day of orientation on the first day of the program. Students have access to the skills lab room that is equipped with mannequins, lab supplies, hospital beds, and other clinical supplies for clinical practice.

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

BACN currently holds an approval through Zones, Inc. (www.zones.com) for purchasing Microsoft, Windows, and Norton licenses for educational programs. All licenses are distributed and maintained by Zones, Inc.

5.26 Who is responsible for faculty orientation?

The school director, assisted by the director of educational services, clinical coordinator, and office manager, meets with all new faculty to acquaint them with the school's:



- mission and philosophy,
- basic teaching materials,
- faculty and staff payroll and benefits, and
- faculty responsibilities and resources, as described in the Employee Guidelines

5.26.1 Describe the orientation of the faculty to the campus.

The school director introduces the newly-hired faculty to the director of educational services and office manager for orientation. An orientation checklist is provided as a guide for the new hire, e.g. orientation to facility, curriculum, and roles and expectations, etc.

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

The qualifications of a faculty to teach a particular course are determined based on their teaching and work experience and their educational attainment

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

NA

5.27.2 How are the qualifications documented?

Qualifications of each of the instructors are documented by keeping a transcript of records, diploma and a resume, applicable licenses and copies of continuing education certificates.

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

All instructors are required to submit transcripts prior to employment. Any instructors with foreign degrees must request for the official transcript to be sent to our school directly, and have transcripts be evaluated by an NACES-member through course-by-course analysis.

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

All instructors are required to sign an official transcript request authorization form, which gives BACN authority to request for transcripts on the instructor's behalf. With this authorization, we contact schools directly and expedite the process.

5.29 In what ways does the campus evaluate instruction?

The school director annually reviews and evaluates each faculty member in the classroom or at the clinical site using the faculty evaluation form. The director discusses the written observation report subsequent to the classroom visit. During the annual evaluation, the director and faculty member will address the recommendations made in the classroom observation report and plan any action to improve or enhance their teaching skills and strategies. The school director also periodically visits classrooms informally during the course of the year to monitor new faculty, to monitor the use of new materials, and/or to visit faculty who request an informal observation.

The school also administers in-class student surveys that evaluate instruction. The Student Evaluation of Faculty evaluates individual faculty in specific courses.

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

The school promotes better teaching through attendance of faculty workshops, in-service trainings, continuing education, seminars, and other activities that would foster professional growth. Faculty members are also encouraged to observe other instructors, at their own convenience.



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

Faculty member,s along with the director, develop the planning portion of the report, including identification of goals and objectives, immediately after the 1st 90 days of employment and for follow-up by the end of the year. It is then filed in the each faculty's folder.

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

Most plans are geared towards developing their weaknesses and enhancing their strengths in teaching and their expertise. Recommendations are also made by the director based on the results of the evaluation of the faculty member.

- 5.30.2 How is the plan implemented?

The plan is implemented through enrolling or registering in online classes, workshops, seminars, CE classes, in-service training and other professional growth activities and opportunities. This may be accomplished through the school's educational vendors or through the faculty members other resources such as any educational offerings at his/her place of employment.

- 5.30.3 How often is the plan reviewed?

The school director and faculty member formulate a Faculty Development Plan together after completion of the 90-day probation and annually thereafter.

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

The school director meets with the faculty to discuss and set goals and objectives as part of the Faculty Development Plan. Documentation that the faculty member has met the plan goals and objectives then becomes the basis for the summary evaluation at the end of the year.

- 5.31.1 How are the activities documented by the campus?

The school maintains a file of faculty members' development evaluation materials. Documentations include, but are not limited to the following:

- o school transcripts
- o state license copies
- o course or workshop completion certificates
- o in-house service training attendance records

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

The school has agreements with a third-party vendor, ATI Academy, to provide the necessary in-service training for the improvement of instruction of our faculty and staff. The training is scheduled bi-annually and as needed per recommendations.

- 5.32.1 List the schedule for the next 12 months.

The following are in the school's educational attendance agenda for the management, faculty and staff:

2015- 2016 board meetings offered by BVNPT

2015-2016 BPPE Workshops

2015-2016 ACICS workshops and webinars

2015-2016 Global Financial Aid Services workshops and training



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

The school director documents professional growth for all faculty members through the scheduled 90-day post-probation and annual faculty development planning evaluation process. During faculty development conferences with the school director, faculty members are asked to list and document professional growth activities such as the following:

- Continuing Education,
- Membership and Participation in Professional Organizations,
- Attending in-service professional development workshops, external workshops, seminars, and conferences, etc.

In particular, the school director encourages faculty to relate professional development goals to the recommendations made as a result of the formal classroom teaching observation.

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

Frequency: Faculty meetings occur quarterly or as necessary. The school schedules faculty meetings according to the availability of the faculty members for increased attendance. Quarterly meeting dates are set during the previous meeting and an email reminder sent a week or two in advance. The meeting reminder notice may include an agenda of the meeting.

Content: The school sets the content of the meeting and encourages faculty to come up with topics or concerns they wish to raise or discuss during the scheduled faculty meeting. A typical meeting agenda format includes updates on the curriculum, proposed actions to improve the programs, accreditation process and status, intra- and extracurricular activities, enforcement of policies and implementation of proper procedures, upcoming class and enrollment status, progress status of covered items during the previous meeting, etc.

Documentation: The office manager circulates a sign-in sheet to document faculty and staff attendance and drafts minutes of the meeting. Meeting minutes are circulated to each faculty and staff meeting for his or her review and information. The office manager maintains files of faculty meeting minutes and attendance records.

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

The school will maintain high expectations from the faculty by continuously asking the faculty members to receive training on test development and instructional techniques. The school will also provide continuing education for faculty members on test development and analysis skills.

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

Normal teaching loads vary and rarely exceed 30 clock hours per week. Teachers are assigned two different field preparations on average. They are allowed a maximum of five different subject preparations per term.

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

The overall student-teacher ratio was 88:17.

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

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

NA

5.38.1 Cite examples:

NA



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

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

NA

5.39.1 What percentage of the faculty is part-time?

NA

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

NA

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

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

NA

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

NA

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

NA

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

NA

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

NA

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

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

NA

5.43.1 How often does the committee meet?

NA

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

NA



DOCTORAL DEGREE INSTITUTIONS

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

NA

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

NA

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

NA



6. EDUCATIONAL FACILITIES

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

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

The Bay Area College of Nursing facility accommodates the educational needs of an urban commuter population provided with maximum alternative scheduling opportunities both day and evening in a readily accessible building in the Palo Alto, Daly City and San Jose area. Students will be able to access the building by taking public transportation or by driving their private vehicles.

Palo Alto Main Campus

824 San Antonio Rd. Palo Alto, CA 94303

The main Bay Area College of Nursing campus is located at 824 San Antonio Rd. Palo Alto, CA 94303. The campus is located one block west of the 101 freeway on the first floor of the building. The area of the college is approximately 4,000 sq. ft. with a front entrance and back entrance. This space is divided into a reception area, administrative offices, one nursing skills lab, a library/ computer lab. Restrooms are available. The computer lab contains individual laptop stations. Student and faculty lounge areas are available for relaxation purposes in the receiving area. The facilities have adequate lighting, are air-conditioned and wheelchair accessible. Free ample student parking (including handicapped) is available in the back and side of the building. Students receive instruction on college owned equipment, hardware and software. Our skills lab is equipped with hospital beds, mannequins and the latest in school technology. No additional fees to use this equipment. The facility and equipment used fully comply with all federal, state and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access and health.

San Jose Satellite

702 E. Santa Clara St. San Jose, CA 95112

Satellite campus is located at 702 E. Santa Clara St. San Jose, CA 95112. It is located on the first and second floors. The area of the school is approximately 4,000 sq. ft. with a front, side and back entrance. This space is divided into a reception area, 2 classrooms, a skills lab, a library with a computer lab. Restrooms are available. Instruction is provided in one or more primary classrooms. A student/faculty lounge is available for relaxation purposes. The facilities have adequate lighting, are air-conditioned and the second floor is wheelchair accessible. Free ample student parking (including handicapped) is available on the street and behind the building. Students receive instruction on college owned equipment, hardware and software. There are no additional fees to use this equipment. The facility and equipment used fully comply with all federal, state and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access and health.

Daly City Satellite

6767 Mission St., Daly City CA 94014

A Satellite campus is located at 6767 Mission St., Daly City CA 94014. The campus is located six (6) blocks east of the 280 freeway on the 1st and 3rd floor of the building. The area of the college is approximately 2,000 sq. ft. with a side entrance. This space is divided into a reception area and conference room, 3 classrooms, 1 skills lab, and 1 computer lab/library. Restrooms are available.



Instruction is provided in one or more primary classrooms. The facilities have adequate lighting and are air-conditioned. Free ample student parking is available on the street and at a public parking lot approximately two and a half (2 ½) blocks away. Students receive instruction on college owned equipment, hardware and software. There are no additional fees to use this equipment. The facility and equipment used fully comply with all federal, state and local ordinances and regulations, including requirements for fire safety, building safety, and health.

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

Code Compliance: The Bay Area College of Nursing complies with all applicable federal, state, and municipal codes. Compliance documentation on file in the office includes:

- the Certificate of Occupancy and
- the Fire Department Certificate

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

Yes No

6.2.1 If yes, describe these locations.

San Jose Campus Addition

702 E. Santa Clara St. San Jose, CA 95112

Satellite campus is located at 702 E. Santa Clara St. San Jose, CA 95112. It is located on the first and second floors. The area of the school is approximately 4,000 sq. ft. with a front, side and back entrance. This space is divided into a reception area, 2 classrooms, a skills lab, a library with a computer lab. Restrooms are available. Instruction is provided in one or more primary classrooms. A student/faculty lounge is available for relaxation purposes. The facilities have adequate lighting, are air-conditioned and the second floor is wheelchair accessible. Free ample student parking (including handicapped) is available on the street and behind the building. Students receive instruction on college owned equipment, hardware and software. There are no additional fees to use this equipment. The facility and equipment used fully comply with all federal, state and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access and health.

Daly City Campus Addition

6767 Mission St., Daly City CA 94014

A Satellite campus is located at 6767 Mission St., Daly City CA 94014. The campus is located six (6) blocks east of the 280 freeway on the 1st and 3rd floor of the building. The area of the college is approximately 2,000 sq. ft. with a side entrance. This space is divided into a reception area and conference room, 3 classrooms, 1 skills lab, and 1 computer lab/library. Restrooms are available. Instruction is provided in one or more primary classrooms. The facilities have adequate lighting and are air-conditioned. Free ample student parking is available on the street and at a public parking lot approximately two and a half (2 ½) blocks away. Students receive instruction on college owned equipment, hardware and software. There are no additional fees to use this equipment. The facility and equipment used fully comply with all federal, state and local ordinances and regulations, including requirements for fire safety, building safety, and health.

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

We have plans on relocating the Daly City school to a location with more parking spaces in 2016 and also plan on improving the layout of our main campus in Palo Alto.



7. PUBLICATIONS

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

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

Through the school catalog, the school provides students with accurate and comprehensive information about programs, operations, and services, in compliance with BVNPT and BPPE guidelines. The catalog reflects all of the following: Mission and Objectives, Facilities, Admission Policies, Academic Policies, Student Activities and Services, General Terms and Conditions, Schedule of Charges, Cancellation and Refund Policy, as well as, Clinical and Nursing Facilities.

7.1.1 How often is the catalog published?

The school republishes the Catalog each year and updated as needed.

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

Bay Area College of Nursing staffs are trained to make sure that every applicant receives a copy of the school catalog. Each enrollee receives a copy by email and acknowledges by signing on an acknowledgment sheet/enrollment agreement.

7.2.1 What other publications are provided to enrolled students?

The school also provides enrolled students with frequent notices. These frequent notices are designed to help the students acclimate and help access recreational, and health resources on a limited budget. Such publications include but are not limited to:

- notices about volunteering around the area;
- notices about health services (flu vaccination, X-ray if needed, etc)

Some employment notices are also provided to the students by the school from employers seeking prospective employees around the area, but recruitment is not the school's practice.

7.3 Describe the advertising and promotional literature.

The school promotional piece used are flyers, the school catalog and by word of mouth. Periodically, the school also advertises in selected local newspapers, social networking sites, and through its home web page. All advertising emphasizes the school's educational aspects.

7.4 Describe any plans for changes in publications.

There are no immediate plans for changes in publication.

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



Courses are identified by a course code (for example, NUR 101 for nursing science 101, PSY 100 for Psychology 100). In the vocational nursing program the last digit of the first three digits indicate entry level or advance course.

7.5.1 How does the catalog explain the course numbering system?

The course number is identified by a corresponding subject or course title.

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

NA

7.7 Describe the published performance information concerning student achievement.

The campus' published performance is within the compliance rates as per ACICS standards/guidelines.

7.7.1 Where is the campus performance achievement information published?

The performance fact sheet can be accessed on the school's website and hard copies are available with the enrollment agreement.



8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

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

FOR ALL INSTITUTIONS

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

The resources directly support the certificate or non-degree health-related programs offered by the school. These may be utilized as instructional tools for knowledge and skill development.

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

The Bay Area College of Nursing Library includes the following:

- Journals
- Review materials for NCLEX
- Online reference materials for student and faculty use: EBSCO

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

Students may access the online resources through EBSCO and ATI at any networked computer in the school or on a personal computer from home. They can search and access several on-line electronic research databases. They may also download and print articles and other on-line information through school networked computers and printers, e-mail the information to home or other computers, and/or save downloaded material to disk.

Online Resources:

- American Journal of Respiratory and Critical Care Medicine
- Annals of Internal Medicine
- Archives of Internal Medicine
- 2-1-1 Information & Referral Search
- Bay Area College of Nursing – <http://bayareacollege.net/resources/>
- Breast Cancer Resource Guide – Northern CA Cancer Center
- CalQualityCare – guide to long term care in California
- CancerCare Workshops (Free!) – leading experts in oncology provide up-to-date information in one-hour workshops over the telephone or online.
- Centers for Disease Control and Prevention – part of the Department of Health and Human Services
- Critical Care Nurse (CCN)
- Directory of Open Access Journals



- Drug Information Portal – Information available for 24,881 drugs
- EBSCO host
- EBSCO host Electronic Journals Service (EJS)
- e-Medicine – Medscape Reference
- Get Healthy – San Mateo County Task Force
- Gilbert Guide – assisted and independent living options for every lifestyle
- Health Hotlines – a service of the National Library of Medicine (NLM)
- Healthy Communities (San Mateo County)
- HighWire Press - Stanford University
- Infection Control and Hospital Epidemiology
- Influenza Information – EBSCO Publishing; Evidence-based Information Portal
- Journal of the American Medical Association
- Journal of Bone and Joint Surgery-American
- Journal of Bone and Joint Surgery – British Volume
- MD Consult – In-depth and quick-reference medical content
- MEDLINEplus
- National Guide Clearinghouse – public resource for evidence-based clinical practical guidelines
- Rittenhouse Digital Library – distributing the leading scientific, technical, and medical publishers
- Trip Database - clinical search tool designed to allow health professionals to rapidly identify the highest quality clinical evidence for clinical practice
- US National Library of Medicine (NLM) – Databases, Research, and more
- US National Library of Medicine (NLM) – mobile apps & sites
- Stanford Health Library – <http://healthlibrary.stanford.edu>

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

The quantity and quality of instructional resources are sufficient and appropriate for the programs offered and for the size of enrollment. The resources directly support the certificate or non-degree health-related programs offered by the school. These may be utilized as instructional tools for knowledge and skill development.

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

- o EBSCO reference materials and periodicals may be found by entering the name on the search box.
- o Materials are arranged alphabetically by course.
- o Journals are arranged from most recent (by dates)

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

The director of educational services notifies and updates the faculty members on new recommendations from the vendors or publishers and purchased instructional resources during the quarterly meetings, if there are any.



The office manager retains a list of instructional resources as part of the inventory list and provides the list and the resources to the faculty upon request.

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

Approximately \$7,000 - \$10,000

8.6.1 How is the budget determined?

There is an annual budget for acquisition of instructional resources. The school director recommends specific acquisitions in consultation with faculty and the publishers and third-party vendors. The budget is determined from the revenue received from the students enrolled in the vocational nursing program in the past year.

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

The school gathers input from the students and every end of the program and discussed the outcome during the faculty annual meeting.

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

The students and faculty are oriented on how to fully utilize the library and the faculty encourages the use for their homework and seatwork.

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

Since we rely mainly on EBSCO and other online instructional resources, we have a room where the students and faculty can access materials online. Laptops/computers are available and may be borrowed for their use.

8.10 Describe any plans for improving instructional resources.

We will continue to solicit suggestions and recommendations from the faculty on how to expand the instructional resources. Recommendations are regularly brought up during the quarterly faculty meeting. We will continue to consult and accommodate vendors to introduce their new products and services to us and will deliberate the need for those products during the quarterly faculty meetings.

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

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

NA

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

NA

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

NA

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

NA

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

NA



- 8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?
NA
- 8.14.1 Explain.
NA
- 8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.
NA
- 8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?
NA
- 8.17 Describe the physical and online library resources, including information about the
- 8.17.1 Total number of physical volumes
NA
- 8.17.2 Total number of online collections available
NA
- 8.17.3 Number of titles and/or online collections related to each program offering
NA
- 8.17.4 Number of titles and/or online collections related to general education courses taught
NA
- 8.17.5 Number of program-related periodicals to which the institution currently subscribes
NA
- 8.17.6 Number of other periodicals available
NA
- 8.18 Describe the library's procedures regarding student borrowing and return of materials.
NA
- 8.19 Describe how online resources, if any, are made available to students.
NA
- 8.20 Describe how the campus monitors student usage of the library and instructional resources?
NA
- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:
- a. faculty
NA
- b. appropriate national professional organizations and societies, and
NA



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

NA

8.22 Describe any plans for improving the library.

NA

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

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

NA

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

NA

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

NA

8.26 What system is used to catalog library titles?

NA

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

NA

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

NA

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

NA

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

NA

8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

NA

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

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

INSTITUTIONAL READINESS

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

9.4.1 What are this individual's qualifications?

NA

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

NA



ADMISSIONS REQUIREMENTS AND ENROLLMENT

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

NA

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

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

NA

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

NA

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

NA

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

9.9 Describe how interaction between faculty and students takes place.

NA

9.10 Describe how interaction among students takes place.

NA

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

NA

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

NA

FACULTY AND INSTRUCTIONAL SUPPORT

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

NA

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

NA

9.14 Identify the platform used to deliver instruction.

NA

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

NA

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

NA



STUDENTS AND STUDENT SERVICES

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

NA

STUDENT EVALUATION AND PROGRAM ASSESSMENT

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

NA

9.20 How is retention monitored?

NA

9.21 Describe the placement services that are available.

NA

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

NA

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

NA

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

NA

PUBLICATIONS

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

NA

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

NA



March 2, 2016

Evaluation Team Report – RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00073857

Main Campus ID: 00073857

Staff Contact: Mr. Chad Hartman – Phone: (202) 336-6841

Application ID: 66494

VISIT RESPONSE DUE DATE: March 12, 2016

Ms. Rachelle Caras Cagampan
CEO, President, Director of Nursing, Chief Academic Officer
Bay Area College of Nursing
824 San Antonio Rd.
Palo Alto, CA 94303
bacnpaloalto@bayareacollege.edu

Dear Ms. Cagampan:

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)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Enclosures



RENEWAL OF ACCREDITATION VISIT REPORT

BAY AREA COLLEGE OF NURSING
824 San Antonio Road
Palo Alto, CA 94303
ACICS ID Code: 00073857

Ms. Rachelle Caras Cagampan, CEO, President, Director of Nursing, Chief Academic Officer
(rachelle@bayareacollege.edu)
(bacnpaloalto@bayareacollege.edu)

LEARNING SITES
DALY CITY LOCATION
6767 Mission Street
Daly City, CA 94014
ACICS ID Code: 00208766

SAN JOSE LOCATION
702 E. Santa Clara St.
San Jose, CA 95112
ACICS ID Code: 00238812

February 17-18, 2016

Ms. Kim Peck	Chair	Dorsey Schools	Grosse Pointe Farms, MI
Ms. Rogena Kyles	Student-Relations Specialist	Attorney	Aguadiila, PR
Dr. David Teneyuca	Educational Activities	Performance Specialist	San Antonio, TX
Ms. Gloria Alicia Ryan	Nursing Program Specialist	Centene Corporation	Cincinnati, OH
Mr. Chad Hartman	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
BAY AREA COLLEGE OF NURSING
PALO ALTO, CALIFORNIA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Enroll: Full- time	CAR Retention & Placement (%)			
					2015		2014	
					Ret.	Pla.	Ret.	Pla.
Certificate	Certificate	Vocational Nursing	1588.5	41	94	73	97	65
Certificate	Certificate	Massage Therapy	600**	0	0	0	50	100
Certificate	Certificate	Medical Assistant	600**	0	N/A	N/A	N/A	N/A
Certificate	Certificate	Acute Care CNA	80**	0	N/A	N/A	N/A	N/A
Certificate	Certificate	Anatomy and Physiology	54**	0	N/A	N/A	N/A	N/A
Certificate	Certificate	Home Health Aide Training Program	40**	0	N/A	N/A	N/A	N/A
Certificate	Certificate	Nursing Assistant Program	150**	0	N/A	N/A	N/A	N/A

TOTAL ENROLLMENT

41

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

** Program(s) with no enrollment

INTRODUCTION

Bay Area College of Nursing, Inc. (BACN), formerly Palo Alto Center for Healthcare Education Inc., was founded in 2004 by Rachelle Cagampan, RN, BSN, MPA, MSN, and opened its doors to fill the increasing need for skilled health professionals, particularly nurses, in the United States. BACN responded to the demand by educating healthcare professionals offering vocational nursing, anatomy and physiology, acute certified nursing assistant, nursing assistant, medical assisting, and massage therapy course programs in the San Francisco Bay Area with locations in Palo Alto, Daly City, and San Jose.

The institution is comprised of 86 percent female students, with the majority of students who enrolled in the program in the 25-29 age group.

Bay Area College of Nursing is provisionally approved to offer vocational nursing by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in Palo Alto and is awaiting response from the BVNPT for renewal for Daly City. The institution has two satellite locations: one in San Jose and one in Daly City. The San Jose location currently does not have students enrolled and the campus is currently not accepting applications for enrollment at that location. The Daly City location currently has 10 students attending the location for instructional purposes. These students are supported administratively by the Palo Alto campus.

REPORT QUESTIONS

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.
The institution's mission is located on pages four and five of the January 1 to December 31, 2016, catalog revised February 18, 2016.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No

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

(Section 3-1-100): The institution does not meet the supporting objectives of the mission. Numeral four of the institution's mission objectives states that the institution will provide an academic advisory board to lend advice and recommendations to the institution's management and faculty concerning the type and content of programs and courses needed to produce graduates who can best be successful in a global economy to satisfy the demands and needs of the employer; however, the institution does not have an advisory board.

1.03 Are the objectives devoted substantially to career-related education?
 Yes No

1.04 Are the objectives reasonable for the following:

(a) The programs of instruction?

Yes No

(b) The modes of delivery?

Yes No

(c) The facilities of the campus?

Yes No

1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No

1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

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

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

1.09 Does the CEP describe the following:
(a) The characteristics of the programs offered?

- Yes No
 (b) The characteristics of the student population?
 Yes No
 (c) The types of data that will be used for assessment?
 Yes No
 (d) Specific goals to improve the educational processes?
 Yes No
 (e) Expected outcomes of the plans?
 Yes No

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

(Section 3-1-111): The campus effectiveness plan does not describe the characteristics of the programs offered, the types of data that will be used for assessment, the specific goals to improve the educational processes, and the expected outcomes of the plan. In addition, the campus effectiveness plan documents the vocational nursing program hours as 1,642.5 and the program is 1,588.5 hours in length. The plan states that the institution assesses student learning outcomes by measuring Assessment Technologies Institute (ATI), publisher test bank correlated to textbooks, teacher-generated class tests/quizzes/exams and NCLEX-PN; however, the campus effectiveness plan only measures and analyzes NCLEX test scores. The plan does not indicate specific goals to improve the educational processes and expected outcomes for all elements of student learning outcomes.

1.10 Are the following five required elements evaluated in the CEP?

- (a) Student retention.
 Yes No
 (b) Student placement.
 Yes No Not Applicable (new branch only)
 (c) Level of graduate satisfaction.
 Yes No Not Applicable (new branch only)
 (d) Level of employer satisfaction.
 Yes No Not Applicable (new branch only)
 (e) Student learning outcomes.
 Yes No

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

(Section 3-1-111): The campus effectiveness plan states that the institution assesses student learning outcomes by measuring Assessment Technologies Institute (ATI), publisher test bank correlated to textbooks, teacher-generated class tests/quizzes/exams and NCLEX-PN; however, the campus effectiveness plan only measures and analyzes NCLEX test scores.

1.12 Are the following identified and described in the CEP?

- (a) The baseline data for each outcome.
 Yes No Not Applicable
 (b) The data used by the campus to assess each outcome.
 Yes No Not Applicable
 (c) How the data was collected.

Yes No Not Applicable

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

Yes No Not Applicable

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

(Section 3-1-111) The campus effectiveness plan does not provide baseline data for each outcome and the data used by the institution to assess each outcome. The institution did not provide baseline data for all elements of students outcomes, placement, graduate satisfaction, and employer satisfaction. The campus effectiveness plan states that the institution assesses student learning outcomes by measuring Assessment Technologies Institute (ATI), publisher test bank correlated to textbooks, teacher-generated class tests/quizzes/exams and NCLEX-PN; however, the campus effectiveness plan only measures and analyzes NCLEX test scores.

1.13 Has the campus published annual placement and retention goals in its CEP that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No

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

Yes No

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

The institution's goals for retention include hiring experienced instructors to teach the programs to provide stability and continuity in student learning, providing evening student support from administration, and engaging in community outreach programs. The institution's goals for placement include networking with employers, employment assistance of the graduates, maintaining rapport and correspondence with graduates, and inviting motivational guest speakers to inspire the students to complete their studies/program.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented?

Yes No

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

Yes No

(c) That periodic progress reports have been completed?

Yes No

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

(Section 3-1-112) The institution does not have documentation to show that the campus effectiveness plan has been implemented, that the specific activities listed in plan have been completed, and that periodic progress reports have been completed.

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

Ms. Rachelle Cagampan, president, chief executive officer, chief academic officer, and director of nursing, is responsible for implementing and monitoring the CEP. Ms. Cagampan holds a bachelor's

degree in nursing from Saint Louis University in the Philippines. Additionally, she holds a master's degrees in public administration and nursing from the University of San Francisco. She has over 15 years of experience in the nursing sector and has been in her current role since 2004. The campus does have a committee that is comprised of the campus president, the director of educational services, and the office manager.

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

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

(Section 3-1-113): The institution does not have documentation to show that the CEP is evaluated at least annually.

2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.
 Yes No
 - (b) Names of the trustees, directors, and/or officers.
 Yes No
 - (c) Names of the administrators.
 Yes No
- 2.02 Does the campus:
- (a) Adequately train its employees?
 Yes No
 - (b) Provide them with constant and proper supervision?
 Yes No
 - (c) Evaluate their work?
 Yes No
- 2.03 Is the administration of the campus efficient and effective?
 Yes No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members?
- (a) Clearly understand their duties and responsibilities?
 Yes No
 - (b) Know the person to whom they report?
 Yes No
 - (c) Understand the standards by which the success of their work is measured?
 Yes No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No

- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
 Yes No Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Ms. Rachelle Cagampan, president, chief executive officer, chief academic officer, and director of nursing is responsible for the financial oversight of the institution. As previously stated, Ms. Cagampan holds a bachelor's degree in nursing from Saint Louis University in the Phillipines. Additionally, she holds a master's degrees in public administration and nursing from the University of San Francisco. Ms. Cagampan has over 15 years of experience in the nursing sector and has been in her current role since 2004.

3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
 Yes No
- 3.02 Are all staff well trained to carry out administrative functions?
 Yes No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?
Ms. Rachelle Cagampan is the president, chief executive officer, chief academic officer, and director of nursing. As previously stated, Ms. Cagampan holds a bachelor's degree in nursing from Saint Louis University in the Phillipnes. Additionally, she holds a master's degrees in public administration and nursing from the University of San Francisco. Ms. Cagampan has over 15 years of experience in the nursing sector and has been in her current role since 2004.
- 3.04 Does the campus list degrees of staff members in the catalog?
 Yes No
- If Yes, is appropriate evidence of the degrees on file?
 Yes No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
 Yes No Not Applicable (campus does not participate in financial aid)
(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

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

Yes No (If No, skip to Question 3.11.)

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

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

GENERAL COMMENTS:

The team noted that Ms. Cagampan is the chief executive officer, president, chief academic officer, school director, and director of nursing. The combination of these responsibilities borders on being excessive for even the most competent individual. The institution should consider reassigning some of these important responsibilities to other qualified individuals within the institution.

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed the student files, unofficial transcripts, and financial ledgers of 11 students reported as graduates, withdrawals, and still enrolled on the 2015 Campus Accountability Report (CAR). There were no new student files to review as the most recent group of students to start did so in May 2015.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

4.03 Does the campus have appropriate admissions criteria?

Yes No

Initially, language in the institution's catalog stated that applicants with any criminal history other than traffic violations would not be eligible for admission. During the interview with the office manager, who is responsible for admissions, the team learned that, in fact, an applicant may be admitted with a criminal offense other than traffic violations.

Applicants are counseled about the likely impact of a blemished record on their ability to be licensed by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) and are required to sign the institution's "Licensing Agreement." This agreement constitutes an acknowledgment by the applicant of his or her awareness that BVNPT will make a determination of the person's eligibility for licensure based on any criminal background.

While the team was onsite, the institution revised the language in the catalog to reflect its actual practice and the language of its licensing agreement.

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

Yes No

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

Yes No

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

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

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

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

Yes No

(b) Outlines all program-related tuition and fees?

Yes No

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

Yes No

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

Yes No

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

Ms. Czarina Sanchez, whose official title is office manager, is responsible for student recruitment. Her position description includes recruitment as one of her primary duties.

Ms. Sanchez has a bachelor's degree in nursing from San Pedro College and an MBA from Ateneo Graduate School of Business, both located in the Philippines. Prior to coming to the United States in 2013, she worked as the administrator of an organ donation and distribution program for three years. After working as a manager in private care facilities for two years in the United States, Ms. Sanchez was hired by the campus in February 2015.

4.11 Describe the recruiting process for new students.

The campus does not conduct recruitment in the typical manner of an admissions office. It does not have admissions officers, and recruitment efforts are limited primarily to responding to inquiries from visitors to its web site and to leads generated by student and graduate referrals. On a very few occasions, small ads may be placed in local, ethnic newspapers; and brochures are occasionally distributed.

An interested prospect is invited to visit the campus for an admissions interview, a tour of the facilities, and a detailed overview of the academic program, class schedules, and available student services. Prospects who decide to apply for admission are scheduled to take the Wonderlic admissions exam. Once the exam is passed, the applicant receives a package of materials, including an admissions application, to complete and is instructed on what documents must be provided. The application process includes a criminal background check and a physical and psychological evaluation.

Once all required documents are received and the background and medical exams are passed, the applicant is given an enrollment agreement to review, complete, and sign and is then referred to the financial aid director for an orientation to financial aid, if Title IV funding is being sought.

All new students are required to attend an orientation session, which is held on the first day of classes. During this time, they are introduced to key staff and faculty, are informed of major policies affecting their study, conduct, and rights, and are given the opportunity to ask any questions they may have.

Laptop computers, which are included in the cost of tuition and fees, are distributed to students at that time.

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

Yes No

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

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

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

Yes No

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

Yes No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

The campus does not have admissions officers. Instead, the admissions function is included as a part of the responsibility of the office manager who, when needed, is assisted by her administrative assistant.

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

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

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

Ms. Bertha Whyte, the institution's part-time director of financial aid, working with the third-party servicer Global Educational Services, is responsible for financial aid determinations and award packaging. The institution uses an accountant, Mr. Bob Khatri, on a contract basis, to handle disbursements of financial aid awards.

Hired by the institution in October 2015, Ms. Whyte had 13 years of prior financial aid experience as a director and officer at several colleges before assuming her current position.

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?
 Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published.
The satisfactory academic progress policy is published on pages 21 to 25 of the institution's January 1, 2016 through December 31, 2016 catalog, revised February 18, 2016.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No
- Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
- Non-credit or remedial courses.

Yes No Not Applicable (campus does not offer)

A warning status.

Yes No Not Applicable (campus does not use)

A probationary period.

Yes No

An appeal process.

Yes No

An extended-enrollment status.

Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

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

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

Yes No Not Applicable (campus only offers one program)

The implications of transfer credit.

Yes No

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

Yes No

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

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

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

Yes No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?

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

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?

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

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

Yes No

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

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

If Yes, is the student informed of this policy?

Yes No

- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
 Yes No Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student and/or the campus does not have such a policy)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Rachelle Cagampan, who is the campus director and the chief academic officer, is responsible for the administration of satisfactory academic progress. Ms. Cagampan has a bachelor's degree in nursing from St. Louis University in the Philippines and master's degrees in public administration and in nursing, both from the University of San Francisco.
- 4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
Students who are exhibiting academic difficulties are encouraged to attend tutoring sessions conducted by instructors. Remediation opportunities are offered to students who fail the final exam in any course. The academic director provides academic counseling as students demonstrate the need for it. And, an academic improvement plan is developed for any student whose appeal for probationary status has been approved after failing a SAP standard.
- 4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) Scholarships.
(b) Grants.
(c) Loans.
(d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
 Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

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

Yes No Not Applicable

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

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

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

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

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

Yes No

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

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No

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

As mentioned previously, Ms. Bertha Whyte, the director of financial aid, is responsible for the administration of financial aid. Ms. Whyte had 13 years of experience as a financial aid director and officer at other postsecondary institutions before being hired in October 2015.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
 Yes No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
 Yes No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
 Yes No

While the team was onsite, Ms. Whyte joined the California Association of Student Financial Aid Administrators (CASFAA).

- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms Whyte regularly reviews "Dear Colleague" letters, and other publications and bulletins issued by the U.S. Department of Education and its Office of Information for Financial Aid Professionals (IFAP). She also uses news alerts and notices from Global Educational Services to stay abreast of changes in financial aid regulations and policies.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No Not Applicable

The institution's only eligible program is offered in clock hours.

- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No
- 4.58 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)
- 4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No

As is required by the State of California, a Department of Labor printout of average wages for beginning vocational nurse positions in California is distributed in the admissions application materials given to potential applicants. However, the information is not used as part of a recruitment activity.

- 4.60 The beginning enrollment on the most current Campus Accountability Report (CAR) is 31.
The ending enrollment reported on the previous year's CAR is 31.
- 4.61 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
- 4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
Students receive both entrance and exit counseling regarding their repayment obligations. The financial aid director reviews those responsibilities in detail prior to certifying a new student as eligible to receive an award. Each student about to graduate must meet with the director to undergo exit loan counseling and must complete the U.S. Department of Education's online exit counseling questionnaire before being certified as a graduate. Students who formally withdraw must complete the same exit counseling process. Students who drop out without going through the formal withdrawal process are e-mailed and mailed exit loan counseling information.

5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Dr. Yanci Aquino, director of education services, has been employed at Bay Area College of Nursing since October 2008. His academic credentials include an associate's degree in allied health from Skyline College in California, a bachelor's degree in clinical science from San Francisco State University, and a doctor of medicine degree from the University of the East in the Philippines. In addition, Dr. Aquino has earned a physician's license from the Philipines. His duties and responsibilities include the leading of developing and implementing new educational programs and curriculum development or revisions. Dr. Aquino also is tasked with examining student concerns and issues through advising, consultation, and tutoring. Moreover, he is expected to play an integral role in maintaining academic regulatory compliance at the state, federal, and accreditation commission levels.
- 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 program administrator has sufficient authority and responsibility for enhancement and administration of the programs. To illustrate, the administrator meets regularly with the school director to discuss problems, challenges, and opportunities for success. In addition, he is often reminded of the "open door" policy at the school. The program administrator is empowered to actively address the needs of students, staff, and faculty. The focus is to create an environment for all stakeholders to succeed at this institution.

- 5.05 Is the time devoted to the administration of the educational programs sufficient?
 Yes No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
 (a) Development of the educational program.
 Yes No
 (b) Selection of course materials, instructional equipment and other educational resources.
 Yes No
 (c) Systematic evaluation and revision of the curriculum.
 Yes No
 (d) Assessment of student learning outcomes.
 Yes No
 (e) Planning for institutional effectiveness.
 Yes No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No (*Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion*)

FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No (*Skip to question 5.14*)
- 5.14 Was the team able to verify the backup documentation to support the placement rate for the program(s) that had placements as reported on the last Campus Accountability Report submitted to the Council but are not being reviewed (no enrollment, discontinued, etc.)?
 Yes No Not Applicable
- 5.15 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
 Yes No Not Applicable

FOR ALL CAMPUSES

- 5.16 Are the educational programs consistent with the campus's mission and the needs of its students?
 Yes No
- 5.17 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
 Yes No
- 5.18 What provisions are made for individual differences among students in the learning environment?
The faculty communicated during interviews that the school is considerate of differences in the learning applications, learning environments, and modes of instructional delivery. The school is supportive of any student that may require additional consideration to address differences in learning or comprehension. This includes students with hearing, seeing, or speaking impairments. As an example, if a student requires more time on an examination, they are afforded that consideration.
- 5.19 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Faculty participate in a systematic process of continuous evaluation and revisions to the curriculum. All instructors are encouraged to consider changes that are designed to serve the needs of the students. This is accomplished via community surveys, fact-finding, classroom experience, and the input of students. The information and requests are passed along to the school administrators for evaluation and if needed, greater discussion and analysis.
- 5.20 Does the faculty participate in this process?
 Yes No
- 5.21 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.22 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- 5.23 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.25 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.26 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No

- 5.27 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.28 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.29 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
 Yes No Not Applicable (no faculty members hold foreign credentials)
- 5.30 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No

If Yes, how is this documented?

Evidence was provided to the team that faculty development plans are established. This includes both in-service and professional growth to enhance the faculty experience and knowledgebase. The school provided meeting minutes and faculty sign-in sheets for each session. Topics presented are appropriate and relevant to expanding the talents and skills of the faculty.

- 5.31 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No
- 5.32 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No
- 5.33 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
 Yes No

FOR ALL PROGRAMS

- 5.44 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Student services are provided by the institution. Services include acclimating the student to the learning environment. Interviews with the student are performed to determine their goals and objectives. Specifically, the objective is to remove challenges and issues so that the student can focus on their studies. A tutoring program for students is provided at this institution. Tutoring is provided by current

students, alumni, and professionals from the community. A student orientation is given to all new students. A variety of topics and important guidelines are provided to the students during the orientation.

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

Ms. Czarina Sanchez, whose official title is office manager, is responsible for student recruitment. Her position description includes recruitment as one of her primary duties.

As previously stated, Ms. Sanchez has a bachelor's degree in nursing from San Pedro College and an MBA from Ateneo Graduate School of Business, both located in the Philippines. Prior to coming to the United States in 2013, she worked as the administrator of an organ donation and distribution program for three years. After working as a manager in private care facilities for two years in the United States, Ms. Sanchez was hired by the institution in February 2015.

- 5.46 Does the campus offer employment assistance to all students?

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

- 5.47 Describe the extracurricular educational activities of the campus (if applicable).

No extracurricular educational activities designed primarily to serve the educational needs of the students were identified by the team while on-site.

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information).

The campus is located near a major freeway in a first floor of the building. The campus is approximately 4,000 square feet with a front entrance and back entrance. The space is divided into the following: a reception area, administrative offices, two nursing skills labs, a library, and a computer lab. The computer lab contains individual laptop stations. Student and faculty lounge areas are available. The facilities have adequate lighting, are air-conditioned, and are wheelchair accessible. Student parking (including handicapped) is available in the back and side of the building. The skills lab is equipped with hospital beds and mannequins. The facility and equipment comply with all federal, state, and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access and health.

- 6.02 Does the campus utilize any temporary additional space locations?

Yes No

- 6.03 Does the campus utilize learning sites?

Yes No

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

DALY CITY LOCATION, 6767 Mission Street, Daly City, CA 94014

SAN JOSE LOCATION, 702 E. Santa Clara St., San Jose, CA 95112

Administrative services are not available at either of the institutions learning sites,

- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?
 Yes No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment
 Yes No
- (b) Instructional tools
 Yes No
- (c) Machinery
 Yes No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume, if appropriate)?
The team reviewed the Bay Area College of Nursing, January 1 – December 31, 2016 catalog revised February 18, 2016.
- 7.02 Does the self-study or branch application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)

- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No
- (m) A definition of the unit of credit.
 Yes No Not Applicable (The campus does not award credit.)
- (n) A complete explanation of the standards of satisfactory academic progress.
 Yes No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
 Yes No
- (p) The transfer of credit policy.
 Yes No
- (q) A statement of the tuition, fees, and any other charges.
 Yes No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
 Yes No Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.
 Yes No
- (t) A statement describing the student services offered.
 Yes No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
 Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes No

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

Yes No (If No, skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes No (If No, skip to Question 7.08.)

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

Yes No

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

Yes No

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

Yes No

7.08 Is the catalog available online?

Yes No (If No, skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (If No, skip to Question 7.10.)

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

Yes No

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

Yes No

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

The campus advertises through flyers and the campus website.

Are all print and electronic advertisements under acceptable headings?

Yes No

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

Yes No (If No, skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes No (If No, skip to Question 7.15.)

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

Yes No

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

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

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

The campus publishes average completion times and placement rates.

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

The information is published on the institutional website and updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

The library provides continuous assessment strategies for resources and information services. The institution regularly encourages instructors to assist students with the library. This is done quarterly during the faculty meetings. The objective is to identify opportunities for additional resources and references to enhance the learning environment. Faculty indicated during interviews that they can easily request a book or other reference material to be obtained and added to the collection.

Are these methods appropriate?

Yes No

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

Yes No

8.26 Are appropriate reference materials and periodicals available for all programs offered?

Yes No

- 8.27 Are the instructional resources organized for easy access, usage, and preservation?
 Yes No
- 8.28 Is there a current inventory of instructional resources?
 Yes No
- 8.29 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

9. PROGRAM EVALUATION

Certificate in Vocational Nursing

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

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.

The state of California vocational nurses must pass the National Council Licensure Examination-Practical Nurse (NCLEX-PN) exam before practicing as a vocational nurse. The institution prepares the vocational nursing students for the licensure exam with the successful matriculation in the curriculum, the use of Elsevier and Evolve publisher test bank, instructor generated exams, clinical site experiences, and utilization of the Assessment Technologies Institute (ATI) in preparation for the NCLEX-PN exam.

- (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?
 75 percent.

- (b) What are this program's pass rates for the past three years?

Year: 2012	Pass Rate: 52%	<input type="checkbox"/> Not Available
Year: 2013	Pass Rate: 62%	<input type="checkbox"/> Not Available
Year: 2014	Pass Rate: 64%	<input type="checkbox"/> 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 the following:

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

Yes No

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
The vocational nursing program is administered by Ms. Rachele Cagampan, who is the president, chief executive officer, chief academic officer, director, and director of nursing. As previously stated, Ms. Cagampan holds a dual earned master's degree in nursing and in public administration from San Francisco University. She also holds a bachelor's degree in nursing from St. Louis University, Philippines. Ms. Cagampan has an active California license as a registered nurse and has worked as a registered nurse in various areas in the field since 1998 prior to her starting the Bay Area College schools in 2004. Ms. Cagampan is responsible for the oversight of the vocational nursing program through curriculum development, faculty hiring and evaluations, student academic advisement, and is the correspondent to the California Board of Vocational Nursing and Psychiatric Technicians for compliance.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
- If *No*, does the campus provide the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?
 Yes No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
The team reviewed clinical site affiliation agreements between the campus and local health care facilities and an Alzheimer's walk that the students participated in October of 2015. The director of nursing, Ms. Cagampan, provided documentation to show the intent of this activity was to enhance student awareness on making donations for walk fundraisers, educate students on the fight to end Alzheimer's, and experience how to interact with patients with the disease.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No

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

Section (3-1-512(c)): The team found that the community resource activities provided by the campus do not provide a sufficient amount of substance to support enrichment of the program. The clinical site affiliation agreements are a part of the mandatory practices for the vocational nursing education programs. The one additional activity of the student Alzheimer walk in October 2015 did not have enough supportive information beyond the students participating in a walk to account for sufficient enrichment of the vocational nursing program.

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 Does the program include an externship?

Yes No (If No, skip to question 9.11)

(a) Does the institution have a written and mutually signed 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

(c) Is there evidence, based on observation, that the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives?

Yes No Not Applicable (site was not visited-please explain)

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

The team did not visit the clinical site since the students only attend the clinical classes on a weekend rotation. The team did review the course objectives, course syllabi, and clinical site agreements.

9.11 Does the program use independent studies?

Yes No (If No, skip to question 9.13)

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

Yes No

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

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

Yes No Not Applicable (Clock hour program)

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

Yes No Not Applicable (Clock hour program)

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

Yes No

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

Yes No

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

There were 12 calls attempted to graduates for the certificate in vocational nursing program.

How many calls to graduates or employers were successful?

There were 5 successful calls made to graduates of the certificate in vocational nursing program.

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

All 5 of the successful contacts confirmed employment of the graduates as reported on the 2015 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable
- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (If No, *skip to question 9.23*)
- 9.21 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)
- 9.23 Are the following appropriate to adequately support the number of students and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
- (b) Well-defined instructional objectives.
 Yes No
- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.
 Yes No
- (f) The use of appropriate experiences.
 Yes No
- 9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?
 Yes No
- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.32 What is the current student/teacher ratio?
The current student to teacher ratio for the vocational nursing program is 4:1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

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.
Ms. Noemi St. Amour is the office coordinator for the Daly City learning site. Ms. St. Amour holds a master's degree in business administration from Philippine Christian University and a bachelor's degree in commerce and economics from Polytechnic University of the Philippines. Prior to her employment with Bay Area College of Nursing (BACN), she was office manager for the Northern California Nursing Academy.
2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?
The Daly City learning site is located approximately 30 miles north of the Palo Alto main campus.
3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.
Ms. St. Amour is in daily contact with the oversight campus as all decisions are made through the Palo Alto main campus. Ms. Cagampan, the campus director for the oversight campus, makes multiple visits to the site each month and Mr. Yancy Aquino, director of educational services, instructs at the site and is also available to provide supervision.
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.
The learning site has a small learning resource center which has some print publications and computers for access to the on-line databases. All other student services are offered via the main campus. Students may come to the Palo Alto main campus or they may request an appointment in advance for a staff member to come to the learning site. All services are based out of the Palo Alto

main campus.

5. List the staff members employed only at the learning site, if applicable.
Ms. Naomi St. Amour is the only staff member based out of the learning site. There are two part-time administrative assistants that have scheduled shifts at the site also.
6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the learning site or only courses? Please specify.
Students enroll specifically to attend their program at the learning site. As previously stated, students are directed to the Palo Alto campus to enroll if they are interested in attending the program at the Daly City site, but arrangements can be made for an admissions representative to meet the student at the Daly City site. The site offers the entire vocational nursing certificate program. In addition they offer the following short-term programs: nursing assistant 150 clock hours; home health aide training program 40 clock hours; anatomy and physiology 54 clock hours; and acute care CNA 80 clock hours. There is currently no enrollment in the acute care CNA program or any of the short term programs.
7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.
The learning site currently has a population of 10 students. All instructors are shared with the oversight campus.
8. List the instructional equipment available for faculty and student usage at the learning site.
The learning site contains computer equipment for students, faculty, and staff use. In addition there are laboratory supplies specific to the course of instruction.
9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?
The Daly City learning site is located just east of the 280 freeway. The campus occupies approximately 2,000 square feet over two floors of a stand-alone structure. The location includes: a reception area, meeting room, a combined lecture room and skills lab, a learning resource center, and an additional lecture classroom. Street and public parking is available for student use.
10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.
The Daly City learning site is referenced as the Daly City site and is listed under the Palo Alto campus. The learning site is approved by the Bureau for Private Postsecondary Education as a branch of the Palo Alto main campus.

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.
The institution includes the San Jose learning site. The site is approved by both ACICS and by the state of California where it is listed as a Satellite of the Palo Alto main campus. The site has not had

enrollment for approximately six months and currently is not enrolling. There are tentative plans to once again start offering short-term programs at the site in the next few months and possibly offer the certificate in vocational nursing at some point in the future. There are no definitive plans for the site at this time and the catalog states that the site is not currently enrolling.

2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?

The San Jose learning site is approximately 30 miles south of the Palo Alto main campus.

3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.

The learning site currently has no active students and is not enrolling. Should the site begin to enroll, there would need to be the assignment of appropriate administration and access to all student services.

4. Describe how students at the learning site are provided with access to student services, identifying if services are provided at the learning site or the oversight campus.

As previously stated, the site is not active, but previously utilized the services of the Palo Alto campus and students could make appointments for staff to meet at the San Jose learning site.

5. List the staff members employed only at the learning site, if applicable.

There is currently no staff employed at the learning site.

6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the learning site or only courses? Please specify.

The site is currently not recruiting for the site, and this is reflected in the catalog. In the past, students would enroll directly to attend the programs at the site.

7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.

There are no faculty members at the site.

8. List the instructional equipment available for faculty and student usage at the learning site.

The team visited the site to tour the facility. The site has minimal equipment as there is no current enrollment. Most equipment is now located at the Palo Alto site and administration stated that the equipment would be relocated back to San Jose should they begin enrollment. All furniture is still currently at the site.

9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?

The San Jose learning site is located on the first and second floors of a stand-alone building which is occupied by additional tenants. The institution owns the building which houses the learning site. The approximately 4,000 square feet of the learning site includes: a learning resource center, reception area, two classrooms and a lab. There are multiple student lounge areas. Street and public parking is available near the site.

10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

The learning site is referenced as a site under the Palo Alto campus. As previously stated, the site is listed as not currently enrolling in the catalog.

SUMMARY

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

Number	Section	Summary Statement
1.	3-1-100	The institution does not meet the stated objectives of its mission (page 4).
2.	3-1-111	The CEP does not meet Council requirements (pages 5 and 6).
3.	3-1-112	There is no documentation to support that the CEP has been implemented and evaluated (page 6).
4.	3-1-113	There is no evidence that CEP is evaluated annually (page 7).
5.	3-1-512(c)	The program does not adequately utilize community resources (page 29).

STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel pressured into making the decision to enroll?



B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?



C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



C.03. Were textbooks available when you started classes?



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.



Evaluation Team Report – Initial Grant Evaluation Report

Main Campus ID: 00073857

ID for Campus Visited: 00073857

Application ID: 66494

VISIT RESPONSE DUE DATE: March 12, 2016

Response: Cite 1 Advisory Board CITATION 3-1-100

ACICS

SUMMARY STATEMENT:

The institution does not meet the stated objectives of its mission (page 4).

DETAILED STATEMENT:

(Section 3-1-100): The institution does not meet the supporting objectives of the mission. Numeral four of the institution's mission objectives states that the institution will provide an academic advisory board to lend advice and recommendations to the institution's management and faculty concerning the type and content of programs and courses needed to produce graduates who can best be successful in a global economy to satisfy the demands and needs of the employer; however, the institution does not have an advisory board.

BAY AREA COLLEGE OF NURSING

Bay Area College of Nursing has currently two advisory board members who are both respectable and reputable leaders in the community.

As of March 5, 2016, Dr. Hermenigildo Valle became an advisor of Bay Area College of Nursing. Dr. Valle is currently the Chief of Staff at Seton Medical Center in Daly City. He is also active in the Philippine Medical Society of Northern California, where he has been past-president, and is now president-elect. Dr. Valle's long experience and expertise in providing consistent quality medical education, staff training, patient service, and hospital compliance make him a valuable asset to the college. He intends to foster a culture of teamwork, provide strategic direction, promote quality education, and encourage active engagement in the community to help the school achieve its mission.

As of March 1, 2016, Dennis Manzanades signed an agreement to become part of the Advisory Board. Mr. Manzanades is a registered nurse and a nurse manager at Stanford University Medical Center's coronary care unit (CCU). He is a nurse educator since 2006 and operates a nursing review center on the side. He graduated with a masters degree in nursing (MSN) and a master in business administration (MBA). Mr. Manzanades' skills and input are

essential in licensure preparation, curriculum and faculty evaluation, and implementation of quality of training and education.

Bay Area College of Nursing will conduct its formal initial board advisory meeting on May 27, 2016. Monthly advisory calls will continue as agreed upon by each advisory member and the school. Being that we are a small institution with less than 60 student population, we intend to start with a small advisory board to promote higher efficiency and eventually grow to strengthen the existing advisory board as we add more programs and increase our enrollment.

Evaluation Team Report – Initial Grant Evaluation Report

Main Campus ID: 00073857

ID for Campus Visited: 00073857

Application ID: 66494

VISIT RESPONSE DUE DATE: March 12, 2016

Supporting Document Response: Cite 1 Advisory Board CITATION 3-1-100

Supporting Doc Exhibit A Cite 1 3-1-100

Signed Advisory Board Agreement

Hermenigildo Valle, M.D. – Chief of Staff Seton Medical Center

Supporting Doc Exhibit B Cite 1 3-1-100

Signed Advisory Board Agreement

Dennis Manzanades, RN MSN MBA CCRN – Nurse Manager/Nurse Educator/Stanford University Medical Center



May 5, 2016

ID Code 00073857(MC)

Ms. Rachelle Caras Cagampan
School Director
Bay Area College of Nursing
824 San Antonio Rd.
Palo Alto, CA 94303

bacnpaloalto@bayareacollege.edu

Dear Ms. Cagampan:

BAY AREA COLLEGE OF NURSING, DALY CITY, CALIFORNIA ID CODE 00208766(LS)
BAY AREA COLLEGE OF NURSING, SAN JOSE, CALIFORNIA ID CODE 00238812(LS)

Subject: Renewal of Accreditation Deferral Letter

The Council considered your campus's application for a renewal of accreditation. As a result of its review, the Council requires additional information in the following areas of the *Accreditation Criteria*:

1. The institution does not meet the stated objectives of its mission (Section 3-1-100).
2. There is no documentation to support that the Campus Effectiveness Plan (CEP) has been implemented and evaluated (Section 3-1-112).
3. There is no evidence that the CEP is evaluated annually (Section 3-1-113).

Council Action

Therefore, the Council acted to continue the current grant of accreditation through December 31, 2016, and to defer further action until its August 2016 meeting pending receipt of the following information:

1. Evidence that the institution's objective, to provide an advisory board, has been fulfilled. Documentation must include, but is not limited to, meeting minutes, an agenda, and sign-in sheets for the May 27, 2016, advisory board meeting and any subsequent meeting prior to June 15, 2016.

Ms. Rachelle Caras Cagampan
May 5, 2016
Page 2

2. 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 campus must identify representatives who are assigned responsibility for implementing and monitoring the CEP.
3. Evidence that the CEP has been and is scheduled to be evaluated at least annually. This evaluation must be congruent with findings from data collected. This evidence must include documentation showing that the goals and specific activities listed in the CEP have been implemented and completed. Documentation must include a two-year plan for review of the CEP to ensure that periodic and annual reports along with listed activities are completed. The campus must also submit evidence that all reviews scheduled to be completed have been completed. In addition, documentation of historical outcomes and how these outcomes have been used to achieve expected goals is required.

The information or reports listed above must be received in the Council office electronically by **June 30, 2016**. Failure to provide all information requested by the Council may result in the denial of your institution's application.

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.

Please contact Mr. Chad Hartman at chartman@acics.org or (202) 336-6841 if you have any questions.

Sincerely,

(b)(6)

Anthony S. Bieda
Executive in Charge

c: Ms. Leeza Rifredi, California Bureau for Private Postsecondary Education
(leeza.rifredi@dca.ca.gov) (bppe@dca.ca.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-152

From: Courtney Mosley
To: ["thartley@laurel.edu"](mailto:thartley@laurel.edu)
Cc: [Terron King](#)
Subject: New Program Applications for Clinical Medical Assistant
Date: Thursday, January 14, 2016 12:19:00 PM
Attachments: [image001.png](#)

Ms. Hartley,

Upon reviewing your diploma applications for the Clinical Medical Assistant program the following areas need to be addressed:

Laurel Business Institute

- *Application Question 9* - Program start date must have specific dates.(month, day, year)
- *Application Question 10* - There needs to be a State Credential Level.
- Your total clock/contact hours are not within 1 standard deviation of clock/contact hours for previous year. Please provide an explanation for the difference in your program's contact hours
 - Please reference the Key Operating Statistics from 2014
<http://www.acics.org/KOS.aspx>
- The Course numbers need to be the same on Application, Syllabi, and Academic Credit Analysis
 - Computerized Billing course has different course numbers
- Each course needs to have the Credits Awarded listed on Syllabi
 - none listed for MA226-Coding Essentials
 - none listed for MA216-Computerized Billing
- The course catalog needs pre-requisites and course descriptions listed for each course

Laurel Technical Institute

- *Application Question 9* - Program start date must have specific dates.(month, day, year)
- *Application Question 10* - There needs to be a State Credential Level.
- Your total clock/contact hours are not within 1 standard deviation of clock/contact hours for previous year.
 - Please reference the Key Operating Statistics from 2014
<http://www.acics.org/KOS.aspx>
- The narrative of the program needs to reflect the proper program and location of the program, appears to be referencing the Business Institution, but the application is for the Technical Institution.
- The Course numbers need to be the same on Application, Syllabi, and Academic Credit Analysis
 - Computerized Billing course has different course numbers
- Each course needs to have the Credits Awarded listed on Syllabi
 - none listed for MA226-Coding Essentials
 - none listed for MA216-Computerized Billing
- The course catalog needs pre-requisites and course descriptions listed for each course

Please revise these documents and include date of revision in the file name so to easily differentiate the new files. Additionally, please notify me via e-mail when you have uploaded the updated requested documents.

Mr. Courtney Mosley
Program Analyst I
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
www.acics.org | 202.336.6844 - 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.

Laurel Business Institute Explanation of Program Length

Clinical Medical Assistant

Our proposed Clinical Medical Assistant Diploma Program consists of 1,215 hours and 55 credits. It would take students three semesters to complete the program which equates to one calendar year. Per the Key Operating Statistics from 2014, the average number of hours for a Medical/Clinical Assistant (51.0801) program is 878 with a standard deviation of 143 for a total of 921 hours. Our program exceeds this by 294 hours.

Our program was designed to best prepare the students for employment within a medical setting—front and/or back office. Current business and staffing trends support the need to have knowledgeable and educated staff to fill in wherever they are needed. Our local employers who reviewed and supported the program are very pleased with the number of clinical hours in the program as well as the administrative content in the areas of medical office procedures, coding, and billing. Additionally, the students are well-versed to function effectively in the office in the areas of medical terminology, anatomy and physiology, pathophysiology, and pharmacology. Our students received a full course in phlebotomy that makes them eligible to sit for phlebotomy certification with NCCT (National Center for Competency Testing). This certification opens more employment opportunities for graduates of this program. The content of the program also prepares the graduates to sit for certification as Certified Medical Assistants also through NCCT. To ensure that students are prepared for employment, we are providing students with 2 internships/300 total hours in functioning medical facilities. Often times, internships lead to direct employment offers for our students. It isn't a guarantee but it certainly is known to happen.

Our mission statement is...

Laurel Business Institute will strive to provide the highest quality career education and professional certifications for individuals seeking employment in various fields in response to the needs of the regional employer community.

This Clinical Medical Assistant program was designed with our mission statement at the center of it. This proposed program does allow Laurel Business Institute to provide the highest quality career education and two professional certifications for our graduates which is in response to the needs of our regional employer community. It is a mission we have taken very seriously since 1985.



NEW PROGRAM APPLICATION

This application is to be completed for all new programs. All information including additional documentation is required unless otherwise indicated. All new program applications must be in English and submitted electronically. Please note that ACICS expects professionalism in all publications. Writing should be clear and grammatically correct. Any documents needed for an application that are in a language other than English must be accompanied by an English translation. **Approval letters will be sent via e-mail to the attention of the application preparer using the campus' email address.**

NOTE: If the application preparer's email address has the same domain as the campus (the information following the "@"), the approval letter will also be sent to this email account. However, if this account domain is @gmail.com or @yahoo.com or any domain other than the campus, the approval will only be sent to the campus email account.

Campus/Institution Information

Campus Name, City, State Laurel Business Institute

Campus ACICS ID: 00010825 Classification: Main Branch Campus (BC)

If BC, Main Campus ACICS ID:

Application Preparer Information

Application Preparer's Name [REDACTED] Title DIRECTOR OF EDUCATION

Telephone [REDACTED] *Email: [REDACTED]

**If the preparer's email domain is not the same as the campus, staff will correspond to the application preparer during the review process using their email address above; however the final approval letter will be sent to the institution's email account ONLY.*

Substantive Change to the Institution's Scope of Accreditation Information

A "YES" response to either 2.b., 3.b., 4.b., or 5. will constitute a substantive change to the institution's scope of accreditation and require additional review by the Council prior to approval of the new program. Preliminary review of this application will include validating the responses to the institution's current scope of accreditation. If staff review conflicts with information stated on this application, a revised application may be requested.

In addition, if an institution or campus is seeking to offer courses or a program via online, a Distance Education Application or an Expansion to Distance Education Application must be submitted. Approval of this activity will not be accepted through the New Program Application process.

1. Is this application being submitted in response to a team visit? Yes No
- HIGHER CREDENTIAL LEVEL**
2. Is this new program of study the first at this credential level:
 - a. at this campus? Yes No
 - b. within this institution? Yes No

(An institution is defined as the Main and all Branch locations)

OUT OF SCOPE (see out-of-scope worksheet attached to the ACA)



NEW PROGRAM APPLICATION

3. Is this new program of study significantly different from existing offerings of educational programs (referred to as out-of-scope);
- a. at this campus? Yes No
- b. within this institution? Yes No
- (An institution is defined as the Main and all Branch locations)*

DIFFERENT DELIVERY METHOD

4. Is this new program of study the first to offer 100% of the coursework in a language other than English;
- a. at this campus? Yes No
- b. within this institution? Yes No
- If YES, list the language:
(An institution is defined as the Main and all Branch locations)

5. Is this new program of study the first to offer coursework via distance education;
- a. at this campus?
- i. If NO, please identify the ACICS DE approval: <50% 50% or >
- ii. If NO, provide the date of the DE visit: Month/Yr
- b. within this institution? Yes No
- (An institution is defined as the Main and all Branch locations)*

OTHER SUBSTANTIVE CHANGES

6. Is this new program of study increasing the total credits to an existing program by 25% or greater? Yes No

Program Detail

Enter the program name as it is approved by the state, excluding the credential level (Exceptions, Masters of Business Administration or Doctor of Business Administration, etc.)

7. Program Name: Clinical Medical Assistant CIP CODE: 51.0801
8. Credential Level: Certificate Diploma Occupational Associate's Academic Associate's
Bachelor's Degree Master's Degree Doctoral Degree

9. Proposed Start Date: May 24, 2016

If the state identifies the credential level differently than ACICS, please provide the state credential level below.

10. State Credential Level: Diploma (The state does not identify the credential level differently.)

New programs must be initiated within one year of the planned start date. Programs which are not initiated within one year of their planned start date must submit a formal request to "extend the proposed start date". This request requires the Council approval before implementation. If the program start date is not extended beyond one year and is not started within the initial year, it will no longer be considered an approved program at the campus in question and will be considered surrendered. If a program is being taught out, the campus is required to notify ACICS and provide confirmation of the date the program is no longer active.

11. Is this a clock-hour program? Yes No If YES, skip to Question #14.
12. Unit of credits awarded? Quarter Semester Trimester
13. Total credit hours awarded: 55 14. Total clock/contact hours: 1215



NEW PROGRAM APPLICATION

15. Program Length (in weeks): Minimum: Maximum:
Minimum and maximum weeks should reflect difference in scheduling (day/evening not part-time/full-time)
16. Program Length (in academic years) Minimum Maximum
17. Weeks per academic year

Narrative

CAMPUS MISSION

18. What is the mission of the institution? (*Restrict text box to 1,500 characters with spaces*)

Laurel Business Institute will strive to provide the highest quality career education and professional certifications for individuals seeking employment in various fields in response to the needs of the regional employer community.

19. What are the objectives of the new program?

Clinical Medical Assistants perform administrative and clinical duties under the direction of a physician. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by the physician. Administrative functions may include scheduling appointments, maintaining medical records, billing, and coding for insurance purposes.

As part of this program, students will take courses in Medical Terminology, Anatomy & Physiology, Phlebotomy, Pathophysiology, Pharmacology, Medical Law & Ethics, Medical Billing, and Coding. In addition, they will take three clinical courses that include learning and practicing a variety of hands on skills used to assist the physician.

Graduates of this program will earn a Diploma. The following certifications are available for a graduate in this program: Certified Medical Assistant, Phlebotomy, CPR, and First Aid.

Describe how these objectives conform to the mission of the institution. (*Restrict text box to 1,500 characters with spaces*).

By providing this program to our region, we are fulfilling our mission as stated above. We are providing our area employers with skilled individuals seeking employment.

COMMUNITY/PROFESSIONAL RESOURCES UTILIZED IN PROGRAM DEVELOPMENT

20. What types of community or professional input were utilized to develop the program?

The Laurel Business Institute's process of submitting any new program includes important input from local community employers to ensure there is a sustainable job market for our graduates of the program. This professional input is a very important part of the process in



NEW PROGRAM APPLICATION

developing a curriculum to ensure that the necessary skills are being taught to our students and that employment will be available to the graduates. A Program Advisory Meeting was held with area professionals in the field to determine a need for this program. Feedback to the program was very positive as those present agreed that there is a growing need to find available applicants who are clinical medical assistants. |

Please upload as one document copies of all minutes of advisory board meetings pertinent to this application and include the names and qualifications of members. *(See step 3 in the New Program Application Process)*

21. State the qualifications for persons who: (Restrict text box for each of the responses below to 1,000 characters with spaces)

a) designed the curriculum

This curriculum was designed by allied health professionals and educators who had years of both professional and teaching experience along with those who attended the program advisory meeting. The curriculum was built from our existing Occupational Associate Degree Medical Assistant Program. The decision to offer this program as a Diploma came from feedback from employers, consideration of earnings potential, and the gainful employment environment. By focusing on highly desirable hard skills, the program length and overall cost is reduced. For students wishing to earn a Degree, the degree program would still be available to them.

b) will supervise the new program

██████████ Program Director for Respiratory Therapy and Allied Health Supervisor, will supervise the faculty. ██████████ holds a BS in Respiratory Care and MEd from Indiana University of Pennsylvania.

██████████ LBI Executive Director and on-site Campus Director will review the program. ██████████ has been with LBI since 1996 in a variety of roles with increasing responsibility. She holds a Master's Degree in Education in Math and Computer Science from California University of PA and a BA in English and Psychology from Geneva College. ██████████ is an ACICS Reviewer as well as a PDE (PA Dept. of Education) Reviewer making on-site visits to review curriculum, student relations, and school operations. She participates in a variety of webinars through ACICS and workshops offered through PAPSA (Pennsylvania Association of Private School Administrators) in areas of school management, staff development, and student relations.



NEW PROGRAM APPLICATION

CAMPUS READINESS

22. What resources are needed and available to offer the proposed program at full operation at the campus submitting this new program application?

We already have a medical assistant classroom so all necessary resources are available to offer this program.

a) List the existing and new courses needed to implement the program:

<u>Existing Courses (at this campus)</u>	<u>New Courses (at this campus)</u>
128—Clinical I	MA104—Medical Law & Ethics for Health Care Professionals
228—Clinical II	MA216—Computerized Billing
328—Clinical II	MA219—Pharmacology
321—Phlebotomy	MA226—Coding Essentials
121—Medical Terminology	
122 Anatomy & Physiology	
220—Pathophysiology	
225 Electronic Medical Records	
222—Medical Office Procedures	
329—Certification Prep	
101—Keyboarding I	
131—Introduction to Computers	
T291—Career Development	
501—Internship	
502—Internship	

b) List the existing and new physical resources needed (e.g., classrooms, libraries, institutional resources and equipment, and clinical sites):

<u>Existing Physical Resources (at this campus)</u>	<u>New Physical Resources (at this campus)</u>
Televisions/DVD players	
Computers/Printers	
Classroom space	
Clinic Space	



NEW PROGRAM APPLICATION

PROGRAM DESCRIPTION

23. What are the entrance requirements or methods used to determine whether prospective students will be able to fulfill program requirements?

Applicants to Laurel Business Institute/Laurel Technical Institute are considered without regard to age, race, color, creed, religion, sex, national origin, marital status, non-job related physical disability, or any other legally protected classification.

The following criteria must be met to complete enrollment for all LBI/LTI programs:

- Admission interview
- Application for admission
- Minimum score on Wonderlic SLE Examination – (14 for Clinical Medical Assistant)
- Enrollment Agreement (Application must be 18 years of age to sign or document must be cosigned by a parent or guardian)
- Statement of Understanding specific to program of enrollment
- Student Disclosure Form
- High School diploma, certificate or other certified document as official proof of graduation from an institute providing secondary education, General Education Diploma (GED), or the equivalent of such graduation as recognized by the United States and Pennsylvania Department of Education
- Interview with Financial Aid and completion of FAFSA Federal Student Aid Application if student is applying for financial assistance
- Payment of \$50.00 application fee*
- Some LBI/LTI programs have additional admission requirements**

* Payment of the Application Fee at time of enrollment may be waived for students re-entering LBI/LTI within less than 364 days of having withdrawn, graduates from an LBI/LTI program, and recipients of financial assistance from an agency that covers the fee for the student. Third party funding must be verified in order for the payment of the Application Fee to be waived.

**All Clinical Medical Assistant students have to pass a Criminal Background Check.

a) How do these requirements compare with requirements for existing programs at this campus? (This text box is limited to 1,000 characters)

These are our standard requirements for Admission. The key variation is the minimum score on the Wonderlic SLE Examination.



NEW PROGRAM APPLICATION

24. Is there an externship component?

Yes

No

NOTE: If YES, the externship agreement or a SAMPLE externship agreement MUST be uploaded to complete this application

a) If YES, please identify potential externship sites:

<u>Company Name</u>	<u>Location</u>
Central Greene Pediatrics	Waynesburg, PA
Farmington Medical Center	Farmington, PA
Fay-West Family Practice	Mt. Pleasant, PA
Southwest Womens Health	Uniontown, PA

b) If YES, Describe student responsibilities and method of supervision as outlined in the externship agreement. (Limited to 1,000 characters)

The *FACILITY* will provide an educational internship to the student consisting of work functions that are directly related to the student's program of study. The *STUDENT* will maintain a mutually agreed-upon work schedule and successfully complete 150 hours for each Internship scheduled.

The *FACILITY* will provide an orientation informing the student on the site's policies and procedures. The *STUDENT* will attend the orientation and follow the work rules of the *FACILITY*. The *STUDENT* must complete all required *FACILITY* requirements prior to beginning the Internship.

The *FACILITY* will provide appropriate instruction and supervision of the students by qualified personnel to meet the standards and the objectives of the educational program. The *STUDENT* will take assignments, direction, and feedback accordingly.

The *FACILITY* will approve, sign, and submit the intern's timesheets. The *STUDENT* will complete time documents within deadlines.

The *FACILITY* will agree to complete and submit to the *SCHOOL* an evaluation of each student's performance during the fieldwork experience according to the format and time frame established by the *SCHOOL*. A mid-semester onsite evaluation and a final evaluation are required to be completed by the *FACILITY*. The *STUDENT* will be informed of their progress by the *FACILITY*. The *SCHOOL* will address any areas of deficiency reported directly with the *STUDENT* and form an Action Plan for Improvement, as necessary.

The *FACILITY* will determine if the student participating in the internship program on their site will be on a paid or unpaid basis. The internship program does not preclude or guarantee any future employment of student interns with the internship site. The *STUDENT* is aware that most internships are unpaid and the required learning experience is valuable to their future.



NEW PROGRAM APPLICATION

25. Is licensure or certification required for persons employed in this field in your state?

Yes

No

a) If yes, describe how the curriculum will develop the competencies to enable students to meet the licensing or certification requirements of the state.

26. Does the state licensing agency require new programs to be approved?

Yes

No

a) If yes, describe previous or concurrent evaluation procedures that the state approval agency requires and submit evidence of state approval received (or proof of exemption from state approval). All institutions must submit copies of official documentation issued by their state.

The Pennsylvania Department of Education, State Board of Private Licensed Schools must approve all new programs before a school can initiate a program that will be offered as preparation for entry into an occupation. This process includes submitting detailed applications and supporting documents. We were approved by the Pennsylvania Department of Education, State Board of Private Licensed Schools on December 1, 2015.

27. Does the program include training conducted by a third party?

Yes

No

a) If yes, explain, including percentage offered. (Limited to 1,500 characters)



NEW PROGRAM APPLICATION

If this program is identical to programs submitted for multiple locations at the same time, list the primary campus and the ACICS unique ID (000xxxxx) for all other locations.

00010825	ACICS ID for 1 st application location (see Schedule of Fees)						
<i>Below list the ACICS ID for each campus included in this submission with the same program.</i>							

Clinical Medical Assistant ~ Diploma 12 Months

Clinical Medical Assistants perform administrative and clinical duties under the direction of a physician. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by the physician. Administrative functions may include scheduling appointments, maintaining medical records, billing, and coding for insurance purposes.

As part of this program, students will take courses in Medical Terminology, Anatomy & Physiology, Phlebotomy, Pathophysiology, Pharmacology, Medical Law & Ethics, Medical Billing, and Coding. In addition, they will take three clinical courses that include learning and practicing a variety of hands on skills used to assist the physician.

Graduates of this program will earn a diploma.

Careers

- Medical Assistant
- Certified Medical Assistant
- Medical Office Assistant
- Unit Clerk
- Medical Secretary/Medical Assistant
- Patient Care Technician

Certifications Available

- Certified Medical Assistant
- Phlebotomy
- CPR
- First Aid

Laurel Business Institute has established a Program Advisory Committee to ensure that the curriculum is consistent with current job market trends and employer needs. Upon recommendation from this committee, Laurel Business Institute reserves the right to make program changes to better prepare our students for the job market. Changes are made with the approval of the Pennsylvania State Board of Private Licensed Schools and the Accrediting Council for Independent Colleges and Schools.

** For more information about our graduation rates, the median debt of students who completed the program and other important information, please see Consumer Information Disclosure found on page 16 and on the website at <http://nces.ed.gov/collegenavigator/>*

PROGRAM COURSES

Course #	Course	Cl.	Cr.
128	Clinical I	150	6
121	Medical Terminology	45	3
228	Clinical II	150	6
122	Anatomy & Physiology	75	5
225	Electronic Medical Records	45	3
328	Clinical III	75	3
321	Phlebotomy	45	3
220	Pathophysiology	45	3
222	Medical Office Procedures	45	3
MA104	Medical Law & Ethics for Health Professionals	15	1
MA216	Computerized Billing	30	2
MA219	Pharmacology	30	2
MA226	Coding Essentials	30	2
329	Certification Prep	15	1
131	Introduction to Computers	45	2
101	Keyboarding I	45	2
CAREER PREPARATION			
501	Internship	150	3
502	Internship	150	3
T291	Career Development	30	2
		1215	55

CLINICAL MEDICAL ASSISTANT COURSE DESCRIPTIONS—Page 1

101 Keyboarding I (2 credits – 45 hours)

The course emphasizes the development of correct techniques in keyboarding. Specific standards of speed and accuracy are required. Prerequisite: None

121 Medical Terminology (3 credits – 45 hours)

The course emphasizes the development of correct techniques in keyboarding. Specific standards of speed and accuracy are required. Prerequisite: None

122 Anatomy & Physiology (5 credits – 75 hours)

The student will become acquainted with anatomical structures and their corresponding body functions. The major body systems will be studied in depth. The corresponding disease process for the common bodily malfunctions of each system will be included. Actual case situations will be discussed to facilitate application principles. Prerequisite: None

128 Clinical I (6 credits – 150 hours)

This course is designed to prepare the student in basic clinical skills essential to becoming a medical assistant. These skills will include physical exam preparation, vital sign measurements, medical asepsis and infection control procedures, as well as an introduction to medical assisting, health history and communication techniques. Prerequisite: None

131 Introduction to Computers (2 credits – 45 hours)

This course provides students with knowledge and skills needed to operate a computer with Microsoft Windows® system software. It includes explanations of hardware, and hands-on skills for using Microsoft Windows®, Microsoft Word®, Microsoft Excel®, and Microsoft PowerPoint®. Prerequisite: None

220 Pathophysiology (3 credits – 45 hours)

This course is designed to provide the student with advanced knowledge of clinical medicine, and with specific understanding of disease processes, signs and symptoms, diagnosis, treatment, prognosis and prevention. This study includes pediatric, adult and geriatric patients. The student will also gain understanding of corresponding diagnostic tests and drugs that relate to each system. Prerequisite: 122 Anatomy & Physiology with a “C” grade or better or advanced placement.

222 Medical Office Procedures (3 credits – 45 hours)

This course familiarizes the student with the fundamentals of using Windows®-based medical office management software for appointment scheduling, procedure posting, medical billing, payment posting, patient billing, patient collections, and insurance tracking and follow-up. Prerequisite: 101 Keyboarding I, 131 Intro to Computers with a “C” grade or better or advanced placement.

CLINICAL MEDICAL ASSISTANT COURSE DESCRIPTIONS—Page 2

225 Electronic Medical Records (3 credits – 45 hours)

This course is designed to introduce students to the current medical clerical occupations and the practices related to maintaining medical records, insurance billing and legal concerns. Discussion will cover critical aspects of the duties and responsibilities of medical clerical workers to include assembly, analysis, and completion of medical records, numbering and filing methods, documentation, forms and release of information. Students will complete a manual medical records simulation, and also research and report on one critical aspect of medical records. Prerequisite: None

228 Clinical II (6 credits – 150 hours)

This course is designed to give the student more advanced clinical skills that are essential to becoming a medical assistant. These skills will include pharmacologic principles, injections, assisting with minor surgical procedures, sterile aseptic techniques, and documentation. The student will also complete a skills checklist during the semester. All skills must be completed satisfactorily to progress to Clinical III. Prerequisite: 128 Clinical I with a “C” grade or better or advanced placement.

321 Phlebotomy (3 credits – 45 hours)

This course will enable the student to become knowledgeable about the functions of the clinical laboratory and the phlebotomist. Students will be exposed to the terminology and the anatomy and physiology necessary to be a phlebotomist and will also have hands-on experience in phlebotomy techniques. This course will also explore the various departments and testing that occur within the clinical laboratory. Prerequisite: 228 Clinical II with a “C” grade or better or advanced placement.

328 Clinical III (3 credits – 75 hours)

This course is designed to further expand the student’s knowledge and application of the clinical skills of the medical assistant and to coordinate closely with the internship program. This course includes an introduction to safety measures and regulatory requirements in the clinical laboratory, urinalysis, hematology, microbiology, serology concepts and procedures, physical therapy modalities, and the performance of electrocardiography. Students will also become certified in first aid and CPR. Prerequisite: 228 Clinical II with a “C” grade or better or advanced placement.

329 Certification Prep (1 credit – 15 hours)

This course will prepare medical assistant students to take the medical assistant certification test. Prerequisite: 328 Clinical III with a “C” grade or better or advanced placement.

501 Internship (3 credits – 150 hours)

These 150-hour internships are designed to provide the student with the opportunity to apply classroom skills and theory to a real work environment. The internship is a cooperative effort between the school and regional businesses, government, and nonprofit agencies. Prerequisite: None

CLINICAL MEDICAL ASSISTANT COURSE DESCRIPTIONS—Page 3

502 Internship (3 credits – 150 hours)

These 150-hour internships are designed to provide the student with the opportunity to apply classroom skills and theory to a real work environment. The internship is a cooperative effort between the school and regional businesses, government, and nonprofit agencies. Prerequisite: None

MA104 Law & Ethics for Health Care Professionals (1 credit – 15 hours)

This course will enable students to develop an understanding of the legal, ethical, and moral implications of working in a medical setting. The role of the allied healthcare professional will be emphasized. Prerequisite: None

MA216 Computerized Billing (2 credits – 30 hours)

This course is designed to introduce the student to computerized patient billing, managing patient data with a computerized system, entering data, processing transactions and claims, and producing reports. Prerequisite: None

MA219 Pharmacology (2 credits – 30 hours)

This course is designed to introduce the student to the proper pronunciation, spelling, and basic pharmacological use of commonly prescribed medications. Review of approved medical abbreviations, interpretation of prescriptions, dosage calculations, and drug administration will be utilized for theory application. Prerequisite: 122 Anatomy & Physiology with a “C” grade or better or advanced placement.

MA226 Coding Essentials (2 credits – 30 hours)

The focus of this course is to learn the coding rules for the CPT, ICD-10-CM, coding systems and then apply the rules to code patient services. In addition, a variety of payment systems will be presented. The medical topics of Medicare fraud/abuse are also reviewed. Prerequisite: 122 Anatomy & Physiology with a “C” grade or better or advanced placement.

T291 Career Development (2 credits – 30 hours)

This course is intended to provide the graduating student with information, instruction, and practice in job exploration, career planning, and job search techniques. The student will receive instruction about employment applications, cover letters, resumes, and use of the Internet. In addition, emphasis will be placed on the development of effective interview skills through classroom practice and role-playing. To complete the course requirements, each student will participate in a one-on-one interview. Prerequisite: None

Clinical Medical Assistant (Diploma)

Dual Major _____

Name _____

Date _____

First Semester		Clock Hours	Credits	Days	Times
128	Clinical I	150	6	Mon-Thurs	8:00-10:30
121	Medical Terminology	45	3	Mon, Wed	10:30-12:00
122	Anatomy & Physiology	75	5	Mon-Thurs	12:45-2:00
131	Introduction to Computers	45	2	Tues, Thurs	10:30-12:00
101	Keyboarding I	45	2	Tues, Thurs	2:00-3:30
225	Electronic Medical Records	45	3	Mon, Wed	2:00-3:30
Second Semester*		405	21	Days	Times
228	Clinical II	150	6	A Side/Mon-Thurs	8:00-1:00
220	Pathophysiology	45	3	A Side/Mon-Thurs	1:30-3:00
222	Medical Office Procedures	45	3	A Side/Mon-Thurs	3:00-4:30
328	Clinical III	75	3	B Side/Mon-Thurs	8:30-11:00
MA219	Pharmacology	30	2	B Side/Mon-Thurs	11:00-12:00
321	Phlebotomy	45	3	B Side/Mon-Wed	1:00-3:00
MA104	Medical Law & Ethics for Health Professionals	15	1	B Side/Thurs	1:00-3:00
Third Semester		405	20	Days	Times
MA226	Coding Essentials	30	2	1 st 5 wks/Mon-Wed	8:00-10:00
MA216	Computerized Billing	30	2	1 st 5 wks/Mon-Wed	1:00-3:00
T291	Career Development	30	2	1 st 5 wks/Mon-Wed	10:00-12:00
329	Certification Prep	15	1	1 st 5 wks/Mon-Wed	1:00-3:00
501	Internship	150	3	2 nd 5 wks/Mon-Fri	30 hours a week
502	Internship	150	3	3 rd 5 wks/Mon-Fri	30 hours a week
		390	14		
		1215	55		

Effective: 09/2015

*Semester 2: Side A runs until midterm. Side B runs from midterm. 7.5 weeks on each side.



December 01, 2015

Ms. Nancy M. Decker
President and CEO
Laurel Business Institute
11 East Penn Street
Uniontown, PA 15401

Dear Ms. Decker:

At its November 19, 2015, meeting, the State Board of Private Licensed Schools approved the application for the new program entitled Clinical Medical Assistant, pending the submission of additional information. The additional information has been received and reviewed for approval.

You may consider this letter official verification of approval, and you may now advertise, recruit, and enroll students in the following program:

Clinical Medical Assistant

<u>Length of Program</u>	<u>Tuition</u>	<u>Registration/ Application Fee</u>
55 Semester Credit Hours	\$13,191	\$50.00

Best wishes for success with this program. If you have any questions or concerns, please contact me.

Sincerely,

(b)(6)

Robert L. Kline, Board Administrator
Division of Higher and Career Education

Laurel Business Institute/Laurel Technical Institute
101 Keyboarding I
2 Credits - 45 Contact Hours

Instructor: [REDACTED]

Sample Schedule: First Term: Tuesday, Thursday 2:00-3:30

Course Description: The course emphasizes the development of correct techniques in keyboarding. Specific standards of speed and accuracy are required.

Prerequisite: None

Text: Gregg College Keyboarding & Document Processing, Lessons 1-60, 11th Edition by Scot Ober, Jack Johnson, and Arlene Zimmerly. McGraw Hill. © 2013.

Software: Online GDP Software

Resource Materials: None

Equipment: Computers; printer.

Course Objectives: Upon completion of Keyboarding 101, the students should be able to:

1. Learn the alphabetic, number and symbol keys by touch while following these basic techniques:
 - A. position of hands and fingers
 - B. proper keystroking
2. Improve keystroking continuity and speed while emphasizing proper keyboarding techniques.
3. Build keystroking skills to higher levels of speed and accuracy.
4. Learn the ten-key numeric keypad building both speed and accuracy.
5. Demonstrate acceptable language arts skills in comma usage, grammar, sentence structure, spelling, and capitalization.
6. Keyboard three-minute timed writings achieving a minimum of 27 words per minute with 5 or fewer errors.

Teaching Methods:

Demonstration and daily words per minute results

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give "plus" and "minus" grades, but they will have no effect on the semester grade point average (GPA).

<u>GRADE</u>	<u>QUALITY POINT</u>	<u>RANGE</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All "F" grades must be repeated.

Grading Criteria

1. Timed Writings – 75%
2. Observation of Classroom Performance/Completion of Assigned Lessons/
Language Arts – 25%

TIMED WRITINGS

Weeks 1 - 7 1-Minute Timed Writings

A	29+	7 errors or less
B	26 - 28	
C	22 - 25	
D	18 - 21	
F	0 - 17	

Weeks 8 – 10 2-Minute Timed Writings

A	34+	6 errors or less
B	30 - 33	
C	26 - 29	
D	22 - 25	
F	0 - 21	

Weeks 11 - 15 3-Minute Timed Writings

A	39+	5 errors or less
B	35 - 38	
C	30 - 34	
D	27 - 29	
F	0 - 26	

Email:

The message center, which is available through GDP software, is a primary means to communicate with you on a regular basis and will be used throughout the semester.

I will also communicate with you through email using your laurel.edu account. It is important that you check this account daily. If you have trouble accessing or using this account, please speak to the IT Department.

Make-up Policy:

- The online software offers accessibility for use at home, in class, and in labs. Students are expected to maintain steady progress throughout the semester. To acquire an adequate keyboarding skill, students are to complete all components of each assigned lesson. Exercises can be repeated until the student achieves success. The GDP software records both the date and time students spend completing lessons.
- The skill acquired in keyboarding is cumulative and will be demonstrated throughout the semester. Specific requirements must be achieved and demonstrated on timed writings with goals for words per minute and accuracy as indicated on above charts.
- Success in Keyboarding requires commitment. Students must complete assigned lessons in a timely manner or will have a grade penalty applied.
- It is the absent student's responsibility to get missed assignments by way of a fellow classmate or by contacting the instructor via email in a timely manner. Emails will be responded to within 24 hours.
- There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

- Keyboarding lessons in Units 1-2 contain warmup, new key introduction, practice, review, paragraph typing, and one-minute timed writings. Keyboarding lessons in Units 3-4 will incorporate progressive practice, technique practice, speed sprints and two-minute timed writings. Keyboarding lessons in Units 5-8 will include MAP, various skillbuilding drills, language arts, and three-minute timed writings. To acquire an adequate keyboarding skill, students are to complete all components of each lesson. Exercises can and should be repeated until the student achieves success. Assigned lessons should take approximately two hours to complete.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of the Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
101 Keyboarding I
Course Outline

This outline is approximate and subject to change

Days 1-2-3: Students will complete through Lessons 1, 2, 3, and 4 and learn proper finger placement and will practice strokes for the following keys on the computer keyboard:

- Home Row (a s d f j k l ;). Space Bar. Enter. Backspace
- E. N. T. O. R. H.
- Students will complete one-minute timed writings in Lessons 1 – 10.

(Exemption testing for Keyboarding I will be given during the first couple days of the semester to those students who are interested)

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review of lessons.

Days 4-5: Students will complete Lessons 5, 6, and 7 and learn proper finger placement and will practice strokes for the following keys on the computer keyboard:

- I, Left Shift, period, B,U,C, Right Shift, W, M, X, P, and Tab
- **Assignment/Outside Preparation:** Students are to utilize the lab or library for practice and review of lessons and strive to build accuracy on keys previously presented

Days 6-7: Students will complete Lessons 8, 9, and 10 and learn proper finger placement and will practice strokes for the following keys on the computer keyboard:

- Q, comma, G, V, Y, and Z
- Review the alphabet

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review of lessons and strive to build accuracy on keys previously presented

Days 8-9: Students will complete Lessons 11, 12, 13, and 14 learn proper finger placement and will practice strokes for the following keys on the computer keyboard:

- Hyphen, 2, 9, 8, 5, apostrophe
- 4, 7, colon, 6, 3, /
- Students will complete two-minute timed writings in Lessons 11 – 20.

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review of lessons and strive to build accuracy on keys previously presented

Lessons 1 - 10. one-minute timed writings

Lessons 11 - 20. two-minute timed writings

Days 10-11-12: Students will complete Lessons 15, 16, 17, and 18 learn proper finger placement and will practice strokes for the following keys on the computer keyboard:

- Review numbers and symbols
- New keys: & \$ 0 1 ? ' @ % () #

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review of number keys as well as practice keys previously presented

Days 13-14: Students will complete Lessons 19 and 20

- New keys: ~ ! *
- Review numbers and symbols

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review of number keys as well as practice keys previously presented

Days 15-16-17: Students will work on the Supplementary Lesson: Ten-Key Numeric Keypad.

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review

Days 18-20: Students will focus on improving continuity and accuracy through warmup exercises and various skillbuilding drills. Time will also be devoted to language arts which includes rules on punctuation, proofreading, and spelling.

- Students will complete Lessons 21, 22, 23, 24, 25
- Students will complete three-minute writings for remainder of semester.

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review

Days 21-23: Students will complete Lessons 26, 27, 28, 29, 30

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review

Days 24-25: Students will complete Lessons 31, 32, 33, 34

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review

Days 26-27: Students will Lessons 35, 36, 37, 38

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review

Day 28: Students will complete Lessons 39 and 40. Students will also complete three-minute timed writings from Test 2 and Test 2 Alt.

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review

Days 29-30: Students will begin class with warmup and skillbuilding drills. Remainder of the class time will be spent completing three-minute writings from Lessons 42, 44, 46, 48 and 50.

Assignment/Outside Preparation: Students are to utilize the lab or library for practice and review

Laurel Business Institute/Laurel Technical Institute
121 Medical Terminology
3 Credits – 45 Contact Hours

Instructor: [REDACTED]

Sample Schedule: First Term: Monday, Wednesday, 10:30-12:00

Course Description: This course will acquaint the student with skills in word analysis and word building, pronunciation, and spelling along with word recognition and the accurate application of work elements as related to the language of medicine. Basic human anatomy and physiology are presented when applicable to refine the student's understanding of the appropriate medical terms.

Prerequisite: None

Text: Exploring Medical Language, LaFleur Brooks, Myrna, BEd, RN. 9th Edition, Philadelphia, PA, Elsevier, © 2014

Software: None

Resource Materials:

Audio Visual Aids

Medical Terminology text, handouts, worksheets

Website: <http://evolve.elsevier.com>

Additional Resources: Library/Learning Resource Center

Equipment: Anatomic models and visual aids, computer, projector, flashcards

Course Objectives: Upon completion of Medical Terminology, the student will be able to:

1. Identify and define the four word parts and a combining form.
2. Analyze and define covered medical terms.
3. Build medical terms for given definitions.
4. Build, analyze, define, pronounce, and spell the diagnostic terms related to the human body structure, color, and the field of oncology.
5. Define, pronounce, and spell the terms used to describe bodily directions, anatomical planes and regions of the abdominal area.
6. Define the anatomical terms, including organs and structure; build, analyze, pronounce and spell the diagnostic and surgical terms related to the following systems: integumentary, respiratory, urinary, reproductive, cardiovascular, lymphatic, digestive, musculoskeletal, and nervous.

Teaching Methods:

Lecture and Power Point presentations

Drills on pronunciation and spelling of medical terms

Workbook assignments / Supplemental Handouts

Class discussion

Activities

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	N/A
WP-withdrew passing	0.0	N/A
WF-withdrew failing	0.0	N/A
T-transfer credit	0.0	N/A
AP-advanced placement	0.0	N/A
I-incomplete	0.0	N/A

All “F” grades must be repeated.

Grading Criteria: Grades are calculated by averaging test percentages on chapter exams. Letter grades are assigned using the grading scale listed above. There will be no Midterm Exam. There will be a comprehensive Final Exam.

Assignments: Workbook assignments will be assigned according to course outline. Workbooks will be reviewed at the end of the term during finals for completeness. Two percentage points will be added to the final grade if workbooks are *fully* (all chapters) completed.

Classroom Management:

- * Students are to arrive for class on time with all necessary materials – text, notebook, handouts, study guide, writing utensils.
- * Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the student’s responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time.
- * Your laurel.edu email account will be our primary method of communication between class sessions. It is important that you check this account daily. Emails will be responded to within 24 hours.

Makeup Policy: Chapter exams will be scheduled and announced in advance. Any student present on the day of an exam must take it on that day. No make-up tests are given. The grade on the *comprehensive final* will replace any single missing exam grade. A grade of zero will be recorded for any other missed tests.

Quizzes missed due to absence cannot be made up. Quizzes or multi-step chapter tests are cannot be replaced by the final test grade. Students must be present for each part of a multi-step test. However, if a student knows ahead of time that s/he will be absent on the day of an exam, s/he may make arrangements to take the exam *early* without penalty if an accommodation can be made by the instructor. Homework is not accepted late.

All students must take the final exam on the day it is scheduled. No makeup will be allowed.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

Chapter exercises are assigned in order for students to practice and review medical terms. Students are expected to complete chapter exercises in order to prepare for chapter tests. Exercises will be reviewed in class in order for students to demonstrate their knowledge of the medical terms in reference to their origin, definition, spelling, and pronunciation. These assignments should take approximately 6 hours per week.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of the Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
121 Medical Terminology
Course Outline

This outline is approximate and subject to change.
Quizzes and online assignments may be added.

- Hour 1 Review of course and syllabus
Explanation of course requirements, class rules
Chapter 1 Introduction to Medical Language
Lecture: Medical terms formation
Assignment/Outside Preparation: Read Ch 1
Separate flash cards into units; use cards to learn unit word parts
- Hours 2 - 6 Chapter 2 Body Structure, Color, Oncology
Lecture: Terms related to anatomical structures of the human body, color, and oncology
Students will pronounce selected words.
Team exercises to identify word parts of chapter
Assignment/Outside Preparation: Read Ch 2
Complete exercises 1 -27; Use flashcards to learn unit word parts
Chapter 3 Directional terms, Anatomical planes, Regions and Quadrants
Lecture: Body structures, locations
Demonstration of directional terms
Handout of additional directional terms
Student participation in identifying planes, regions, quadrants
Assignment/Outside Preparation: Read Ch 3
Complete Exercises 1-18.
Use flashcards to memorize unit word parts
- Unit test on Chapters 1, 2 & 3.
- Hours 7 - 10 Chapter 4 Integumentary System
Lecture: Terms related to functions, diseases and disorders of the Integumentary system
Pronounce selected words
Review selected exercises
Assignment/Outside Preparation: Read Ch 4
Complete exercises 1-15, 16-34
Use flash cards to identify unit terms
- Hours 11 -14 Unit test on Chapter 4
Chapter 5 Respiratory System
Lecture: Terms related to anatomy of respiratory system, diseases, diagnostic tests, surgical terms
Handouts on appropriate lab tests and medications
Pronounce selected words

Assignment/Outside Preparation: Read Chapter 5
Complete exercises, 1-14, 15-23, 24-40
Use flash cards to reinforce unit terms
Practice pronunciation of terms
Review anatomy of the respiratory system

Unit Test on Chapter 5 Respiratory system

Hours 15 - 18 Chapter 6 Urinary System

Chapter 6 Urinary System and Chapter 7 Male Reproductive system will be presented together.

Lecture: Terms related to anatomy of urinary and male reproductive systems

Show examples equipment used for urine testing or urinary treatments

Review selected exercises and abbreviations

Give handouts on sexually transmitted diseases, lab tests and medications

Review pronunciation of words

Assignment/Outside Preparation: Read Ch 6 & 7

Review anatomy of the urinary system and male reproductive

Complete chapter 6 exercises 1-18, 19-39

Use flash cards to reinforce unit terms

Complete Chapter 7 exercises 1-17, 18-32.

Unit test will combine Chapters 6 & 7.

***Outside Assignment: Complete Ch 8, 9 - Female Reproduction and Obstetrics by end of week 8**

Hour 19 Chapter 8 Female Reproductive System and Chapter 9 Obstetrics overview.
There will not be a test on these chapters.

Hours 20 - 30 Chapter 10 Cardiovascular, Immune, Lymphatic Systems and Blood

Lecture: Terms related to circulatory, immune and lymph systems, and blood components

Review of anatomy of circulatory system

Review of selected exercises

Handouts on appropriate lab tests, medications and additional abbreviations.

Assignment/Outside Preparation: Read Ch 10

Complete exercises 1-20, 20-30, and 30-46.

Use flash cards to reinforce unit terms

Hours 31 - 38 Unit test on Chapter 10 Circulatory system

Chapter 11 Digestive System

Lecture: Terms related to anatomy of digestive system

Handout of corresponding lab tests, medications, additional abbreviations.

Completion of naming anatomical parts of GI system

Review of selected exercises and word pronunciation

Assignment/Outside preparation: Read Ch 11
Review anatomy of the Digestive system
Complete Exercises 1-16, 17-38
Use flashcards to reinforce terms
Unit test for Chapter 11 Digestive System

Hours 38 - 41 Chapter 14 Musculoskeletal system
Lecture: Terms related to anatomy of musculoskeletal system
Review Musculoskeletal anatomy
Handout diagnostic tests and medications for Musculoskeletal system
Pronounce selected words. Review exercises.
Assignment/ Outside Preparation: Read Ch 14
Review anatomy of the Musculoskeletal system
Complete exercises 1-17, 18-26, 26-39
***No unit test will be given. Questions related to this system will be included on the final exam.**

Hour 42 Handout study guides for final test
Assignment: Complete study guides
Review covered abbreviations
Complete outside assignments

Hours 43 - 45 Review for Final Test
Final test
Review of text/workbooks due at time of final. No exceptions!

*** Outside Assignment:** Complete Chapters 8 & 9 Female Reproduction and Obstetrics by wk 9
Complete Chapter 15 Nervous & 16 Endocrine Systems by wk 12.
Complete Chapters 12 & 13 Eye and Ear by wk 14.

These outside assignments may not be reviewed until the final test day. The benchmarks listed are to help the student complete the assignments in a structured manner.

Laurel Business Institute/Laurel Technical Institute
122 Anatomy & Physiology
5 Credits-75 Contact Hours

Instructor: [REDACTED]

Sample Schedule: First Term: Monday - Thursday, 12:45-2:00

Course Description: The student will become acquainted with anatomical structures and their corresponding body functions. The major body systems will be studied in depth. The corresponding disease process for the common bodily malfunctions of each system will be included. Actual case situations will be discussed to facilitate application principles.

Prerequisite: None

Text: The Human Body in Health & Illness, Barbara Herlihy, PhD, RN. 5th Edition.
Philadelphia: WB Saunders, Co., © 2014

Workbook: Study Guide for The Human Body in Health and Illness, Barbara Herlihy, PhD, RN.
5th Edition. Philadelphia: WB Saunders, Co., © 2014

Software: None

Resource Materials:

Hole's Essentials of Human Anatomy & Physiology, Shier, David. 10th Edition.
New York, McGraw-Hill, 2009

Mosby's Dictionary of Medicine, Nursing & Health Professions, 8th Edition. St. Louis,
Missouri, Elsevier, 2009

Elsevier website: <http://evolve.elsevier.com/Herlihy>

Additional Resources: Library/Learning Resource Center

Equipment: Transparencies, anatomical models and charts, computer, projector

Course Objectives: Upon completion of this course the student learner will be able to:

1. Define anatomy and physiology and explain how they are interrelated.
2. Name the organ systems and list and describe the major functions of each system.
3. Explain the relationship of basic chemistry to body physiology.
4. Define vocabulary for each body system.
5. Describe common disease processes associated with each body system, including etiology and treatment.
6. Demonstrate mastery of the material by examination, integration of clinical case studies, including appropriate laboratory and pharmacologic information.

Teaching Methods:

Lecture, Power Point lectures and class discussion
 Case studies with practical application of concepts
 Anatomical models/charts
 Activities, demonstrations

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA)

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P passed	0.0	N/A
WP-withdrew passing	0.0	N/A
WF-withdrew failing	0.0	N/A
T-transfer credit	0.0	N/A
AP-advanced placement	0.0	N/A
I-incomplete	0.0	N/A

All “F” grades must be repeated.

Grading Criteria:

Grades are calculated by averaging chapter test percentages. This percentage will be converted to a letter grade using the LBI grading scale listed above. There will be a final exam.

Homework grades will be averaged together. The percentage will be converted to a 100 point grade and recorded as a unit test.

Classroom Management:

- * Students are to arrive for class on time with all necessary materials text, notebook, handouts, study guide, writing utensils.
- * Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the student’s responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time.
- * Your laurel.edu email account will be our primary method of communication between class sessions. It is important for you to check this account daily. Emails will be responded to within 24 hours.

Makeup Policy:

Exams: Chapter exams will be scheduled and announced in advance. Any student present on the day of an exam must take it on that day. No make-up tests are given. The grade on the *comprehensive final* will replace any single missed grade. A grade of zero will be recorded for any other missed tests. However, if a student knows ahead of time that s/he will be absent on the day of an exam, s/he may make arrangements to take the exam *early* without penalty if the instructor can accommodate her/him.

Quizzes: Quizzes cannot be made up. A grade of zero will be recorded. Quizzes or multi-step chapter tests cannot be replaced by the final test grade. Students must be present for all parts of a multi-step test.

Homework: Homework assignments including workbook assignments will not be accepted late and a grade of *zero* will be recorded. Homework will be accepted the next day after an absence without penalty up to two occurrences. It is the absent student's responsibility to get missed assignments by way of a fellow classmate or by contacting the instructor via email in a timely manner.

All students must take the final exam on the day it is scheduled. No makeup will be allowed.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review this material in order to demonstrate knowledge and understanding of concepts taught. Exam grades will verify student knowledge. These reading assignments should take approximately 5 hours to complete.

Study Guide chapter questions are assigned in order for students to practice and review concepts previously taught. Students are expected to use their notes and textbook to thoroughly answer all questions assigned. Answers will be discussed in a subsequent lecture class. These homework assignments should take approximately 5 hours to complete.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
122 Anatomy & Physiology
Course Outline

This outline is approximate and subject to change.

Hours 1 - 5 Review of syllabus and course outline
Overview of text and workbook
Chapter 1 Introduction to the Human Body
Chapter 3 Cells
Lecture or review from Medical Terminology: Organization of the body, cavities, planes, regions; cell structures, transport mechanisms
Assignment/Outside Preparation: Read Chapters 1 & 3
Complete exercises in workbook as assigned.
Review of completed workbook material

**Outside Assignment: Complete workbook exercises for
Chapter 26 Reproductive System
Return to instructor at end of week 3**

Hours 6 - 10 Test on Ch 1 & 3 Day 6
Chapter 2 Basic Chemistry
Lecture: Matter, bonding, energy, mixtures
Clinical situations for discussion, demonstrations
Assignment/Outside Preparation: Read Chapter 2
Complete workbook exercises as assigned
Review of completed workbook material

Hours 11 - 14 Chapter 25 Water, Electrolyte, and Acid-Base Balance
Lecture: Body fluids, distribution and composition, acid-base balance
Assignment/Outside Preparation: Read Chapter 25
Complete workbook exercises as assigned
Test Ch 2 and 25

Hour 15 **Outside assignment Ch 26 workbook due**

Hours 15 - 19 Chapter 24 Urinary System
Lecture: Anatomy and physiology of excretion, hormones
Clinical situations for discussion, demonstrations
Assignment/Outside Preparation: Read Chapter 24
Complete workbook exercises as assigned
Review of completed workbook material

Hour 20 Test on Chapter 24

Outside Assignment: Read Chapter 14 Endocrine System
Complete workbook exercises for Ch 14
Return to instructor at beginning of week 6
This material will count as a homework grade.

Hours 21 - 25 Chapter 8 – Skeletal System
Lecture: Arrangement and function of the bones; names
Use of anatomical models/visuals
Assignment/Outside Preparation: Read Chapter 8
Complete workbook exercises as assigned.

Hour 26 Test on Chapter 8

Hours 27 -31 Chapter 9 Muscular System
Lecture: Types of muscles, muscle physiology, naming of muscles
Assignment/Outside Preparation: Read Chapter 9
Complete exercises as assigned
Make flash cards to memorize presented muscles
Review of assigned workbook exercises
Student activity on muscle physiology

Hour 30 **Return outside assignment Ch 14**

Hour 32 Test on Chapter 9

Hours 33 - 38 Chapter 10 Central Nervous System
Lectures: Nervous system overview, neurons and transmission of information, brain structure and function.
Discussion of clinical situations
Assignment/Outside Preparation: Read Chapter 10
Complete workbook exercises as assigned.
Prepare flash cards to review parts of the CNS and their functions.

Hour 39 Unit Test on Chapter 10.

Hours 40 - 45 Chapter 11 Spinal Cord and Peripheral Nervous System
Chapter 12 Autonomic Nervous System
Lecture: Cranial and spinal nerves, sympathetic and parasympathetic systems
Assignment/Outside Preparation: Read Ch 11 and 12
Complete workbook pages as assigned
Review of completed workbook material
Prepare flash cards to review the cranial and peripheral nerves.

- Hour 46 Test Ch 11 & 12
Outside Assignment: Start workbook exercises on Chapter 15, 16, 17, 18, 19
 These chapters will be due as the cardiac chapters are covered in class.
- Hours 47 - 51 Chapter 22 Respiratory System
 Lecture: Anatomy and function of respiratory system.
 Discussion of clinical implications
Assignment/Outside Preparation: Read Ch 22
 Complete workbook exercises as assigned
- Hour 52 Test Chapter 22 Respiratory System
Assignment/ Outside Preparation: Read Chapter 15-19
 Continue working on workbook exercises for Chapters 15 - 19
- Hours 53 - 64 Chapters 15, 16, 17, - Blood, the Anatomy and Function of the Heart
 Lectures on Circulatory System Chapters 15 - 17
 Discussion of clinical implications; auscultation of apical pulses; practice assessment of pulses
Assignment/Outside Preparation: Read Ch 15 - 17;
 Review anatomy of the heart, flow of blood through the heart, and conduction
 Complete workbook exercises as assigned
- Hour 65 Unit test on Chapters 15, 16, 17
- Hours 66 - 69 Chapters 18 Anatomy of the blood Vessels
 Chapter 19 Functions of the Blood Vessels
 Lecture: Blood Vessels, Circulation and function, and major blood vessels, blood pressure and clinical implications; BP demonstration and practice
Assignment/Outside Preparation: Read Ch 18 & 19
 Complete workbook exercises as assigned
- Hour 70 Test on Chapters 18 & 19
 Study Guide for final test distributed
- Hours 71 - 74 Review for final exam
- Hour 75 Final Exam

Exams will be given at the end of each chapter or related group chapters. The exam date will be announced prior to the exam. Quizzes may be added or deleted as necessary.

*** Select workbook exercises will be graded. Chapters in the workbook assigned for homework *must* be turned in on the day stated or a grade of *zero* will be given.**

Laurel Business Institute/Laurel Technical Institute
128 Clinical I
6 Credits - 150 Contact Hours

Instructor: [REDACTED]

Sample Schedule: First Term: Monday Thursday, 8:00-10:30

Course Description: This course is designed to prepare the student in basic clinical skills essential to becoming a medical assistant. These skills will include physical exam preparation, vital sign measurements, medical asepsis and infection control procedures, as well as an introduction to medical assisting, health history and communication techniques.

Prerequisite: None

Text: *Delmar's Clinical Medical Assisting*, Wilburta Q. Lindh, Marilyn Pooler, Carol D. Tamparo, and Barbara M. Dahl, 5th Edition. Delmar Cengage Learning, ©2014.

Saunders's Nursing Drug Handbook 2016, Hodgson, B. & Kizior, R. Elsevier, ©2016.

Software: Website Access Card accompanying text

Resource Materials:

Skills and Procedures for Medical Assisting (DVD) 3rd Ed. Delmar Cengage 2005
The Miracle of Life. Video. Nova. 2001.
Supplemental handouts and worksheets as assigned.

Additional Resources: Library/Learning Resource Center

Equipment:

Associated clinical equipment to accomplish skills
Computer and learning CDs for classroom
Computer and projector/ DVD player/ VCR

Course Objectives: Upon completion of this course, the student should be able to:

1. Define the practice of Medical Assisting and his/her scope of responsibilities.
2. Explain the elements of the OSHA Exposure Control plan and the necessity for adhering to OSHA policies.
3. Explain the Bloodborne Pathogen Policy set forth by the CDC and will adhere to the set policy.
4. Define and describe the infectious process, pathogenic organisms, disease transmission, and methods to control disease transmission.
5. Correctly demonstrate methods of medical and surgical asepsis.
6. Explain the rationale for taking vital signs and demonstrate the correct procedures for taking vital signs.

7. Explain the necessity for effective communication in the healthcare environment and display effective communication techniques in dealing with diverse populations.
8. Describe appropriate care for all age groups from infancy to the older adult.
9. Explain the legalities of correct documentation and confidentiality in regards to the patient care record.
10. Explain the various types of medical examinations and correctly prepare the patient and supplies for each examination.
11. Define sanitization, disinfection, and sterilization and be able to correctly perform the skills associated with each procedure.
12. Identify 15 common drugs and explain their classification, usage, adverse effects, dosage, and patient education requirements.
13. Utilize proper body mechanics when positioning patients for examination.

Teaching Methods:

Lecture/discussion
 Skills demonstration/ return demonstrations and hands- on experience
 Audiovisual aids/supplemental materials
 Cooperative group and individual projects
 Guest lecturers/field trips when indicated
 Power Point Presentations

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. Instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All “F” grades must be repeated.

Grading Criteria:

<u>Factor</u>	<u>Midterm Weight</u>	<u>Final Weight</u>
Unit tests	40%	30%
Practicum Returns	40%	30%
Final Exam	--	30%
Homework assignments	20%	10%

Classroom Management:

* Students are to arrive for class on time with all necessary materials – text, notebook, handouts, study-guide, writing utensils.

* Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the students' responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time.

*Cell Phones: Ringers should be turned off during class and cell phones put away. Text messaging is strongly discouraged. If you are expecting an important call, let me know at the beginning of class and step out to take the call when it comes.

*Emails will be responded to within 24 hours. Your laurel.edu email account will be our primary method of communicating with each other between classes. Therefore, it is important that you check this account daily. If you have trouble accessing or using this account, please speak to the IT Department.

Clinical Skills:

Students will only be required to perform those clinical skills that have been explained and demonstrated in the classroom setting. It is of utmost importance to be present for skills demonstrations, practices and evaluations. These, for the most part, will be accomplished on days assigned for skills. Proper dress code is *required* on skill days. Please see the clinical dress code policy for point deductions. Questions on the performance of a clinical skill in the lab setting need to be addressed with the clinical instructor. Extra practice time is always encouraged and can be worked out with the instructor. *Students will need to demonstrate competency in basic skills before progressing out of Clinical I to Clinical II.*

Clinical Requirements:

- 2 sets of scrubs (included in tuition)
- Wristwatch with a second hand
- White shoes, closed in toe, non-canvas
- Name tag (included in tuition)
- Stethoscope and BP cuff (included in tuition)

Dress Code: Proper dress code is required on skills days and making up any skill. Points will be deducted for not following dress code. Students will lose 1% point off the final grade for every 2 dress code violations. Please refer to the Dress Code handout.

Attendance Penalty: Percentage points will be deducted for absence of clinical hours according to the following scale:

12 hours missed out of the total number of class hours = (-2%)

14 hours missed out of the total number of class hours = (-4%)

16 hours missed out of the total number of class hours = (-6%)

18 hours missed out of the total number of class hours (-8%)
20 hours missed out of the total number of class hours = (-10%)

The field of healthcare requires workers that are responsible and conscientious. Tasks and procedures done in the healthcare setting can often not be held over to the next day. This requires Medical Assistants to have excellent attendance and punctuality to complete what is required each day.

Being tardy and/or leaving class early will be deducted in quarter hours and included in overall hours missed and subsequent penalty will be applied.

Daily Sign-In Booklet:

The sign-in booklet will be at the front of the classroom and should be signed at the beginning of class. You must sign in for yourself at each class. If tardy, sign in under the “Tardy” section. If not signed in for the day, you will be considered absent for the class.

Make Up Policy:

Homework: If a student is absent from class, it is his or her responsibility to complete all classroom assignments and homework missed. Homework assignments are due the day upon returning to class. Late homework will *not* be accepted.

Tests: Tests will be scheduled and announced in advance. No make-up tests are given. The grade on the comprehensive final will replace any single missing exam grade. A grade of zero will be recorded for any other missed tests. If a student knows ahead of time that he or she will be absent on the day of an exam, he or she may make arrangements to take the exam early without penalty, if it can be accommodated by the instructor. All students must take the final exam on the day it is scheduled. No make-ups will be allowed.

Skills: Skill evaluations missed due to absence will be made up on a day and time designated by the instructor. A makeup session may be designated by the instructor at midterm and finals week if needed. Dress code applies to make up days. A skill to be made up will start out with a grade of 50% and evaluation points will be deducted from that starting percentage. If the skill demonstration is missed, 10 points will be deducted from the final skills evaluation. If the initial skills session and makeup session are missed, a grade of zero will be recorded.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes

on new material after the next class lecture. These reading assignments should take approximately *3-4 hours* to complete.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts and skills taught. Exam grades will verify student knowledge. These reading assignments should take approximately *3-4 hours* per week to complete.

Projects assigned are to provide students with the opportunity to incorporate skills and concepts taught, along with research, in order to develop a comprehensive paper and/or presentation, thereby demonstrating the students' knowledge of the assigned topic. These projects should take an additional *3-4 hours* per assignment to complete.

Worksheets are assigned in order for students to practice and review concepts taught. Students are expected to use their notes and textbook to thoroughly answer questions. Answers will be discussed in a subsequent class lecture. These homework assignments should take approximately *2 hours* per week to complete.

*Students should use the Library/Learning Resource Center as a resource to complete research-based assignments/projects.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
128 Clinical I
Course Outline

This outline is approximate and subject to change.
Quizzes and online assignments may be added.

- Days 1-5 Overview of Clinical I
Chapter 1 – The Medical Assisting Profession lecture
Chapter 2 Healthcare Settings lecture
Chapter 3 History of Medicine lecture
Introduction, explanation, and demonstration of drug cards
Assignments/Outside Preparation: Motivational Poster Assignment
Read Ch 1, 2, and 3; start Ch 1, 2, 3 worksheets; Research Paper
- Days 6 - 10 Chapter 4 - Coping Skills lecture
Video: Professionalism and Medical Assisting
Drug of the Week: introduction of first drug
Assignments/Outside Preparation: Read Ch 3 & 4
Complete Ch 1, 2, 3 & 4 worksheet
Study for test Ch 1, 2, 3 & 4
Work on research paper for assigned historical figure using LRC
- Days 11 - 15 Oral reports on historical figures; written reports due
Quiz on historical figures
Test on chapters 1, 2, 3, and 4
Chapter 10 - Infection Control and Medical Asepsis lecture
Demo and practice: Handwashing (with Glo-Germ)
Donning and removing PPE
Video: Infection Control, PPE
PPE and Handwashing
Assignments/Outside Preparation: Read chapter 10 up to page 236
Start Ch 10 worksheet; drug card #2 due
- Days 16 - 20 Chapter 10 - Infection Control lecture continued
Skills Testing: Handwashing
Assignments/Outside Preparation: Complete Ch 10 worksheet
Study for Ch 10 exam
Test on Ch 10
Start chapter 12-Vital Signs lecture
Video: Vital Signs Temperatures; Temperatures
Demo and practice: Oral, rectal, axillary, tympanic, and temporal artery temperatures

Assignments/Outside Preparation: Read chapter 12 and complete temperature conversions worksheet
Drug card #3 due

Days 21 - 25 Continue with Ch. 12 - Vital Signs lecture
Video: Pulse, Respirations; Pulse and Respirations
Skills testing: Temperatures
Demo and practice: Pulse and Respirations
Assignments/Outside Preparation: Worksheet on pulses and respirations
Practice taking pulses and respirations
Drug card #4 due

Days 26 - 30 Continue with Ch. 12- Vital Signs
Video: Blood Pressure; Blood pressure
Skills testing: Temperature, Pulse
Demo and practice: Blood pressure, height and weight measurements
Continue with skills practice: Respirations, BP, height, weight
Assignments/Outside Preparation: Complete Ch 12 worksheet
Practice taking respirations, blood pressures
Complete height and weight conversion sheet
Study for Ch 12 exam
Drug card #5 due

Days 31 - 35 ***Test on Chapter 12***
Chapter 5 - Therapeutic Communication Skills lecture
Chapter 6 - Therapeutic Approach to Patients with Life Threatening Illnesses
Lecture with case studies and role play
Skills testing: Respirations and BP testing
Assignments/Outside Preparation: Read Ch 5 & 6
Start worksheet Ch 5 & 6
Drug card #6 due

Days 36 - 40 Continue with Ch 5 & 6 lecture
Videos: Communication Skills, Communications and Caring
Continue with Blood Pressure skills testing; heights and weights
Assignments/Outside Preparation: Complete worksheet Ch 5 & 6
Drug card # 7 due

Days 41 - 45 ***Test Ch 5 & 6***
Chapter 11 - The Patient History and Documentation lecture
Abbreviations flash cards
Video: Taking a Patient Medical History
Continue with blood pressure and height and weight skill testing
Assignments/Outside Preparation: Read Ch11
Complete abbreviations worksheets and worksheet on Ch11
Drug card #8 due

Study for abbreviations quizzes, *Take abbreviation quiz*
Complete outside patient history

Days 46 - 50 Chapter 13 - Physical Examination lecture
Demo and practice: BMIs, Positioning/draping and body mechanics
Video: Positioning and Draping and Body Mechanics
Preparing a patient for a physical examination

Assignments/Outside Preparation: Read chapter 13
Complete PE tools worksheet
Drug card #9 due
Study for Ch 11 & 13 exam

Days 51 - 55 **Exam on Ch 11 & 13**
Chapter 14 - Obstetrics and Gynecology lecture
Chapter 15 - Pediatrics lecture
Skills testing: Height/Weight, Positioning/Draping
Demo and practice: Assisting with Gynecological Exam
Video: The Miracle of Life
Assignments/Outside Preparation: Read Ch 14 & 15
Complete Ch 14 & 15 worksheet
Drug card #10 due

Day 56 - 60 Skills Testing: Gynecologic Exams
Demo and practice: Infant Height/Weight/Head Circumference Skills
Video: Infant Skills
Chapter 16 - Male Reproductive System lecture
Assignments/Outside Preparation: Study for Ch 14 & 15 exam
Read Ch 16
Drug cards #11 and 12 due

Days 61 - 65 **Exam Ch 14 & 15**
Chapter 17 - Gerontology/Care of the Older Person lecture
Video: *Tuesdays with Morrie* followed by discussion
Skills testing on Infant Height/Weight/Head Circumference
Assignments/Outside Preparation: Read Ch 17
Worksheet Chapters 16 and 17
Complete interview with elderly patient
Drug cards #13, 14, & 15 due

Days 66 - 70 Sanitization, Disinfection and Sterilization lecture
Chapter 10 Pages 236 - 248, Chapter 19 p. 577 -578
Video: Sanitizing/disinfecting/wrapping/sterilizing instruments
Demo and practice: Sanitizing, disinfecting, wrapping instruments, and
sterilizing, chemical sterilization and using the autoclave

Assignments/Outside Preparation: Read Ch10 p. 236-248, Ch19 p. 576- 584
Complete worksheet on Ch 10 & 19
Review for exam on drug cards

Days 71 - 75 Skills testing on sanitization, wrapping instruments, autoclave, and chemical sterilization of instruments

Exam on drug cards

Finish all Skills Testing

Final Exam Review

Comprehensive final exam

Assignments/Outside Preparation: Review for comprehensive Final Exam

Laurel Business Institute/Laurel Technical Institute
131 Introduction to Computers
2 Credits - 45 Contact Hours

Instructor: XXXXXXXXXX

Sample Schedule: First Term: Tuesday, Thursday, 10:30-12:00

Course Description: This course provides students with knowledge and skills needed to operate a computer with Microsoft Windows[®] system software. It includes explanations of hardware, and hands-on skills for using Microsoft Windows[®], Microsoft Word[®], Microsoft Excel[®], and Microsoft PowerPoint[®].

Prerequisite: None

Text: *Microsoft Windows 7: Complete*, Shelly/Freund/Enger, 1st Edition, Cengage Learning, © 2011.

Software: Microsoft[®] Windows 7, Microsoft[®] Word, Microsoft[®] Excel, Microsoft[®] PowerPoint

Resource Materials: Windows 7 Comprehensive Concepts and Techniques, Instructor's Edition CD-ROM.

Equipment: Computers, printer, projector

Course Objectives:

Upon completion of this course, students will be able to:

1. Perform the fundamentals of Windows 7: mouse operations, identify desktop items, display the start menu, resize windows, manage icons, create shortcuts, and use Help and Support.
2. Launch applications, create and save documents, manage icon arrangement and views, and manage the taskbar.
3. Perform file management.
4. Display drive and folder properties. Use search to find files or folders
5. Modify the desktop environment.
6. Display the control panel and switch between classic and category view.
7. Add and remove a hardware device.
8. Solve a hardware or software problem utilizing a troubleshooter and/or the internet.
9. View hardware properties. Add and remove programs
10. Configure and utilize the accessibility wizard.
11. Open a Word Document and format paragraphs and characters.
12. Insert clip art in a Word document, save, and print the document.
13. Insert and delete text in a Word document.
14. Change margins and adjust line spacing in a document.
15. Add a footnote, page numbers, insert a manual page break, and create a bibliography.
16. Enter text, format a worksheet, calculate a sum, and create an embedded chart in Excel.
17. Create a PowerPoint presentation using text, graphics, and animations.

Teaching Methods:

Throughout the semester, students will be provided with:

- Reading and Homework Assignments
- Classroom Lecture
- Directed Hands-on Practice
- Review - Question and Answer Sessions

Measurement Standards:

The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructor are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>GRADE</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

Grading Criteria:

- Tests (80%)
- Completion of textbook assignments and projects (20%)

Make-Up Policies:

- **Exams:** All exams are announced in advance. Students who are absent on the day of an exam may make up one test at the end of the semester (the last week of the semester). If any other exams are missed, a grade of 0% will be assigned. The lowest exam score will not be dropped.
- **Homework:** It is the absent student's responsibility to get missed assignments by way of a fellow classmate or by contacting the instructor via email in a timely manner. Emails will be responded to within 24 hours. Assignments should be completed by the first class period back after the absence. If this is not done, a grade of 0% will be assigned.
- There is no charge for makeup work.

Outside preparation:

To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

- Reading assignments to review notes and chapters already covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and

notes in order to demonstrate knowledge and understanding of concepts taught. Exam grades will verify student knowledge. These reading assignments should take approximately 1 hours to complete.

- End of chapter questions and projects are assigned for students to practice and review concepts previously taught. Students are expected to use their notes and textbook in order to complete all assigned questions and exercises. Answers will be discussed on the assignment due date. These assignments should take approximately 1 hours to complete.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of the Laurel Business Institute/ Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
131 Introduction to Computers
Course Outline
2 Credits - 45 Contact Hours
This outline is approximate and subject to change.

1.5 Hours
(Day 1)

Exemption testing

Assignment/Outside Preparation: Practice using school email account: sending/receiving email as well as using the calendar.

1.5 Hours
(Day 2)

Review of Syllabus and Outline
Gmail

1. How to log into Gmail
2. Using the email functionality
3. Updating and maintaining the calendar
4. Adding, updating, and deleting contacts

Assignment/Outside Preparation: Review material covering GMail. Complete practice exercises for sending/receiving email, using the calendar, and adding contacts.

1.5 Hours
(Day 3)

Pretest Chapters 1 and 2

Assignment/Outside Preparation: Read Chapter 1, Fundamental of Using Windows 7.

3 Hours
(Days 4 – 5)

Chapter 1: Fundamental of Using Windows 7

1. Log onto the computer
2. Identify parts of the desktop and a window
3. Manipulate open windows
4. Add and remove a desktop icon
5. Launch an application program
6. Use Windows Help and Support

Assignment/Outside Preparation: Review Chapter 1, Fundamental of Using Windows 7. Complete assigned end of chapter exercises. Complete Chapter 1 exercise sheet distributed by the instructor.

3 Hours
(Days 6 – 7)

Chapter 2: Working with the Windows 7 desktop

1. Creating a Document in WordPad
2. Saving Documents
3. Creating a Document in the Document Library
4. How to Save to the Student Home drive
5. Working with the Document Library
6. Working with Folders
7. Recycle Bin
8. Desktop Gadgets
9. Preparation for chapter 1 and 2 test

Assignment/Outside Preparation: Read Chapter 2, Working with the Windows 7 desktop. Complete assigned end of chapter exercises. Preparation for chapter 1 and 2 test. Complete Chapter 2 exercise sheet distributed by the instructor. Chapters 1 and 2 exercises due on exam day.

1.5 Hours (Day 8)	<p>Test on Chapters 1 and 2</p> <p>Assignment/Outside Preparation: Read Chapter 3 and 4.</p>
1.5 Hours (Day 9)	<p>Pretest Chapters 3 and 4</p> <p>Assignment/Outside Preparation: Review Chapter 3, File and Folder management. Begin working on exercise sheet. Begin practicing the new concepts.</p>
3 Hours (Days 10 –11)	<p>Chapter 3: File and Folder Management</p> <ol style="list-style-type: none"> 1. Working with folder windows 2. The Picture Library 3. The Music Library 4. Backing Up files, folders, and systems <p>Assignment/Outside Preparation: Review Chapter 3, File and folder management. Complete assigned end of chapter exercises. Complete Chapter 3 exercise sheet distributed by the instructor.</p>
1.5 Hours (Days 12)	<p>Chapter 4: Personal Information Management</p> <ol style="list-style-type: none"> 1. Windows Live 2. Internet News Group 3. RSS Feeds and Web Slices 4. Other Communication Methods 5. Windows Live Messenger <p>Assignment/Outside Preparation: Review Chapter 4, Personal Information Management. Complete assigned end of chapter exercises. Preparation for chapter 3 and 4 test. Complete Chapter 4 exercise sheet distributed by the instructor. Chapters 3 and 4 exercises due on exam day.</p>
1.5 Hours (Day13)	<p>Test on Chapters 3 and 4</p> <p>Assignment/Outside Preparation: Read Chapter 5 and 6.</p>
1.5 Hours (Day 14)	<p>Pretest Chapter 5 and 6</p> <p>Assignment/Outside Preparation: Review Chapter 5. Begin practicing the new concepts.</p>
1.5 Hours (Days 15)	<p>Chapter 5: Personalizing Your Work Environment</p> <ol style="list-style-type: none"> 1. Personalizing the Desktop 2. Customizing the Taskbar 3. Working with Toolbars on the Taskbar 4. Customizing the Notification Area 5. Customizing the Start Menu 6. Changing Folder Options <p>Assignment/Outside Preparation: Review Chapter 5, Personalizing Your Work Environment. Complete assigned end of chapter exercises. Complete Chapter 5 exercise sheet distributed by the instructor.</p>

- 1.5 Hours
(Days 16)** **Chapter 6: Customizing Your Computer Using the Control Panel**
1. The System and Security Window
 2. The Hardware and Sound Window
 3. Programs
 4. The User Accounts and Family Safety Window
 5. The Clock, Language and Region Window
 6. The Ease of Access Center
- Assignment/Outside Preparation:** Review Chapter 6, Customizing Your Computer Using the Control Panel. Complete assigned end of chapter exercises. Preparation for chapter 5 and 6 test. Complete Chapter 6 exercise sheet distributed by the instructor. Chapters 5 and 6 exercises due on exam day.
- 1.5 Hours
(Day 17)** Test on Chapters 5 and 6
Assignment/Outside Preparation: Read chapter 1 covering Microsoft Word.
- 1.5 Hours
(Day 18)** Pretest Microsoft Word
Assignment/Outside Preparation: Review Chapter 1. Begin practicing the new concepts.
- 3 Hours
(Days 19 –20)** Microsoft Word Chapter 1: Creating and Editing a Word Document
1. Enter and edit text
 2. Format paragraphs and characters
 3. Insert pictures
 4. Save and print
 5. Adjust margins and line spacing
 6. Use headers and footers
 7. Find and replace text
- Assignment/Outside Preparation:** Review Chapter 1, Creating and Editing a Word Document. Complete assigned end of chapter exercises. Chapter 1 exercises due on exam day.
- 3 Hours
(Day 21 -22)** Microsoft Word Chapter 2: Creating a Research Paper
1. Adding page numbers
 2. Insert and Edit citations and their sources
 3. Add a footnote
 4. Create a bibliographical list of sources
 5. Move text
- Assignment/Outside Preparation:** Review Chapter 2, Creating a Research Paper. Complete assigned end of chapter exercises. Chapter 2 exercises due on exam day.
- 1.5 Hours
(Day 23)** Microsoft Word Test
Assignment/Outside Preparation: Read Chapter 1 covering Microsoft Excel.

- 1.5 Hours
(Day 24)** Pretest Microsoft Excel
Assignment/Outside Preparation: Review Chapter 1. Begin practicing the new concepts.
- 3 Hours
(Days 25 -26)** **Microsoft Excel Chapter 1: Creating a Worksheet and an Embedded Chart**
 1. Enter and format text and numbers in Excel
 2. Use the AutoSum button to sum cells
 3. Copy data with the fill handle
 4. Create a chart from Excel data
 5. Modify chart elements**Assignment/Outside Preparation:** Review Chapter 1, Creating a Worksheet and an Embedded Chart. Complete assigned end of chapter exercises. Chapter 1 exercises due on exam day.
- 1.5 Hours
(Day 27)** Test Microsoft Excel.
Assignment/Outside Preparation: Read power point concepts. Begin practicing the new concepts.
- 4.5 Hours
(Days 28 -30)** Introductory Power Point Concepts
 1. Enter and format text on PowerPoint slides
 2. Change slide layouts
 3. Insert photographs and clip art onto slides
 4. Animate a presentation
 5. Spell Check
 6. Run a slide show**Assignment/Outside Preparation:** Read and review Power Point Concepts document distributed by the instructor. Power Point final project. Assemble a power point presentation according to the specifications outlined by the instructor. Due on day 45.

Laurel Business Institute/Laurel Technical Institute
220 Pathophysiology
3 Credits - 45 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Second Term until Midterm: Monday – Thursday, 1:30-3:00

Course Description: This course is designed to provide the student with advanced knowledge of clinical medicine, and with specific understanding of disease processes, signs and symptoms, diagnosis, treatment, prognosis and prevention. This study includes pediatric, adult and geriatric patients. The student will also gain understanding of corresponding diagnostic tests and drugs that relate to each system.

Prerequisite: 122 Anatomy & Physiology

Text: Essentials of Human Diseases & Conditions, Frazier, Margaret Schell, 5th Edition. Elsevier Health Science, ©2013.

Resource Material: Nursing and Physician's drug reference books

Additional Resources: Library/ Learning Resource Center
Internet sites

Equipment: Overhead projector/ transparencies
Anatomic models
Computer and projector

Course Objectives:

1. Define the concept of disease and the concept of health. State the relationship of these concepts to each other.
2. Discuss and identify common infectious diseases, including etiology, signs and symptoms, diagnosis, treatment, prognosis and prevention.
3. Define neoplasm. Discuss and identify common tumors, risk factors, and possible preventive measures. Identify common cancer warning signals. Classify current cancer treatment modalities.
4. Review normal body physiology and contrast it with the pathophysiological disease process identified in various units of study
5. Identify major diseases of each body system, etiology, signs and symptoms, diagnosis including appropriate diagnostic tests, treatment with emphasis on current drug treatment, prognosis and possible prevention.
6. Complete a research paper on a disease process utilizing the I.R.C.

Teaching Methods:

Lecture and Discussion
Case studies related to topic of study
Group projects and individual presentations as assigned

Guest lecturers as available
Transparencies/Audio-visual Aids/Power Point Presentations

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF- withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All “F” grades must be repeated.

Grading Criteria: Grades are calculated by averaging chapter test percentages. Letter grades are assigned using the grading scale listed above. There will be no Midterm Exam. There will be a comprehensive Final Exam.

Factor	Midterm Weight	Final Weight
Unit tests	80%	80%
Homework Assignments	20%	20%

Classroom Management:

- *Students are to arrive for class on time with all necessary materials – text, notebook, handouts, study guide, writing utensils.
- * Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the student’s responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time. Emails will be responded to within 24 hours.

Makeup Policy:

Tests will be scheduled and announced in advance. Any student present the day of a test must take it on that day. No makeup tests are given. The grade on the comprehensive final will replace any single missing test grade. A grade of zero will be recorded for any other missed tests. Missed quizzes or multi-step tests cannot be made up and will *not* be replaced by the final test grade.

However, if a student knows ahead of time that s/he will be absent the day of a test/quiz, s/he may make arrangements to take the test early without penalty if it can be accommodated by the instructor.

Homework assignments are due the day upon returning to class. If this is not done, a grade of 0% will be assigned. Homework assignments will not be accepted late.

Students should use the Library/Learning Resource Center as a resource to complete research-based assignments/projects. These will be graded according to the supplied criteria or rubric and will be recorded as a test grade.

All students must take the final exam on the day it is scheduled. No makeup will be allowed.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts taught. Exam grades will verify student knowledge. These reading assignments should take approximately 6 hours per week to complete.

Projects assigned are to provide students with the opportunity to incorporate concepts taught, along with research, in order to develop a comprehensive paper and/or presentation, thereby demonstrating the student's knowledge of the assigned topic. These projects should take an additional 3 - 4 hours per assignment to complete.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
220 Pathophysiology
Course Outline

***This outline is approximate and subject to change.**

- Hours 1 - 3 Course Overview, review of syllabus
Chapter 1 Mechanisms of Disease, Diagnosis and Treatment
Lecture: Etiology of diseases, stem cells, pain
Assignment/Outside Preparation: Read Ch 1
***Students should make note cards or complete graphic organizers on each covered disease in each chapter.**
- Hours 4 - 7 Chapter 10 Diseases and Disorders of the Circulatory System
Lecture: Functioning of circulatory system, cardiovascular diseases
Assignment/ Outside Preparation: Read Ch 10
Worksheet Ch 10
- Hours 8 - 13 Test on Chapter 10 Cardiovascular diseases only
Lecture Chapter 10 Vascular diseases and blood dyscrasias
Assignment/ Outside Preparation: Compare and contrast assigned blood disorders
- Hours 14 - 17 Chapter 3 Immunologic Diseases and Disorders
Lecture: Orderly functioning of the immune system, immunodeficiency, autoimmune diseases
Assignment/ Outside Preparation: Read Ch 3
Worksheet Ch 3
- Hours 18 - 20 Test Ch 3
Chapter 5 Diseases and Disorders of the Eye and Ear
Assignment/ Outside Preparation: Read Ch 5
Research paper on eye and ear diseases utilizing the LRC
Worksheet Ch 5
- Hours 21 - 23 Student presentations on eye and ear diseases
- Hours 24 - 27 Chapter 9 Diseases and Conditions of the Respiratory System
Lecture: Orderly functioning of the respiratory system, lung disorders and malignancies
Assignment/ Outside Preparation: Read Ch 9
Worksheets Ch 9
- Hours 28 - 33 Test Ch 9
Chapter 7 Diseases and Disorders of the Musculoskeletal System
Lecture: Orderly functioning of the musculoskeletal system, diseases and disorders of the skeletal and muscular system, trauma and injuries
Assignment/ Outside Preparation: Read Ch 7
Worksheet Ch 7

Hours 34 - 37 Test Chapter 7

Chapter 13 Neurological Diseases and Conditions

Lecture: Orderly functioning of the nervous system, vascular disorders, brain and spinal trauma, peripheral disorders

Assignment/ Outside Preparation: Read Ch 13

Worksheet Ch 13

Hours 38 - 40 Test Chapter 13

Chapter 8 Diseases and Conditions of the Digestive system

Lecture: Orderly functioning of the digestive system, disorders of the oral cavity, GI tract, accessory organs, malignancies

Assignment/ Outside Preparation: Read Ch 8

Worksheet Ch8

Hours 41 - 42 Test Chapter 8

Chapter 4 Diseases and Conditions of the Endocrine System

Lecture: Orderly functioning of the endocrine system, glandular diseases

Assignment/ Outside Preparation: Read Ch 4

Worksheet Ch 4

Hours 43 - 44 Review for final exam

Hour 45 Final Exam

Chapter 12 Reproductive System - Done as an outside assignment

Chapter 6 Integumentary System - Done as an outside assignment

* Additional projects may be assigned to support learning in a particular area.

Laurel Business Institute/Laurel Technical Institute
222 Medical Office Procedures
3 Credits - 45 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Second Term until Midterm: Monday – Thursday, 3:00 – 4:30

Course Description: This course familiarizes the student with the fundamentals of using Windows®-based medical office management software for appointment scheduling, procedure posting, medical billing, payment posting, patient billing, patient collections, and insurance tracking and follow-up.

Prerequisite: 101 Keyboarding I, 131 Intro to Computers with a C grade or better.

Text: Medical Office Procedures, 8th Edition by Nenna Bayes, Karonne Becklin and Bonnie Crist. Career Education, © 2013.

Software: NONE

Resource Materials: Internet, ICD-10-CM, CPT-4 books

Additional Resource: Library/Learning Resource Center

Equipment: Computers, printers

Course Objectives: Upon completion of this course, the student learner should be able to:

1. Understand the Health Insurance Portability and Accountability Act (HIPAA) regarding privacy in the medical office..
2. Explain the responsibilities of the back and front office of a physician practice.
3. Demonstrate basic appointment scheduling tasks and list the steps for collecting information and preparing patient files.
4. List the steps for the patient check-in and check-out process in a physician practice.
5. Identify key demographic information from a patient registration form.
6. Review insurance cards for relevant health insurance coverage details.
7. Register new patients.
8. Describe the parts of a superbill (encounter form) and the information it contains.
9. Demonstrate posting procedure charges using the superbill
10. Post payments open and view the patient ledger to review charges and payments made on account.
11. Post procedure charges for service performed outside the office for hospital and nursing home patients.
12. Describe the procedure for preparing and processing paper and electronic claims.
13. Prepare CMS-1500 claim forms for select insurance carriers.

14. Describe the components of a Medicare Remittance Advice and a general Explanation of Benefits (EOB).
15. Prepare and process claims for secondary insurance and patient billing.

Teaching Methods:

Lecture, Discussion, and Demonstration
 Hands-on Assignments
 Simulation

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “+” and “-” grades, but they will have no effect on the semester grade point average (G.P.A.)

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All F grades must be repeated.

Grading Criteria:

- Tests/End of Chapters 50%
- Simulation Evaluations 25%
- Class Participation 25%

Class Participation: Each class day is worth 5 points. To receive all 5 points you must be present in class, and participating, with all proper supplies, including proximity card.

Tardies, Early Departures, & Absences: Tardies or early departures will reduce the 5 point class participation grade. Days absent will be a zero (0) for that days class.

Assignments: Assignments must be turned in on time and have a professional appearance. All assignments must be turned in by all students in attendance when called for at the beginning of class on the due date. No extensions are given to retrieve work not brought to class on the due date. An absent student has until the beginning of the next class period to turn in work due. Assignments not handed in on due date, will receive a zero (0) for that assignment. I will not accept anything late.

Cell Phones: Ringers should be turned off during class and cell phones put away. Text messaging is prohibited, If you are expecting an important call, let me know at the beginning of class and step out to take the call when it comes.

Sign In Booklet: The sign in booklet will be available upon entrance to the class room. You must sign for yourself. Please sign on the assigned numbered line. If tardy (class has already begun, sign in the tardy section.

Reporting Off: Students must call when absent to the instructor [REDACTED] or via email at [REDACTED] Being absent does not excuse you from having assignments done and on time. Email or call me using the aforementioned contact information for that days assignment. This is required. All email and calls will be responded to within 24 hours.

Make-up Policy: No Make-up exams will be given, a zero (0) will be given until comprehensive final is recorded. A comprehensive final will replace any one missed exam. Quizzes may be given at any time, and will have no make-up. Any missed Quizzes will receive a zero (0).

There is no charge for makeup work.

Outside Preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

1. End of chapter questions are assigned in order for students to practice and review concepts previously taught. Students are expected to use their notes and textbook in order to thoroughly answer all assigned questions. Answers will be discussed in the next class lecture. These homework assignments should take approximately 1 to 2 hours to complete.
2. Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes on new material after the next class lecture. These reading assignments should take approximately 1 to 2 hours to complete.
3. Reading assignments to review notes and chapters already covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts taught. Exam grades will verify student knowledge. These reading assignments should take approximately 1 to 2 hours to complete.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
222 Medical Office Procedures
Course Outline

This outline is approximate and subject to change

- Hours 1-3** Review syllabi, course outline, policies and procedures.
Chapter 1, The Administrative Medical Assistant
- Learn the tasks and skills required to be an administrative assistant
 - Identify and define at least six positive work attitudes
 - Work Ethic and professionalism
- Assignment/Outside Preparation:** Read Chapter 1, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.
- Hour 4** Test on Chapter 1; Key terms included
- Hours 5-7** Chapter 2, Medical Ethics, Law, and Compliance
- Describe medical ethics, bioethics, and etiquette
 - Medical Law and legal documentation
 - Identify and discuss several key components of the HIPAA Administrative Simplification Rule
- Assignment/Outside Preparation:** Read Chapter 2, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.
- Hour 8** Test on Chapter 2; Key terms included
- Hours 9-11** Chapter 3, Office Communications: An Overview of Verbal and Written Communication
- List the steps of the communication cycle
 - Explain how the verbal message is effected by nonverbal communication
 - Written communication
- Assignment/Outside Preparation:** Read Chapter 3, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.
- Hour 12** Test on Chapter 3; Key terms included

- Hours 13-15** Chapter 4, Office Communications: Phone, Scheduling, and Mail
- Telephone skills
 - Scheduling
 - Processing incoming mail, and preparing outgoing mail
- Assignment/Outside Preparation:** Read Chapter 4, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.
- Hour 16** Test on Chapter 4; Key terms included
- Hours 17-19** Chapter 5, Managing Health Information
- Computer usage in the medical office
 - The medical record, and electronic health record
 - Medical terminology and abbreviations, and filing systems
- Assignment/Outside Preparation:** Read Chapter 5, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.
- Hour 20** Test on Chapter 5; Key terms included
- Hour 21** Introduction of Simulation #1
- Hours 22-25** Chapter 6, Office Management
- Physical environment
 - Types of Management, and the office managers role
 - Patient and employee education
- Continue work on Simulation #1**
- Assignment/Outside Preparation:** Read Chapter 6, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.
- Hour 26** Test on Chapter 6
- Hours 27-30** Chapter 7, Insurance and Coding
- Insurance terminology
 - Insurance plans; Identifying plans and payers
 - Participation and payment methods
 - Diagnostic and Procedural Coding, and Compliance
- Continue work on Simulation #1**
- Assignment/Outside Preparation:** Read Chapter 7, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.
- Hour 31** Test on Chapter 7

Hours 31-33 Chapter 8, Billing, Reimbursement, and Collections

- Recording transactions
- Insurance Claims
- Payments from patients, and delinquent accounts

◦**Continue work on Simulation #1**

Assignment/Outside Preparation: Read Chapter 8, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.

Hour 34 Test on Chapter 8

Hours 35-37 Chapter 9, Practice Finances

- Essential financial records
- Identifying theft in the medical practice
- Banking and Payroll

Assignment/Outside Preparation: Read Chapter 9, complete projects, complete end of chapter review questions, and learn key term to build your professional vocabulary.

Hour 38 Test on Chapter 9

Hour 39 Complete Simulation #1

Hour 40 Start Simulation #2

Hours 41-45 Complete Simulation #2

Laurel Business Institute/Laurel Technical Institute
225 Electronic Medical Records
3 Credits – 45 Contact Hours

Instructor: [REDACTED]

Sample Schedule: First Term: Monday, Wednesday, 2:00-3:30

Course Description: This course is designed to introduce students to the current medical clerical occupations and the practices related to maintaining medical records, insurance billing and legal concerns. Discussion will cover critical aspects of the duties and responsibilities of medical clerical workers to include assembly, analysis, and completion of medical records, numbering and filing methods, documentation, forms and release of information. Students will complete a manual medical records simulation, and also research and report on one critical aspect of medical records.

Text: Electronic Health Records 3e, Byron R. Hamilton, McGraw Hill, ©2011

Prerequisite: None

Software: SpringCharts Software

Additional Resources: Library/Learning Resource Center

Course Objectives: Following completion of this course, the student should be able to understand the following by both paper and electronic means:

1. Define the role of a medical records clerk
2. Describe the various functions of a medical record clerk
3. Discuss the purpose of the medical record
4. Identify the various types of filing systems
5. Define the purpose of color coding schemes
6. Explain the importance of a master patient index
7. Discuss pros and cons of automated vs. manual deficiency management
8. Identify the different types of forms contained in the medical record
9. Explain the purpose of a history and physical, discharge summary, consult, and operative report
10. Define record analysis and assembly
11. Discuss the difference between an incomplete record and a delinquent record
12. Describe the ramifications of delinquent records on patient care, physicians and hospital operations.
13. Discuss the process of physician suspension
14. Explain JCAHO requirements for completion of medical records
15. Explain the importance of JCAHO accreditation
16. Define confidentiality and discuss its importance
17. List the requirements of a valid authorization of release
18. Describe the difference between consents and authorizations
19. Discuss the different types of protected records regarding release of information

20. List specialized areas within the medical records department and discuss the roles of each

Teaching Methods:

- Lecture
- Class Discussion

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (G.P.A.)

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All “F” grades must be repeated.

Grading Criteria:

- Class Participation 25%
- End Of Chapter Review 25%
- Tests 50%

Class Participation: Class participation means being in class. Each class is worth 5 points, and will count for 25% of your final grade.

Tardies, Early Departures, and Absences: Being Late or departing early from class will deduct points from that classes participation points.

Homework: Homework assignments must be handed in at the beginning of class on the due date. No late assignments will be accepted and a score of zero will be recorded. If you are absent on the date the assignment is due, it must be turned in by the next class. Being absent does not excuse you from having your assignments done and on time. Call the school at 724-439-4900 after 4 pm for the day’s assignments.

Reporting Off: The student must call off when absent directly to the instructor via Voice Mail [REDACTED] or email [REDACTED] This is required.

Sign-In Booklet: The sign in booklet will be available in the classroom at the beginning of class. You must sign in for yourself. Please sign on the assigned numbered line. If tardy (Class has already begun and the booklet is still circulating), sign in the tardy section. If you do not, I will move your name to the tardy section.

Makeup Policy:

*Case scenarios, Research Paper, and Simulation will only be accepted on the due date. If a student is absent on the due date, it must be turned in by the next class. Otherwise, a zero (0) will be recorded.

*Exams are announced in advance. No make-up exams are given. The grade on a comprehensive final will replace any single missing exam.

*Make-ups will not be given for comprehensive final. A zero (0) will be recorded for a missed final exam.

*There is no charge for makeup work.

Outside Preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

1. End of chapter questions are assigned in order for students to practice and review concepts previously taught. Students are expected to use their notes and textbook in order to thoroughly answer all assigned questions. Answers will be discussed in the next class lecture. These homework assignments should take approximately 1 to 2 hours to complete.
2. Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes on new material after the next class lecture. These reading assignments should take approximately 1 to 2 hours to complete.
3. Reading assignments to review notes and chapters already covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts taught. Exam grades will verify student knowledge. These reading assignments should take approximately 1 to 2 hours to complete.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
225 Electronic Medical Records
Course Outline

Outline is approximate and subject to change

- Hour 1** Distribute and discuss course syllabus and outline.
- Download SpringCharts EHR software.
- Hours 2 -3** Chapter 1, An Introduction to Electronic Health Records
- Explain a brief history of Electronic Health Records (EHRs)
 - List acronyms, and explain barriers to and benefits of EHRs
- Assignment/Outside Preparation:** Complete Chapter Concepts, review Key Terms and Abbreviations. Complete End of Chapter Review
- Hour 4** **Exam – Chapter 1**
Introduce Chapter 2, Standards for Electronic Health Records
- History of EHRs, and HIPAA.
 - **Assignment/Outside Preparation:** Review Key Terms and Abbreviations
- Hours 5-6** Chapter 2 Continued
- Discuss regulations, core functions and standards of EHRs
 - Discuss incentives for adoptions of EHRs
 - **Assignment/Outside Preparation:** Complete Chapter Concepts and End of Chapter Review.
- Hour7** **Exam – Chapter 2**
- Hours 8-10** Introduce Chapter, 3 Introduction and Setup of SpringCharts EHR
- Learn concept, history and log on procedures for software
 - Complete Exercises 3-1 thru 3-4 using software
 - **Exam – Chapter 3**
 - **Assignment/Outside Preparation:** Complete Chapter Concepts and End of Chapter Review.
- Hours 11-13** Introduction chapter 4, Clinical Administration
- Learn Administrative functions
 - Navigate the appointment calendar
 - Use the patient tracker
 - Complete Exercises 4-1 through 4-4 using software
 - **Exam – Chapter 4**
 - **Assignments/ Outside Preparation:** Complete Chapter Concepts and End of Chapter Review.

Hours 14- 16 Introduction Chapter 5, The Patient's Chart

- Start SpringCharts HER
- Enter new patient demographics, create your own electronic patient chart
- Enter pop-up text and create ad edit preferences
- Complete Exercises 5-1 through 5-6
- **Exam Chapter 5**
- **Assignment/Outside Preparation:** Complete Chapter Concepts and End of Chapter Review

Hours 17-19 Introduction Chapter 6, The Office Visit

- Open and electronic patient chart
- Add pop-up text
- Distinguish the various items making up the face sheet
- Complete Exercises 6-1 through 6-10
- **Exam Chapter 6**
- **Assignment/Outside Preparation:** Complete Chapter Concepts and End of Chapter Review

Hours 20-22 Introduction Chapter 7, Clinical Tools

- Open and navigate patient's chart, new OV screen
- Create a routine slip
- Complete Exercises 7-1 through 7-8
- **Exam Chapter 7**
- **Assignment/Outside Preparation:** Complete Chapter Concepts and End of Chapter Review

Hours 23-25 Introduction Chapter 8, Customizing Template and Pop-up Text

- Understand the concepts of templates, create and use an OV template
- Create and use a letter template
- Demonstrate how to export/import pop-up text
- Complete Exercises 8-1 through 8.5
- **Exam Chapter 8**
- **Assignment/Outside Preparation:** Complete Chapter Concepts and End of Chapter Review

Hours 26-28 Introduction Chapter 9, Tests, Procedures, and Diagnosis Codes

- Navigate in a patients chart and OV screen
- Navigate Practice View screen
- Complete Exercises 9-1 through 9.9
- **Exam Chapter 9**
- **Assignment/Outside Preparation:** Complete Chapter Concepts and End of Chapter Review

Hours 29-31 Introduction Chapter 10, Productivity Center and Utilities

- Discuss how to post items on the internal bulletin board
- Steps to send and receive faxes
- Use the time clock feature
- Create letters and reports
- Complete Exercises 10-1 through 10-8
- **Exam Chapter 10**
- **Assignment/Outside Preparation:** Complete Chapter Concepts and End of Chapter Review

Hours 32-42 Introduce Chapter 11 and Chapter 12, Applying Your Knowledge and Electronic Recording

- At your own pace, Completion of Exercises 11-1 through 11-22 and 12-1 through 12-18

Hours 43-44 **Evaluation of Work, and review for final**

Hour 45 **Final Exam**

Laurel Business Institute/Laurel Technical Institute
228 Clinical II
6 Credits - 150 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Second Term until Midterm: Monday – Thursday, 8:30-1:00

Course Description: This course is designed to give the student more advanced clinical skills that are essential to becoming a medical assistant. These skills will include pharmacologic principles, injections, assisting with minor surgical procedures, sterile aseptic techniques, and documentation. The student will also complete a skills checklist during the semester. All skills must be completed satisfactorily to progress to Clinical III.

Prerequisite: 128 Clinical I

Text: *Delmar's Clinical Medical Assisting*, Wilburta Q. Lindh, Marilyn Pooler, Carol D. Tamparo, and Barbara M. Dahl. 5th Edition. Delmar Cengage Learning, ©2014.

Saunders' Nursing Drug Handbook 2016, Hodgson, B. & Kizior, R. Elsevier, ©2016.

Software: Website Access Card accompanying text

Resource Materials:

Skills and Procedures for Medical Assisting (DVD) 3rd Ed. Delmar Cengage 2005
Supplemental handouts and worksheets as assigned.

Additional Resources: Library/Learning Resource Center

Equipment:

Associated clinical equipment to accomplish skills
Computer and learning CDs for classroom
Computer and projector/ DVD player/ VCR

Course Objectives: Upon completion of this course, the student should be able to:

1. Explain the principles of surgical asepsis and correctly demonstrate aseptic practices.
2. Describe the functions and various methods of documentation in the clinical setting.
3. Display an understanding of pharmacology by computing drug dosages, explaining drug classifications, usages, dosages, interactions, contraindications, side effects, adverse effects, and patient teaching.
4. Demonstrate the correct technique for giving medications orally, subcutaneously, intradermally and intramuscularly.
5. Conduct an eye exam for visual acuity and color deficiency.
6. Display an understanding of various diagnostics tests by preparing patient instructions.

7. Effectively utilize information technology and medical terms as they apply to electronic health records.
8. Describe the food pyramid and healthy eating habits.
9. Identify various types of diets in respect to specific patient needs.
10. Care for patients with bowel and bladder elimination difficulties.

Teaching Methods:

- Lecture/discussion
- Skills demonstration/ return demonstrations and hands- on experience
- Audiovisual aids/supplemental materials
- Cooperative group and individual projects
- Guest lecturers/field trips when indicated
- Power Point Presentations

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. Instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a
All “F” grades must be repeated.		

Grading Criteria:

<u>Factor</u>	<u>Midterm Weight</u>	<u>Final Weight</u>
Unit tests	40%	30%
Practicum Returns	40%	30%
Final Exam	---	30%
Homework assignments	20%	10%

Classroom Management:

*Students are to arrive for class on time with all necessary materials – text, notebook, handouts, study-guide, writing utensils.

* Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the students’

responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time.

*Cell Phones: Ringers should be turned off during class and cell phones put away. Text messaging is strongly discouraged. If you are expecting an important call, let me know at the beginning of class and step out to take the call when it comes.

*Emails will be responded to within 24 hours. Your laurel.edu email account will be our primary method of communicating with each other between classes. Therefore, it is important that you check this account daily. If you have trouble accessing or using this account, please speak to the IT Department.

Clinical Skills:

Students will only be required to perform those clinical skills that have been explained and demonstrated in the classroom setting. It is of utmost importance to be present for skills demonstrations, practices and evaluations. These, for the most part, will be accomplished on days assigned for skills. Proper dress code is *required* on skill days. Please see the clinical dress code policy for point deductions. Questions on the performance of a clinical skill in the lab setting need to be addressed with the clinical instructor. Extra practice time is always encouraged and can be worked out with the instructor. *Students will need to demonstrate competency in basic skills before progressing out of Clinical II to Clinical III.*

Clinical Requirements:

- Items from Clinical I
- Students will receive a white lab jacket

Pharmacology Unit:

Students must make a grade of 80% or better in the Pharmacology Unit of this course in order to progress to Clinical III or will be required to repeat that module.

Dress Code:

Proper dress code is required on skills days and making up any skill. Points will be deducted for not following dress code. Students will lose 1% point off the final grade for every 2 dress code violations. Please refer to the Dress Code handout.

Attendance Penalty:

Percentage points will be deducted for absence of clinical hours according to the following scale:

- 12 hours missed out of the total number of class hours = (-2%)
- 14 hours missed out of the total number of class hours = (-4%)
- 16 hours missed out of the total number of class hours = (-6%)
- 18 hours missed out of the total number of class hours = (-8%)
- 20 hours missed out of the total number of class hours = (-10%)

The field of healthcare requires workers that are responsible and conscientious. Tasks and procedures done in the healthcare setting can often not be held over to the next day. This requires Medical Assistants to have excellent attendance and punctuality to complete what is required each day.

Being tardy and/or leaving class early will be deducted in quarter hours and included in overall hours missed and subsequent penalty will be applied.

Daily Sign-In Booklet:

The sign-in booklet will be at the front of the classroom and should be signed at the beginning of class. You must sign in for yourself at each class. If tardy, sign in under the "Tardy" section. If not signed in for the day, you will be considered absent for the class.

Make Up Policy:

Homework: If a student is absent from class, it is his or her responsibility to complete all classroom assignments and homework missed. Homework assignments are due the day upon returning to class. Late homework will *not* be accepted.

Tests: Tests will be scheduled and announced in advance. No make-up tests are given. The grade on the comprehensive final will replace any single missing exam grade. A grade of zero will be recorded for any other missed tests. If a student knows ahead of time that he or she will be absent on the day of an exam, he or she may make arrangements to take the exam early without penalty, if it can be accommodated by the instructor. All students must take the final exam on the day it is scheduled. No make-ups will be allowed.

Skills: Skill evaluations missed due to absence will be made up on a day and time designated by the instructor. A makeup session may be designated by the instructor at midterm and finals week if needed. Dress code applies to make up days. A skill to be made up will start out with a grade of 50% and evaluation points will be deducted from that starting percentage. If the skill demonstration is missed, 10 points will be deducted from the final skills evaluation. If the initial skills session and makeup session are missed, a grade of zero will be recorded.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom instruction, students should expect to devote two hours of preparation outside of class.

Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes

on new material after the next class lecture. These reading assignments should take approximately *3-4 hours* per week to complete.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts and skills taught. Exam grades will verify student knowledge. These reading assignments should take approximately *3-4 hours* per week to complete.

Projects assigned are to provide students with the opportunity to incorporate skills and concepts taught, along with research, in order to develop a comprehensive paper and/or presentation, thereby demonstrating the students' knowledge of the assigned topic. These projects should take an additional *3-4 hours* per assignment to complete.

Worksheets are assigned in order for students to practice and review concepts taught. Students are expected to use their notes and textbook to thoroughly answer questions. Answers will be discussed in a subsequent class lecture. These homework assignments should take approximately *1-2 hours* per week to complete.

*Students should use the Library/Learning Resource Center as a resource to complete research-based assignments/projects.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
228 Clinical II
Course Outline

This outline is approximate and subject to change.

- Hours 1 - 12 Overview of Clinical II
Lecture and power point presentation on sanitization, disinfection, and sterilization – Ch 10
Surgical Asepsis and Minor Surgery lecture and skills – Ch 19
Demo of surgical hand washing, sterile gloving, setting up sterile field and practice
Video: Assisting in Minor Surgery
Assignment/Outside Preparation: Read chapters 10 and 19, worksheets
- Hours 13 - 23 Finish surgical asepsis and minor surgery lecture, power point, and skills
Demo of Assisting with Minor Surgery
Demo & Practice of removing sutures & staples, sterile wound culture & wound dressing skills
Assignment/Outside Preparation: Worksheet on sterile gloving
- Hours 24 - 34 Finish suture and staple removal, wound dressing skills practice & testing
Review for surgical asepsis and minor surgery exam with review game
Begin documentation unit lecture and case studies
Assignment/Outside Preparation: Worksheet on wounds, study for test on surgical asepsis, documentation practice worksheets
- Hours 35 - 45 Test on surgical asepsis/wound care
Continue lecture on paper and electronic documentation
In-class assignment: Using a patient chart
Minor surgery skills practice and evaluation
Assignment/Outside Preparation: Documentation practice, worksheets, read handouts on documentation
- Hours 46 - 56 Begin Pharmacology Unit: Chapter 23
Lecture on writing prescription and abbreviations
Quiz on abbreviations/writing prescriptions
Assignment/Outside Preparation: Read chapter 23, worksheet on abbreviations and writing prescriptions, study for quiz on abbreviations and writing prescriptions
- Hours 57 - 67 Pharmacology Unit: Chapter 24 Calculating Dosages
Demo and practice: Oral medication administration skills
Practice with conversions
Video: Medication administration: Oral and topical medications

Assignment/Outside Preparation: Read chapter 24, worksheet on conversions, study for quiz on conversions

- Hours 68 - 80 Skills testing: Oral Medication Administration
Quiz on conversions
Practice with drug calculations
Lecture on parenteral medication administration
Demo and practice: Subcutaneous and intradermal injections
Video: Parenteral Administration of Medications
Assignment/Outside Preparation: Worksheet on drug calculations, worksheet on injections, study for quiz on drug calculations
- Hours 81 - 90 Skills testing: Intradermal and subcutaneous injections
Review game/exercises for pharmacology test
Quiz on drug calculations
Practice pediatric drug calculations
Demo and practice on intramuscular injections
Assignment/Outside Preparation: Worksheet on pediatric calculations, worksheet on injections
- Hours 91 - 102 Pharmacology test
Skills testing: Intramuscular injections
Lecture: Eye/Ear diseases and skills-Chapter 18
Demo and practice of Eye/Ear skills
Assignment/Outside Preparation: Read chapter 18, worksheet on eye and ear diseases
- Hours 103 - 109 Practice and testing of Eye/Ear skills
Review game/exercises for eye and ear test
Video: Eye/ear skills
Assignment/Outside Preparation: Worksheet on eye and ear medications, study for test on eye/ear chapter
- Hours 110 - 117 Diagnostic Imaging: Chapter 20
Lecture on diagnostic imaging
Test on eye and ear chapter
Assignment/Outside Preparation: Read chapter 20, worksheet for diagnostic imaging, Diagnostic Imaging Research Paper: *Utilize the Library Learning Resource Center*

- Hours 118 - 124 Practice and testing of Peak Flow Meters
Lecture on respiratory diagnostic testing
Lecture on chapter 22: Nutrition
Video: Food Nation with Jamie Oliver
Assignment/Outside Preparation: Read chapter 22, worksheet for nutrition, 24 hour food diary assignment
- Hours 125 - 131 Continue lecture on nutrition and diets
Video: Nutrition
Lecture on the care of patients with bowel and bladder elimination difficulties
Assignment/Outside Preparation: Worksheet on bowel/bladder elimination
- Hours 132 - 139 Continue lecture on care of patients with bowel/bladder elimination difficulties
Video: Elimination
Skills review stations
Finish uncompleted skills
Assignment/Outside Preparation: Start to study for final examination
- Hours 140 - 150 Review exercises/games for Clinical II final exam
Skills portion of final
Comprehensive, written portion of final exam
Assignment/Outside Preparation: Study for final examination

Laurel Business Institute/Laurel Technical Institute
321 Phlebotomy
3 Credits – 45 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Second Term beginning at Midterm: Monday – Thursday, 1:00-3:00

Course Description: This course will enable the student to become knowledgeable about the functions of the clinical laboratory and the phlebotomist. Students will be exposed to the terminology and the anatomy and physiology necessary to be a phlebotomist and will also have hands-on experience in phlebotomy techniques. This course will also explore the various departments and testing that occur within the clinical laboratory.

Prerequisite: 228 Clinical II – MA students only

Text: *Phlebotomy - Worktext and Procedures Manual*, Warekois, Robin S. BS, MT (ASCP) and Robinson, Richard, NASW. 4th Edition. Elsevier, © 2015.

Software: None

Resource Materials:

Field trip to tour Uniontown Hospital lab (when available)
Mosby's Video Series for Medical Assistants: Venipuncture
Saunders' Critical Thinking Series Video: Phlebotomy
Handouts
Library/Learning Resource Center
Website: www.evolve.elsevier.com/Warekois/phlebotomy

Equipment: Overhead projector, TV/VCR, computer, phlebotomy supplies

Course Objectives: Upon completion of this course, the student learner will be able to:

1. Define phlebotomy and laboratory terms and abbreviations.
2. Discuss the responsibilities and duties of the phlebotomist and legal implications in reference to phlebotomy.
3. Describe the various departments of the clinical laboratory and the professionals that work there.
4. Explain the various tests that are run in the clinical laboratory in relation to the body systems.
5. Compare the regulating agencies of the clinical laboratory - OSHA, CLIA, JCAHO.
6. Discuss and practice physical, chemical, electrical, fire, radioactive, and biological safety in the laboratory setting and know how to respond to an emergency in each.
7. List the supplies needed in the basic phlebotomist's blood collection tray.
8. Identify common sites for venipuncture and dermal puncture in both adults and

- children.
9. Describe and demonstrate the procedures for venipuncture using the evacuated tube, winged- infusion set, and syringe methods, and the reasons for using each.
 10. Discuss the proper order of draw in phlebotomy.
 11. Discuss complications which may occur during venipuncture and dermal puncture and how to avoid/prevent them.
 12. Verbalize how to obtain specimens from special patient populations.
 13. Differentiate between arterial and venous blood and verbalize collection techniques for each.
 14. Explain the importance of proper obtaining, handling, and storing of specimens.
 15. Define quality assurance and control in the laboratory.
 16. Define point of care testing and its importance in healthcare today.

Teaching Methods:

- Classroom lecture
- Videos
- Hands-on demonstration and practice
- Activities
- Demonstrations and simulations

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. Instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a
All “F” grades must be repeated.		

Grading Criteria: (method of grading, make-ups, et cetera)

	<u>Midterm</u>	<u>Final</u>
Homework assignments	20%	10%
Unit Tests	80%	50%
Final		20%
Practical Skills	0%	20%

- Unit tests will be announced in advance.
- Reading assignments should be completed before class. We will not go over every detail in class, but you will be responsible for the material.
- As a part of this course, a phlebotomist or other instructor may be assisting in the class before the final to implement the teaching into actual skills. Students will have the opportunity to perform dermal punctures and venipunctures under supervision.
- You *must* be present for phlebotomy skills demonstrations and practicums with the instructor/phlebotomist or percentage points will be deducted from your skills grade. These days are scheduled three or four times during the semester at her convenience and according to her work schedule and usually cannot be changed.
- Scrubs or lab coats *must* be worn on skill days.

Classroom Management:

- * Students are to arrive for class on time with all necessary materials – text, notebook, handouts, study guide, writing utensils.
- * Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the student's responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time. Emails will be responded to within 24 hours.

Make-up Policy:

Students will be responsible for completing all class work. No additional in-class time will be given for students to get caught up on missed work. Assignments will be due the first class day on which the student returns. Homework will not be accepted late.

Make-up tests will not be given. Any student present on the day of an exam must take it on that day. The grade on the comprehensive final will replace any single missed exam grade. A grade of zero will be recorded for any other missed tests. Quizzes missed *cannot* be made up and will be given a grade of zero. Prior arrangements may be made to take a test/quiz early if the instructor is able to accommodate the student.

The final exam *must* be taken on the day it is scheduled.

Skill practices/demonstrations missed because of absence must be made up, if possible, at a time designated by the instructor. It is *extremely important* to be present on all skills days. If practicum days for blood drawing are missed due to absence, a grade of '0' will be recorded for that portion of the class grade.

The instructor's first priority in each lesson is to teach to the needs of the students who have attended the preceding lessons. Any students needing extra help due to absences will have to wait until the instructor is free to give that help, schedule a time with the instructor for extra help, or arrange for a tutor.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts taught. Exam grades will verify student knowledge. These reading assignments should take approximately 4 hours per week to complete.

Chapter questions and worksheets are assigned in order for students to practice and review concepts previously taught. Students are expected to use their notes and textbook to thoroughly answer assigned questions. Answers will be discussed in the next lecture class. These homework assignments should take approximately 2 hours a week to complete.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
321 Phlebotomy
Course Outline

This outline is approximate and subject to change.

All students must maintain lab rules in regards to safety and blood-borne pathogen exposure. Scrubs are *required* to be worn on skills days.

- Hrs 1- 4 Overview of Phlebotomy
Chapter 1 Introduction to Phlebotomy
Lecture: Ancient and modern phlebotomy, certification, legal issues
Chapter 2 Health Care Structure
Lecture: Hospital organization, clinical laboratory
Assignment/ Outside Preparation: Read Ch 1 & 2
Review and study abbreviations pg. 11
Do certification review questions Ch 1 & 2
Start Worksheet Ch 1 - 4
- Hrs 5 - 6 Chapter 3 Safety
Lecture: Types of hazards, emergency procedures
Assignment/ Outside Preparation: Read Ch 3
Continue with worksheet
Review and study abbreviations pg. 23
Do certification review questions Ch 3
- Hrs 7 - 8 Chapter 4- Infection Control
Lecture: Chain of infection, Bloodborne Pathogen Standard, isolation
Assignment/ Outside Preparation: Read Ch 4
Complete Worksheet: Chapters 1-4
Review and study abbreviations pg. 33
Do certification review questions Ch 4
- Hrs 9 - 10 Review for exam Chapters 1-4
Exam on Chapters 1- 4
Assignment/ Outside Preparation: Read and review words in Ch 5
- Hrs 11 Chapter 5 Medical Terminology Review
- Hrs. 12 - 14 Chapter 6 – Human Anatomy and Physiology
Lecture: Review of body systems and related blood tests
Assignment/ Outside Preparation: Read Ch 6
Review and study abbreviations pg 86 - 88
Do certification review questions Ch 6

- Hrs 15 – 17 Chapter 7 Circulatory, Lymphatic and Immune Systems
Lecture: Review of body systems and related blood tests
Assignment/ Outside Preparation: Read Ch 7
Review and study abbreviations pg. 91
Do certification review questions Ch 7
- Hrs 18 - 20 Chapter 8 Venipuncture Equipment
Lecture: Description of equipment and function with demonstration
Assignment/ Outside Preparation: Read Ch 8
Review and study abbreviations pg. 110
Do certification review questions Ch 8
Worksheet Ch 8 - 11
- Hrs 21 - 22 Chapter 9 Routine Venipuncture
Lecture: Explanation of venipuncture with demonstration on mock arm
Practice venipuncture on model arm
Assignment/ Outside Preparation: Read Ch 9
Review and study abbreviations pg. 124
Do certification review questions Ch 9
- Hrs 23 - 24 Continuation of Venipuncture Chapters 8 & 9
Video: Phlebotomy
Practice venipuncture skills on mock arm
Assignment/ Outside Preparation: Worksheet Ch 8 - 11
- Hrs 25 - 28 Chapter 11 Venipuncture Complications
Chapter 10 Dermal Puncture
Video: Hematology
Assignment/ Outside Preparation: Read Ch 11 & 10
Review and study abbreviations pg. 165 & 147
Do certification review questions Ch 10 & 11
Continue worksheet- Ch 8-11
- Hrs 29 - 30 Chapter 10 – Dermal Puncture-continuation
Obtaining capillary specimens - actual
Complete worksheet Ch 8-11
- Hr 31 Exam on Chapters 8 - 11
Continuation of practice skills
Actual capillary punctures
Video: Critical Thinking Skills: Phlebotomy
Assignment/ Outside Preparation: Review venipuncture and capillary puncture procedures

- Hrs 32 - 33 Chapter 12 Blood Collection in Special Populations
 Lecture: Venipuncture and dermal puncture in the elderly and children
Assignment/ Outside Preparation: Read Ch 12
 Review and study abbreviations pg. 181
 Do certification review questions Ch 12
 Worksheet Ch 12 - 15
- Hr 34 Chapter 13 Arterial Blood Collection
 Lecture: Procedure for arterial collection
 Practice Allen Test on another student
Assignment/ Outside Preparation: Read Ch 13
 Review and study abbreviations pg. 193
 Do certification review questions Ch 13
 Continue with worksheet Ch12 - 15
- Hr 35 Chapter 14 Special Collections and Procedures
 Lecture: Special tests, handling, transport
Assignment/ Outside Preparation: Read Ch 14
 Review and study abbreviations pg. 205
 Do certification review questions Ch 14
 Continue with worksheet Ch12 - 15
- Hr 36 Chapter 15 Special Nonblood Collection Procedures
 Explanation of Hemocult, Strep Test
 Practice on mock arm
Assignment/ Outside Preparation: Read Ch 15
 Review and study abbreviations pg. 220
 Do certification review questions Ch 15
 Complete worksheet Ch12 - 15
- Hr 37 Exam Ch 12 - 15
 Chapter 16 Transport, Handling and Processing of Specimens
 Lecture: Review of transport, handling and processing
 Dermal Punctures and Venipunctures (actual)
Assignment/ Outside Preparation: Read Ch 16
 Review and study abbreviations pg. 230
 Do certification review questions Ch 16
 Worksheet Ch 16-19

- Hr 38 Chapter 17 Quality Phlebotomy
Lecture: Review of QC and QA
Chapter 18 Legal Issues in Phlebotomy
Practice on mock arm
Assignment/ Outside Preparation: Read Ch 17 & 18
Review and study abbreviations pg. 238 & 2
Do certification review questions Ch 17 & 18
Continue with worksheet Ch 15 - 19
- Hrs 39 - 40 Chapter 19 Point of Care Testing
Lecture: Review and demonstration of POCT kits
Venipuncture practice on mock arm
Dermal Punctures and Venipunctures (actual)
Assignment/ Outside Preparation: Read Ch 19
Review and study abbreviations pg. 262
Do certification review questions Ch 19
Worksheet due on Chapters 12-19
- Hrs 41 - 42 Exam on Chapters 16 -19
Venipuncture practice on mock arm
Dermal Punctures and Venipunctures (actual)
- Hrs 43 - 44 Review for Final Exam
- Hr 45 Final Exam

**Ongoing practice on mock arm is encouraged to become competent in these skills.
Supervision is required.**

Quizzes and other assignments, either announced or unannounced, may be added to this outline.

Laurel Business Institute/Laurel Technical Institute
328 Clinical III
3 Credits – 75 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Second Term beginning at Midterm: Monday – Thursday, 8:30 – 11:00

Course Description: This course is designed to further expand the student's knowledge and application of the clinical skills of the medical assistant and to coordinate closely with the internship program. This course includes an introduction to safety measures and regulatory requirements in the clinical laboratory, urinalysis, hematology, microbiology, serology concepts and procedures, physical therapy modalities, and the performance of electrocardiography. Students will also become certified in first aid and CPR.

Prerequisite: 228 Clinical II

Text: *Delmar's Clinical Medical Assisting*, Wilburta Q. Lindh, Marilyn Pooler, Carol D. Tamparo, and Barbara M. Dahl. 5th Edition . Delmar Cengage Learning, ©2014.

Saunders's Nursing Drug Handbook 2016, Hodgson, B. & Kizior, R. Elsevier, ©2016

MA Notes, Medical Assistant's Pocket Guide, Brassington, Goretti. 2nd Edition.
F.A.Davis, Philadelphia, ©2010.

Software: Website Access Card accompanying text

Resource Materials:

Skills and Procedures for Medical Assisting (DVD) 3rd Ed. Delmar Cengage 2005
Supplemental handouts and worksheets as assigned.

Additional Resources: Library/Learning Resource Center

Equipment:

Associated clinical equipment to accomplish skills
Computer and learning CDs for classroom
Computer and projector/ DVD player/ VCR

Course Objectives: At the completion of this semester the student should have a working knowledge of clinical theory and be able to effectively apply to clinical practice for internship as a medical assistant. Upon completion of this course the student should be able to:

1. Demonstrate an understanding of the heart by correctly performing an EKG.
2. Discuss the laboratory setting, quality control, safety, and laboratory departments.
3. Correctly complete laboratory requisitions.
4. Collect appropriate urine samples and perform a variety of testing on specimens.

5. Collect stool, throat, and blood specimens and correctly perform specific Point-of-Care testing on each.
6. Correctly care for and handle the microscope and perform basic microscopic functions.
7. Successfully perform capillary puncture and venipuncture and demonstrate correct technique while adhering to Bloodborne Pathogen Guidelines.
8. Interpret various laboratory test results as normal or abnormal and relate the abnormal findings to the most probable cause.
9. Correctly demonstrate various physical treatment modalities.
10. Successfully complete the BLS/CPR training.

Teaching Methods:

- Lecture/discussion
- Skills demonstration/ return demonstrations and hands- on experience
- Audiovisual aids/supplemental materials
- Cooperative group and individual projects
- Guest lecturers/field trips when indicated
- Power Point Presentations

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. Instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a
All “F” grades must be repeated.		

Grading Criteria:

<u>Factor</u>	<u>Midterm Weight</u>	<u>Final Weight</u>
Unit tests	40%	30%
Practicum Returns	40%	30%
Final Exam	--	30%
Homework assignments	20%	10%

** Participation in First Aid CPR training is a necessary component of this course. Progression to Internship is dependent upon successful completion of the First Aid CPR course.*

Classroom Management:

* Students are to arrive for class on time with all necessary materials text, notebook, handouts, study-guide, writing utensils.

* Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the students' responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time.

*Cell Phones: Ringers should be turned off during class and cell phones put away. Text messaging is strongly discouraged. If you are expecting an important call, let me know at the beginning of class and step out to take the call when it comes.

*Emails will be responded to within 24 hours. Your laurel.edu email account will be our primary method of communicating with each other between classes. Therefore, it is important that you check this account daily. If you have trouble accessing or using this account, please speak to the IT Department.

Clinical Skills:

Students will only be required to perform those clinical skills that have been explained and demonstrated in the classroom setting. It is of utmost importance to be present for skills demonstrations, practices, and evaluations. These, for the most part, will be accomplished on days assigned for skills. Proper dress code is *required* on skill days. Please see the clinical dress code policy for point deductions. Questions on the performance of a clinical skill in the lab setting need to be addressed with the clinical instructor. Extra practice time is always encouraged and can be worked out with the instructor. *Students will need to demonstrate competency in basic skills before progressing out of Clinical III to internship.*

Dress Code: Proper dress code is required on skills days and making up any skill. Points will be deducted for not following dress code. Students will lose 1% point off the final grade for every 2 dress code violations.

Attendance Penalty: Percentage points will be deducted for absence of clinical hours according to the following scale:

7 hours missed out of the total number of class hours = (-2%)

9 hours missed out of the total number of class hours = (-4%)

11 hours missed out of the total number of class hours = (-6%)

13 hours missed out of the total number of class hours = (-8%)

15 hours missed out of the total number of class hours = (-10%)

The field of healthcare requires workers that are responsible and conscientious. Tasks and procedures done in the healthcare setting can often not be held over to the next day. This

requires Medical Assistants to have excellent attendance and punctuality to complete what is required each day.

Being tardy or leaving class early will be deducted in quarter hours and included in the overall hours missed and the subsequent penalty will be applied.

Daily Sign-In Booklet

The sign-in booklet will be at the front of the classroom and should be signed at the beginning of class. You must sign in for yourself at each class. If tardy, sign in under the "Tardy" section. If not signed in for the day, you will be considered absent for the class.

Make Up Policy:

Homework: If a student is absent from class, it is his or her responsibility to complete all classroom assignments and homework missed. Homework assignments are due the day upon returning to class. Late homework will *not* be accepted.

Tests: Tests will be scheduled and announced in advance. No make-up tests are given. The grade on the comprehensive final will replace any single missing exam grade. A grade of zero will be recorded for any other missed tests. If a student knows ahead of time that he or she will be absent on the day of an exam, he or she may make arrangements to take the exam early without penalty, if it can be accommodated by the instructor. All students must take the final exam on the day it is scheduled. No makeups will be allowed.

Skills: Skill evaluations missed due to absence will be made up on a day and time designated by the instructor. A makeup session may be designated by the instructor at midterm and finals week if needed. Dress code applies to make up days. A skill to be made up will start out with a grade of 50% and evaluation points will be deducted from that starting percentage. If the skill demonstration is missed, 10 points will be deducted from the final skills evaluation. If the initial skills session and makeup session are missed, a grade of zero will be recorded.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom instruction, students should expect to devote two hours of preparation outside of class.

Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes on new material after the next class lecture. These reading assignments should take approximately *1-2 hours* per week to complete.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts and skills taught. Exam grades will verify student knowledge. These reading assignments should take approximately *1-2 hours* per week to complete.

Projects assigned are to provide students with the opportunity to incorporate skills and concepts taught, along with research, in order to develop a comprehensive paper and/or presentation, thereby demonstrating the students' knowledge of the assigned topic. These projects should take an additional *1 hour* per assignment to complete.

Worksheets are assigned in order for students to practice and review concepts taught. Students are expected to use their notes and textbook to thoroughly answer questions. Answers will be discussed in a subsequent class lecture. These homework assignments should take approximately *1 hour* per week to complete.

*Students should use the Library/Learning Resource Center as a resource to complete research-based assignments/projects.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
328 Clinical III
Course Outline

This outline is approximate and subject to change.

In addition to the following units, students will be scheduled for a CPR and First Aid course based on availability of instructor.

- Hours 1 - 6 Overview of Clinical III
Lecture and power point presentation: Ch 25 EKG
DVD: EKGs
Demo and practice: EKGs
Assignment/Outside Preparation: Read Ch 25, worksheet Ch25, study for test on EKGs
- Hours 7 - 10 Skills practice and testing: EKGs
Test on Ch 25
Assignment/Outside Preparation: Read Ch 26
- Hours 11 - 15 Lecture on safety and regulation guidelines in the laboratory: Ch 26
Lecture on Ch 18: Fecal Occult Blood Test (p. 421 – 422)
Video: Lab safety
Demo and practice: Fecal Occult test and patient instructions
Assignment/Outside Preparation: Read Ch 27& pg. 421-422, worksheet on Ch 26, 27, & 18
- Hours 16 - 20 Lecture on Introduction to Laboratory Safety: Ch 27
Skills evaluation: Hemocult
Assignment/Outside Preparation: Review Ch 26, 27, & 18, study for test on Ch 26, 27, & 18
- Hours 21- 24 Test: Ch 26, 27, & 18
Lecture on Microbiology: Unit 31
Demo and practice: Inoculation of a Culture
Video: Microbiology
Assignment/Outside Preparation: Read Ch 31, worksheet Ch 31
- Hours 25 - 28 Demo and practice: Using Microscope
Demo and practice: Throat Culture and Strep Test
Skills testing: Throat Culture, Using the Microscope
Assignment/Outside Preparation: Study for test on Ch 31, complete worksheet on Ch 31

- Hours 29 - 33 Review exercises/game: Microbiology
Test on Ch 31
Lecture on Urinalysis: Ch 30
Demo and practice: Specific gravity and physical assessment of urine, chemical analysis of urine, pregnancy test, microscopic analysis of urine, clean catch urine instructions
Video: Urinalysis
Skills testing: Physical assessment and Specific gravity of urine, pregnancy testing of urine
Assignment/Outside Preparation: Read Ch 30, worksheet Ch 30
- Hours 34- 37 Finish urine skills evaluations
Review exercises/games for Urinalysis test
Test on Ch 30
Start lecture on Phlebotomy: Ch 28
Assignment/Outside Preparation: Study for test on Ch 30, Read Ch 28, 29, & 32
- Hours 38 - 40 Demo and practice: Venipuncture and dermal puncture, glucometer
Skills testing: Capillary draw, Glucometer
Assignment/Outside Preparation: Worksheet on Ch 28, 29, & 32
- Hours 41 - 46 Lecture on Hematology: Ch 29
Videos: (3) Blood Series
Demo and practice: Mono testing
Lecture on Specialty Laboratory Tests: Ch 32
Practice: Venipuncture, dermal puncture
Assignment/Outside Preparation: Study for test Ch 28, 29, 32, complete worksheet
Ch 28, 29, &32
- Hours 47 - 52 Review exercises/game for Exam on Ch 28, 29, & 32
Skills evaluation: Mono test
Test on Ch 28, 29, & 32
Venipuncture practice with mock arm
Assignment/Outside Preparation: Review universal precautions
- Hours 53 - 59 Universal Precautions & Venipuncture/dermal puncture quiz
Practice on mock arm
Practice phlebotomy with Phlebotomist
Assignment/Outside Preparation: Read Ch 21
- Hours 60 - 65 Practice on mock arm
Phlebotomy with Phlebotomist
Assignment/Outside Preparation: Review principles of phlebotomy

- Hours 66 - 69 Lecture on Rehabilitation and Therapeutic Modalities: Ch 21
Practice with therapeutic modalities/rehabilitation equipment
Demo and practice: Patient transfer and ambulation
Assignment/Outside Preparation: Speech on an assigned therapeutic modality:
Utilize the Library Learning Resource Center; study for final examination
- Hours 70 - 74 Speeches on therapeutic modalities
Review exercises/game for final examination
Completion of Skills Competencies
Comprehensive Final Examination
Assignment/Outside Preparation: Study for final examination
- Hour 75 Comprehensive Review of Clinical 1, 2, & 3 theory and skills

Laurel Business Institute/Laurel Technical Institute
329 Certification Prep
1 Credit – 15 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Third Term, first five weeks: Monday – Wednesday, 3:00-4:00

Course Description: This course will prepare medical assistant students to take the medical assistant certification test.

Prerequisite: 328 Clinical III

Text: None

Software: HESI Test Preparation Software, Elsevier.

Resource Materials:

- Handouts, Practice Tests
- Online Practice Sites
- Books, notes, and worksheets from previous classes
- HESI online personal study packet

Additional Resources: Library/Learning Resource Center

Equipment: Computer

Course Objectives: Upon completion of this course, the student should be able to:

1. Define a variety of medical terms.
2. Identify organ systems and describe major functions of each system.
3. Identify and define vocabulary for each body system.
4. Identify and define laws that affect the health care industry.
5. Demonstrate medical office management techniques.
6. Demonstrate insurance and coding appropriate for disease processes and procedures.
7. Summarize clinical procedures as related to the medical assistant role.
8. Identify basic laboratory procedures and testing as related to the medical assistant role.
9. Identify correct routes and describe procedures for administering medications.
10. Summarize basic pharmacology, including the 50 most prescribed medications.

Teaching Methods:

- Lecture and discussion
- Handouts
- Online exams and practicum
- Cooperative teaching
- Power Point Presentations/Audio-Visual Aids

Please note: Students are encouraged to utilize the Library/Learning Resource Center

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. Instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (G.P.A.).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All “F” grades must be repeated.

Grading Criteria:

<u>Factor</u>	<u>Weight</u>
Homework/In-class Assignments	50%
Practice and Exit HESI Exam s	50%

Classroom Management:

*Students are to arrive for class on time with all necessary materials – text, notebook, handouts, study-guide, writing utensils.

* Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the students’ responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time.

*Cell Phones: Ringers should be turned off during class and cell phones put away. Text messaging is strongly discouraged. If you are expecting an important call, let me know at the beginning of class and step out to take the call when it comes.

*Emails will be responded to within 24 hours. Your laurel.edu email account will be our primary method of communicating with each other between classes. Therefore, it is important that you

check this account daily. If you have trouble accessing or using this account, please speak to the IT Department.

Attendance: *The field of healthcare requires workers that are responsible and conscientious. Tasks and procedures done in the healthcare setting can often not be held over to the next day. This requires Medical Assistants to have excellent attendance and punctuality to complete what is required each day.*

Being tardy or leaving class early will result in points being deducted in quarter hours.

Makeup Policy:

If a student is absent from class, it is his/her responsibility to complete all classroom assignments and homework missed. Any assignment missed due to absence is due the following class session. If this is not done, a grade of 0% will be assigned. **All students must take the mock exams on the days they are scheduled. No makeup exams will be permitted. Special assignments are due on days specified by the instructor.**

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom instruction, students should expect to devote two hours of preparation outside of class.

Students are expected to review notes, complete online practice tests, and utilize the online study packet order to demonstrate comprehensive knowledge and should take 1-2 hours per week.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
329 Certification Prep
Course Outline

This outline is approximate and subject to change.

- Hrs 1-2 Introduction to class, Discuss HESI program
Assignment/Outside Preparation: find online resources for practice, visit the Library/Learning Resource Center
In class: Practice worksheets
Assignment/Outside Preparation: Complete worksheet packets
- Hr 3 Med Term, A&P review
Assignment/Outside Preparation: Review past notes, books, etc.
- Hrs 4-5 Online practice exams
Assignment/Outside Preparation: Review Med Law & Ethics
- Psychology Review
Assignment/Outside Preparation: Review past notes, books, etc.
- Hrs 6-7 HESI exit exam
Assignment/Outside Preparation: prepare online study packet
- Hrs 8-9 Office Procedures Review, Billing and Coding Review
Assignment/Outside Preparation: Review past notes, books, etc.
- Medications and Pharmacology Review
Assignment/Outside Preparation: Review Math Calculations, Med administration
- Hrs 10-11 Examination Room Techniques Review
Assignment/Outside Preparation: Review past notes, books, etc.
- Lab Procedures Review: Phlebotomy, POL tests, EKG
Assignment/Outside Preparation: Review past notes, books, etc.
- Hrs 12-13 Skills Review: Vitals, Injections, Vision Screenings, and Pediatric Assessment
Assignment/Outside Preparation: Review past notes, books, etc.
Assignment/Outside Preparation: Prepare for HESI exam
- Hrs 14-15 Final HESI exam: All students must be present, No make-ups permitted

Laurel Business Institute / Laurel Technical Institute

501 Internship (First Internship)

502 Internship (Second Internship)

503 Internship (First Internship of dual major, if applicable)

504 Internship (Second Internship of dual major, if applicable)

3 Credits Each - 150 Contact Hours Each

Course Description: These 150-hour internships are designed to provide the student with the opportunity to apply classroom skills and theory to a real work environment. The internship is a cooperative effort between the school and regional businesses, government, and nonprofit agencies.

Text: None

Resource Material: None

Equipment: None

Course Objectives: Upon completion of this internship, the student should be able to:

1. Explain how their program of study fits into the work environment.
2. Transfer classroom skills to the work environment.
3. Develop networking skills and references for future employment.
4. Understand their roles/relationships with peers, supervisors, & customers/clients.
5. Demonstrate positive employability skills
6. Develop their interpersonal skills.
7. Demonstrate performance of skills in their program of study in the actual work site.
8. Demonstrate ability to follow all work rules and procedures of internship site.

Teaching Methods: Meet with students during the semester prior to beginning internship to review and discuss objectives and procedures of internship program. Interview with internship supervisor prior to starting internship to gain understanding of duties/responsibilities, expectations of work site, and establish work schedule. Daily hands-on application of skills learned in program of study.

1. Points are assigned and according to the chart above. Students' total accumulated points are assigned a letter grade according to LBI's / LTI's standard grading scale.
2. Final semester evaluations are completed by the internship supervisor.
3. If internship is failed, only one repeat internship is allowed, even if program of study is changed after failing the first internship. If the repeated internship is failed or the student withdraws failing, the student will not be able to complete his/her program and graduate. No third attempts are allowed.

Make-up Policy for initial meeting and paperwork: All paperwork outlined above must be turned in to complete the internship process; however, no points are awarded for any forms turned in past their due dates; unless prior arrangements are made with [REDACTED] (or [REDACTED] in her absence) at the Uniontown Campus, [REDACTED] (or [REDACTED] in her absence) at Sharon Campus, and [REDACTED] (or [REDACTED] in her absence) at Meadville Campus.

Laurel Business Institute / Laurel Technical Institute Policies: The attendance policy for the internship is stated at the bottom of page 2 of 3 in this syllabus. All other policies of the Laurel Business Institute / Laurel Technical Institute will be enforced as stated in the student handbook.

A copy of this document will be placed on the server in the student public folder.

Grading Scale: The grading scale used at the Laurel Business Institute / Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (G.P.A)

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All F grades must be repeated.

Grading Criteria:

Item	Point Value
Attending initial internship meeting	10
Submitting Student Internship Responsibilities Form, Grading System Form, and Student Privacy Agreement by specified due date	6 (2 each)
Submitting completed Internship Assignment Form & Calendar prior to start	5
Mid Progress	2
Submitting Hours tracking calendar at completion of 150 hours	10
Submitting Internship Site Assessment Form (from student) on specified due date	2
Sending Thank you to site	5
Point value total from paperwork	25% of total grade
All ratings assessed on a scale of 1-10 (with 10 being highest and 1 being lowest) by site supervisor	75% of total grade
Not completing required hours by specific due date	Automatic Failure
Quitting your internship before internship is completed or being released by your internship site	Automatic Failure

Failing to start the internship will result in a failed internship

Failing to provide verification of your site requirements to your site supervisor, may result in a failed internship.

Receiving a poor or not employable rating on an internship site evaluation may encompass up to a 50-point deduction from final grade.

2 absences will be excused without penalty; each subsequent absence will result in a 2-point deduction from the final grade.

CLINICAL MEDICAL ASSISTANT Internship Evaluation Criteria

The site will rate the following qualities below as either E (Excellent), VG (Very Good), S (Satisfactory), NI (Needs Improvement), U (Unsatisfactory) for the above intern.

Professionalism Skills

Attendance/Punctuality: Satisfactory attendance/punctuality is demonstrated by:

- _____ Regular and reliable attendance
- _____ Reporting on time and ready to begin
- _____ Following call off procedures
- _____ Following established work schedule

Attitude: Satisfactory attitude is demonstrated by:

- _____ Personal appearance and dress
- _____ Accepting of constructive criticism
- _____ Displaying interest, willingness and eagerness to learn

Cooperation: Satisfactory cooperation is demonstrated by:

- _____ Interacting professionally with clients/co-workers
- _____ Using time effectively
- _____ Work (neat, complete, and accurate)
- _____ Willing to do more than required

Knowledge Thinking Skills

Quality of Work: Satisfactory quality of work is demonstrated by:

- _____ Learning procedures without difficulty
- _____ Following verbal/written instructions
- _____ Prioritizing workload appropriately
- _____ Performing assigned tasks completely and correctly
- _____ Performing assigned task without excessive supervision/assistance
- _____ Beginning assigned tasks promptly and finishing without delay

Additionally, the internship site will rate the 5 main duties below using the listed numerical values.

5 = Tasks performed without hands-on assistance from staff.

4 = Tasks performed without difficulty and with minimal assistance from staff.

3 = Tasks performed competently with some assistance. Additional experience needed to become proficient.

2 = Tasks performed with difficulty. Required hands-on assistance to perform & complete.

1 = Tasks not performed to satisfaction.

1.	Vital signs, height and weight	
2.	Injections	
3.	Patient medical history intake	
4.	Documentation	
5.	Assisting with minor office procedures	

Laurel Business Institute/Laurel Technical Institute
MA104 Medical Law & Ethics for Health Professionals
1 Credit – 15 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Second term beginning at Midterm: Thursday, 1:00-3:00

Course Description: This course will enable students to develop an understanding of the legal, ethical, and moral implications of working in a medical setting. The role of the allied healthcare professional will be emphasized.

Prerequisite: None

Text: *Medical Assisting Made Incredibly Easy: Law and Ethics*, Gohsman, Robyn. Lippincott, 2009.

Software: None

Resources: Supplemental handouts and worksheets as assigned.

Additional Resources: Library/Learning Resource Center.

Equipment: Computer and Projector, Internet

Course Objectives: Upon completion of this course, the student should be able to:

1. Understand the importance of laws and ethics for healthcare personnel.
2. Demonstrate an understanding of laws that affect the healthcare industry.
3. Demonstrate an understanding of laws that affect the healthcare professional.
4. Examine current ethical issues in healthcare by researching and participating in a debate.
5. Research current legal issues in healthcare by completing a written paper.
6. Define the concept of standards of care.
7. Discuss the responsibility of the healthcare provider in regards to privacy and confidentiality.
8. Explain the importance of proper documentation in medical records.
9. Identify the role of OSHA and the CDC in healthcare.
10. Determine the healthcare professional's role when caring for the dying patient.

Teaching Methods:

Lecture/discussion
Audiovisual aids/supplemental materials
Cooperative group and individual projects
Guest lecturers

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All “F” grades must be repeated.

Grading Criteria:

Tests	60%
Research Paper	10%
Homework	10%
Participation	20%

Classroom Management:

* Students are to arrive for class on time with all necessary materials text, notebook, handouts, study-guide, writing utensils.

* Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the students' responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email () in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time.

*Cell Phones: Ringers should be turned off during class and cell phones put away. Text messaging is strongly discouraged. If you are expecting an important call, let me know at the beginning of class and step out to take the call when it comes.

*Emails will be responded to within 24 hours. Your laurel.edu email account will be our primary method of communicating with each other between classes. Therefore, it is important that you

check this account daily. If you have trouble accessing or using this account, please speak to the IT Department.

Attendance and Participation: This class is primarily focused around open discussion on the subject matter presented. Attendance and participation points will be given for each class. Anyone who is sleeping, tardy or leaves early will lose participation points at the instructor's discretion. Attendance and participation will account for 20% of your grade.

Daily Sign-In Booklet:

The sign-in booklet will be at the front of the classroom and should be signed at the beginning of class. You must sign in for yourself at each class. If tardy, sign in under the "Tardy" section. If not signed in for the day, you will be considered absent for the class.

Make Up Policy:

Homework: If a student is absent from class, it is his or her responsibility to complete all classroom assignments and homework missed. Homework assignments are due the day upon returning to class. Late homework will *not* be accepted.

Tests: Tests will be scheduled and announced in advance. No make-up tests are given. The grade on the comprehensive final will replace any single missing exam grade. A grade of zero will be recorded for any other missed tests. If a student knows ahead of time that he or she will be absent on the day of an exam, he or she may make arrangements to take the exam early without penalty, if it can be accommodated by the instructor. All students must take the final exam on the day it is scheduled. No make-ups will be allowed.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes on new material after the next class lecture. These reading assignments should take approximately *1-2 hours* to complete.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts and skills taught. Exam grades will verify student knowledge. These reading assignments should take approximately *1 hour* per week to complete.

Projects assigned are to provide students with the opportunity to incorporate skills and concepts taught, along with research, in order to develop a comprehensive paper and/or presentation, thereby demonstrating the students' knowledge of the assigned topic. These projects should take an additional *1 hour* per assignment to complete.

Worksheets are assigned in order for students to practice and review concepts taught. Students are expected to use their notes and textbook to thoroughly answer questions. Answers will be discussed in a subsequent class lecture. These homework assignments should take approximately *1 hour* per week to complete.

*Students should use the Library/Learning Resource Center as a resource to complete research-based assignments/projects.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
MA104 Medical Law & Ethics for Health Professionals
Course Outline

This outline is approximate and subject to change.

- Hour 1 Introduction to class
Start Chapter 1 - Introducing Law and Ethics
Lecture
Assignment/Outside Preparation: Read chapter 1; answer end of chapter questions; start worksheet chapters 1 - 3
- Hour 2 Complete Lecture – Chapter 1; Chapter 2- Law in the United States
Assignment/Outside Preparation: read chapter 2; answer end of chapter questions; continue worksheet
- Hour 3 Chapter 3- Medical Practice and Law
Lecture and discussion on points presented
Assignment/Outside Preparation: read chapter 3, answer end of chapter questions; complete worksheet
- Hour 4 Complete Chapter 3 lecture
Review of chapter 1 -3 questions, worksheet
Assignment/Outside Preparation: study for chapter 1 - 3 test
- Hour 5 Test on chapters 1 - 3
Chapter 4 - Managing Risk: Defenses to Lawsuits
Lecture and discussion of case studies
Assignment/Outside Preparation: read chapter 4; answer end of chapter questions; start chapter 4 -6 worksheet
- Hour 6 Chapter 5- Letter of the Law: Medical Law and Students
Lecture and discussion of student internship experiences
Assignment/Outside Preparation: read chapter 5; answer end of chapter questions; continue worksheet
- Hour 7 Chapter 6- Building Healthy Physicians - Patient Relationships
Lecture, review malpractice cases
Assignment/Outside Preparation: read chapter 6; answer end of chapter questions; complete worksheet
- Hour 8 Review chapter questions and worksheet answers
Assignment/Outside Preparation: study for test chapters 4 - 6

- Hour 9 Test on chapters 4 - 6
Chapter 7- All About Medical Records
Lecture; practice documentation
Assignment/Outside Preparation: read chapter 7; start chapter 7 - 9 worksheet;
answer end of chapter questions
- Hour 10 Chapter 8 - Workplace Law
Lecture, discuss case studies
Assignment/Outside Preparation: read chapter 8; answer end of chapter
questions; continue worksheet
- Hour 11 Chapter 9 – Professional Relationships and Behavior
Lecture and class discussion
Assignment/Outside Preparation: read chapter 9; answer end of chapter
questions; complete chapter 7 - 9 worksheet
- Hour 12 Test chapters 6 -9
Start Chapter 10 Bioethics
Assign student report topics (student choice)
Assignment/Outside Preparation: work on report utilizing the
Library/Learning Resource Center
- Hour 13 Student in-class reports
Assignment/Outside Preparation: review for final test
- Hour 14 Final test review
Assignment/Outside Preparation: review for final test
- Hour 15 Final Exam

Laurel Business Institute/Laurel Technical Institute
MA216 Computerized Billing
2 Credits - 30 Hours

Instructor: [REDACTED]

Sample Schedule: Third term, first five weeks: Monday – Wednesday, 1:00-3:00

Course Description: This course is designed to introduce the student to computerized patient billing, managing patient data with a computerized system, entering data, processing transactions and claims, and producing reports.

Prerequisite: None

Text: Computers in the Medical Office, 8e, by Susan M. Sanderson. McGraw-Hill Higher Education, ©2012.

Software: Medisoft Version 16/17

Resource Materials: None

Additional Resource: Library/Learning Resource Center

Equipment: Computers, Printers, Whiteboard, and Handouts.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Have an understanding of medical office accounting.
2. Perform day-to-day activities in the medical office.
3. Maintain patient records.
4. Use the computer for patient billing.
5. Manage patient data with a computerized system.
6. Enter patient and case information.
7. Process transactions.
8. Products and interpret reports and patient statements.
9. Process insurance claims.
10. Understand and use the Medisoft Advanced Patient Accounting Program
11. Understand and use the Office Hours portion of Medisoft to manage patient appointments.
12. Complete a textbook simulation covering one week of medical accounting transactions.

Teaching Methods:

Lecture/discussion/demonstration
Computer simulation exercises

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below.

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	N/A
WP-withdrew passed	0.0	N/A
WF-withdrew failed	0.0	N/A
T-transfer credit	0.0	N/A
AP=advanced placement	0.0	N/A
I-incomplete	0.0	N/A

All "F" grades must be repeated.

Grading Criteria: (methods of grading, make-ups, et cetera)

1. End of Chapter Reviews 25%
2. Class Participation 25%
3. Chapter Exams 50%

*Grades will be on a point system that will be converted to a percentage then weighted as above rounded to the nearest tenth of a percent when determining midterm and final grade averages.

*Strict deadlines must be adhered to in order to complete all course requirements by the end of the term. Therefore, no extensions will be given to complete work. It may be necessary for the student to return to the lab during free time to complete work on time.

*Absences significantly affect the learning process and will cause students to fall behind quite easily.

*All theory worksheets must reflect the work of the individual student. No collaboration or copying will be tolerated.

Class Participation: Each class is worth 10 points. To receive all 10 points, you must be in class and participating, with proper supplies, including proximity card. Absences, or tardies, will reduce the participation points for that class.

Homework: Homework assignments must be handed in at the beginning of class on the due date. No late assignments will be accepted and a score of zero will be recorded. If you are absent on the date the assignment is due, it must be turned in by the next class. Being absent does not excuse you from having your assignments done and on time. Call the school at 724-439-4900 after 4 pm for the day's assignments.

Reporting Off: The student must call off when absent directly to the instructor via Voice Mail [REDACTED] or email [REDACTED]. This is required.

Sign-In Booklet: The sign in booklet will be available in the classroom at the beginning of class. You must sign in for yourself. Please sign on the assigned numbered line. If tardy (class has already begun and the booklet is still circulating), sign in the tardy section. If you do not, I will move your name to the tardy section.

Outside Preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

1. End of chapter questions are assigned in order for students to practice and review concepts previously taught. Students are expected to use their notes and textbook in order to thoroughly answer all assigned questions. Answers will be discussed in the next class lecture. These homework assignments should take approximately 1 to 2 hours to complete.
2. Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes on new material after the next class lecture. These reading assignments should take approximately 1 to 2 hours to complete.
3. Reading assignments to review notes and chapters already covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts taught. Exam grades will verify student knowledge. These reading assignments should take approximately 1 to 2 hours to complete.

Makeup Policy:

* Homework assignments must be handed in only at the beginning of class on the due date. If you are absent on the date the assignment is due, it must be turned in by the next class.

Otherwise, a zero (0) is recorded.

* Vocabulary Tests, and Exams will be announced in advance. No make-ups will be given. The grade on a comprehensive final will replace a single missing exam.

*There is no charge for makeup work.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

MA216 Computerized Billing Course Outline 30 Hours

Outline is approximate and subject to change.

- Hour 1** Review Syllabus/Outline
- Hours 2-4** Chapter 1. The Medical Billing Cycle
- Preregistration
 - Fee-for-service vs. managed care health plans
 - Patient check-in and check-out
- Chapter 2. The Use of Health Information Technology in Physician Practices
- Functions of practice management software
 - Functions of electronic health records
 - HIPAA Privacy Rule and Security Rule
- Assignment/Outside Preparation:** Read Chapters 1 and 2. Complete end of chapter reviews, and learn vocabulary.
- Hour 5** Test on Chapters 1 and 2, vocabulary included, day 5
- Hours 6-8** Chapter 3. Introduction to Medisoft
- List six databases Medisoft uses to store information
 - Medisoft menus, toolbar, program date
 - Back-up and restore files in Medisoft
- Chapter 4. Entering Patient Information
- Learn how to enter new patient
 - Learn how to search for a patient
 - Learn how to edit a patient
- Assignment/Outside Preparation:** Read Chapters 3 and 4, complete end of chapter reviews, and end of chapter Worksheet (this will be graded). Download and practice with at-home-student-version of Medisoft.
- Hour 9** Test on Chapters 3 and 4, vocabulary included, day 9
- Hour 10** Chapter 5. Working with cases
- Creating new cases, and adding to current cases
 - Use of Personal tab, Diagnosis tab, and Condition tab
 - Learn how to edit information in a case
- Assignment/Outside Preparation:** Read Chapter 5, complete end of chapter review and Worksheet. Practice using at-home version of Medisoft.
- Hour 11** Test on chapter 5
- Hours 12-14** Chapter 6. Entering Charge Transactions and Patient Payments
- Learn three types of transaction recorded in Medisoft
 - Demonstrate how to enter charge transactions
 - Demonstrate how to enter patient payments, walkout receipts, process a patient refund, and post a nonsufficient funds (NSF) check
- Chapter 7. Creating Claims
- Learn the role of claims in the billing cycle

- Information in the Claim Management dialog box
- Demonstrate how to create claims in Medisoft
- Discuss how to locate and edit claims
- Steps required to submit a claim electronically

Assignment/Outside Preparation: Read Chapters 6 and 7. complete end of chapter reviews and Worksheets. Practice using at-home version of Medisoft.

Hour 15 **Test on Chapters 6 and 7, day 17**

Hours 16-18 Chapter 8. Posting Insurance Payments and Creating Patient Statements

- Learn how an adjustment is calculated
- List five steps for processing a remittance advice
- Demonstrate how to enter insurance payments and apply them to charges
- Demonstrate how to enter capitation payments
- Demonstrate how to create and print a patient statement

Chapter 9. Creating Reports

- List three types of reports available in Medisoft
- Distinguish between patient, procedure and payment day sheets
- Demonstrate how to create, patient ledger, standard patient list, and practice analysis reports

Assignment/Outside Preparation: Read Chapters 8 and 9. complete end of chapter reviews and Worksheets. Practice using at-home version of Medisoft.

Hour 19 **Test on Chapters 8 and 9**

Hours 20-22 Chapter 10. Collections in the Medical Office

- Importance of prompt payment
- Demonstrate how to post a payment from a collection agency
- Demonstrate how to add an account to the collection list

Chapter 11. Scheduling

- Demonstrate how to enter an appointment
- Demonstrate how to schedule a follow-up appointment
- Print a providers schedule

Assignment/Outside Preparation: Read Chapter 10 and 11. complete end of chapter reviews and Worksheets. Practice using at-home version of Medisoft.

Hour 23 **Test on Chapters 10 and 11**

Hours 24-28 **Applying Your Skills:
Chapters 12, 13, 14, 15
Family Care Center Simulation using Source Documents**

Assignment/Outside Preparation: Each chapter needs to be read before moving on with the simulation. Practice using at-home version of Medisoft.

Hour 29 **Review for final exam**

Hour 30 **Final Exam**

Laurel Business Institute/Laurel Technical Institute
MA219 Pharmacology
2 Credits - 30 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Second Term beginning at Midterm: Monday – Thursday, 11:00-12:00

Course Description: This course is designed to introduce the student to the proper pronunciation, spelling, and basic pharmacological use of commonly prescribed medications. Review of approved medical abbreviations, interpretation of prescriptions, dosage calculations, and drug administration will be utilized for theory application.

Prerequisites: 122 Anatomy and Physiology

Text: *Medical Assisting Made Incredibly Easy: Pharmacology*, Holly, Joanna. Lippincott, 2009.

Software: None

Resources: Supplemental handouts and worksheets as assigned.

Additional Resource: Library/Learning Resource Center

Equipment: Whiteboard
Computer and projector

Course Objectives: *Upon completion of this course, the student should be able to:*

1. Explain the proper use of various drugs by drug classification.
2. Identify drug interactions, adverse reactions and dietary concerns to determine appropriate patient teaching.
3. Identify common medical abbreviations related to route of administration and frequency of dosage.
4. Demonstrate proper spelling, pronunciation, drug classification, and usage of pharmacological agents common to today's drug market.
5. Use the PDR, other medication references, and the Internet to identify selected drugs as requested.
6. Demonstrate skill in transcription of various medication orders.
7. Relate drug schedules for controlled substances with corresponding record keeping.
8. Demonstrate the proper methods to handle medications, keep medication records, administer medications, and document medications.
9. Identify and explain major drug laws.

10. Perform correct drug dosage calculations.
11. Recognize the signs of drug abuse.

Teaching Methods:

- Lecture/discussion
- Audiovisual aids/supplemental materials
- Cooperative group and individual projects
- Power Point Presentations

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (GPA).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
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WF- withdrew failing	0.0	N/A
T-transfer credit	0.0	N/A
AP-advanced placement	0.0	N/A
I- incomplete	0.0	N/A

All “F” grades must be repeated.

Grading Criteria:

Test Grades	50%
Projects/research papers/presentations	20%
Homework/Workbook	10%
Participation	20%

There will be no final exam given.

Classroom Management:

* Students are to arrive for class on time with all necessary materials text, notebook, handouts, study-guide, writing utensils.

* Attendance: Students are expected to attend classes as scheduled. When going to be absent, the student should alert the instructor via email or phone call to the front desk. It is the students' responsibility to get missed assignments by way of a fellow student or by contacting the instructor via email [REDACTED] in a timely manner. Being absent does not excuse one from assignments due or tests scheduled for the next class time.

*Cell Phones: Ringers should be turned off during class and cell phones put away. Text messaging is strongly discouraged. If you are expecting an important call, let me know at the beginning of class and step out to take the call when it comes.

*Emails will be responded to within 24 hours. Your laurel.edu email account will be our primary method of communicating with each other between classes. Therefore, it is important that you check this account daily. If you have trouble accessing or using this account, please speak to the IT Department.

Participation Points:

Participation points are assigned to each class.

Being tardy and/or leaving class early will result in points deducted in quarter hours and included in overall hours missed and subsequent penalty will be applied.

Daily Sign-In Booklet:

The sign-in booklet will be at the front of the classroom and should be signed at the beginning of class. You must sign in for yourself at each class. If tardy, sign in under the "Tardy" section. If not signed in for the day, you will be considered absent for the class.

Make Up Policy:

Homework: If a student is absent from class, it is his or her responsibility to complete all classroom assignments and homework missed. Homework assignments are due the day upon returning to class. Late homework will *not* be accepted.

Tests: Tests will be scheduled and announced in advance. It is permitted to miss one test. There will be a designated test make-up day at the end of the semester for anyone who has missed a test. A grade of zero will be recorded for any other missed tests. If a student knows ahead of time that he or she will be absent on the day of an exam, he or she may make arrangements to take the exam early without penalty, if it can be accommodated by the instructor.

There is no charge for makeup work.

Outside preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes on new material after the next class lecture. These reading assignments should take approximately *2 hours* to complete.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts and skills taught. Exam grades will verify student knowledge. These reading assignments should take approximately *1-2 hours* per week to complete.

Projects assigned are to provide students with the opportunity to incorporate skills and concepts taught, along with research, in order to develop a comprehensive paper and/or presentation, thereby demonstrating the students' knowledge of the assigned topic. These projects should take an additional *2- 3 hours* per assignment to complete.

Worksheets are assigned in order for students to practice and review concepts taught. Students are expected to use their notes and textbook to thoroughly answer questions. Answers will be discussed in a subsequent class lecture. These homework assignments should take approximately *1 hour* per week to complete.

*Students should use the Library/Learning Resource Center as a resource to complete research-based assignments/projects.

Laurel Business Institute/Laurel Technical Policies: All policies of Laurel Business Institute/Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
MA219 Pharmacology
Course Outline

Times are approximate and subject to change.

- Hours 1 - 2 Introduction to class, discuss syllabus and class outline
Explanation of research papers/projects
Visit to Library/Learning Resource Center
Lecture and Power Point presentation on Chapter 1 - Drug Fundamentals
Assignment/Outside Preparation: Read chapter; complete worksheet
- Hours 3 - 4 Chapter 2 - Math of Medications and Calculating Dosages
Instruction and student in-class practice
Assignment/Outside Preparation: Read Chapter 2; practice dosage calculations
- Hours 5 - 6 Chapter 3 - The Role of the Medical Assistant
Lecture & power point presentation
Assignment/Outside Preparation: Complete worksheet; study for test
- Hour 7 Test on Chapters 1 - 3
Assignment/Outside Preparation: Read Chapter 4
- Hour 8 Chapter 4 - How Drugs Work
Lecture on Local and Systemic Effects, factors influencing drug responses
Assignment/Outside Preparation: Complete worksheet
- Hour 9 Chapter 5 – Commonly Prescribed Drugs
Lecture and Power Point presentation on Drug classes, Antibiotics, Antifungals, Antivirals, Topicals
Assignment/Outside Preparation: Read Chapter 5; complete worksheet
- Hour 10 Continue Chapter 5: Anti-inflammatory drugs, NSAIDS, analgesics, antipyretics
Assignment/Outside Preparation: Complete worksheet; study for test
- Hour 11 Test on Chapter 5 up to antipyretic drugs page 130 - 146
Continue with Chapter 5 – Otic, Ophthalmic drugs
Assignment/Outside Preparation: Continue reading Chapter 5; begin worksheet
- Hour 12 Continue Chapter 5: Musculoskeletal drugs, Antihypertensive drugs
Lecture and Power Point presentation
Assignment/Outside Preparation: Continue reading Chapter 5; complete worksheet

- Hour 13 Continue Chapter 5: Antiarrhythmic, antilipemic, anticoagulant drugs
Lecture and Power Point presentation
Assignment/Outside Preparation: Continue reading Chapter 5; study for test
- Hours 14 - 15 Test on Chapter 5 - page 147 - 158
Lecture and Power Point presentation on Respiratory drugs
Assignment/Outside Preparation: Continue reading Chapter 5; begin worksheet
- Hour 16 Continue Chapter 5
Lecture and Power Point presentation on Gastrointestinal drugs
Report topics assigned – page 180 - 198
Assignment/Outside Preparation: Continue reading Chapter 5; continue worksheet
- Hour 17 Continue Chapter 5
Lecture on Contraceptive and urinary drugs
Assignment/Outside Preparation: Continue reading Chapter 5; complete worksheet; study for test; work on reports
- Hour 18 Test Chapter 5 - page 159 - 179
Assignment/Outside Preparation: work on reports
- Hours 19 - 21 Student oral reports to class
Assignment/Outside Preparation: Read Chapter 6; begin worksheet
- Hours 22 - 23 Chapter 6 – Ways to Protect Our Health
Lecture and Power Point presentation on Vitamins, Herbs, Vaccines
Chapter 7 report topics assigned
Assignment/Outside Preparation: Read Chapter 6, complete worksheet; work on projects/presentations for Chapter 7
- Hours 24 - 26 Chapter 8 Administration of Medications
Lecture, demonstration and practice
Assignment/Outside Preparation: Read Chapter 8; complete worksheet; work on presentations
- Hour 27 - 30 Project Presentations Chapter 7 Abuse and Misuse of Substances

Laurel Business Institute/Laurel Technical Institute
MA226 Coding Essentials
2 Credits - 30 Hours

Instructor: [REDACTED]

Sample Schedule: Third term, first five weeks: Monday – Wednesday, 8:00-10:00

Course Description: The focus of this course is to learn the coding rules for the CPT, ICD-10-CM, coding systems and then apply the rules to code patient services. In addition, a variety of payment systems will be presented. The medical topics of Medicare fraud/abuse are also reviewed.

Prerequisite: 122 Anatomy & Physiology

Texts: Step-by-Step Medical Coding 2015 Edition - Text and Workbook Package by Carol J Buck; Elsevier/Saunders, © 2015.
2015 CPT Standard Edition American Medical Association ©2015.
2015 ICD-10CM Draft Edition, Elsevier ©2015.

Software: ICD-10-CM DVD

Additional Resources: Library/Learning Resource Center
Evolve/Elsevier website

Equipment: Computer, Printer

Course Objectives: Upon completion of this course, the student should be able to:

1. Apply the basic concept of the CPT, and ICD-10-CM coding manual during classroom activities, in homework, and on exams.
2. Apply the format and structure on CPT, and ICD-10-CM coding during classroom activities, in homework, and on exams.
3. Demonstrate the basic steps in the CPT, and ICD-10M coding process.
4. Properly apply conventions (signs and symbols) to achieve maximum reimbursement potential.
5. Apply coding guidelines related to CPT, and ICD-10-CM codes.
6. Define unbundling of procedures.
7. Explain the importance of the coding accuracy in relation to compliance with federal/regulatory requirements.
8. Explain when and how CPT, and ICD-10-CM are updated for new and obsolete codes.
9. Define and explain the rules and applications of modifiers.
10. Define and explain the key terms related to Evaluation and Management Coding.

Teaching Methods:

- *Lecture
- *Class Discussion

*Activities/projects

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (G.P.A.).

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85 - 92
C	2.0	76 - 84
D	1.0	68 - 75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All “F” grades must be repeated.

Grading Criteria: The final course grade will be determined by the following factors:

*Class Participation 25%

*Work Book/ Homework 25%

*Tests and Quizzes 50%

Class Participation: Class participation means being in class. Each class is worth 10 points, and is counted as 25% of your final grade.

Tardies, Early Departures, and Absences:

Being late for class or departing early will deduct points from Class Participation.

Homework: Homework will be assigned a point value at the teacher’s discretion based on the complexity of the task and the amount of effort and skill required for completion. It is the student’s responsibility to complete assignments prior to class. Assignments will only be accepted on the due date at the beginning of class. Students absent on an assignment collection day will receive 0 points for that assignment.

Cell Phones:

*Ringers must be turned off during class.

*Text messaging is prohibited.

Sign-In Booklet: The sign-in booklet will be available in the classroom at the beginning of class. You must sign in for yourself. Please sign on the assigned numbered line. If tardy (class has already begun and the booklet is already circulating), you must sign in the tardy section. If you do not, I will move your name to the tardy section.

Reporting Off: Students must call off when absent directly to the instructor via voice mail [REDACTED] or email [REDACTED]. **This is required.** Being absent does not excuse you from having assignments done and on time. Call the school at 724-439-4900 after 4 p.m. for the day's assignments and pick up any missed handouts.

Make-Up Policy:

*Make-up quizzes will not be given. A zero (0) will be given for missed quiz. The lowest quiz score will not be dropped at the end of the semester.

*Exams are announced in advance. **No make-ups will be given.** A zero (0) will be given for missed exam. A comprehensive final exam will replace one missed exam. The lowest test score will not be dropped at the end of the semester.

*Make-ups will not be given for the comprehensive final. All students must take it on the date scheduled.

*There is no charge for makeup work.

Outside Preparation: To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

1. End of chapter questions are assigned in order for students to practice and review concepts previously taught. Students are expected to use their notes and textbook in order to thoroughly answer all assigned questions. Answers will be discussed in the next class lecture. These homework assignments should take approximately 1 to 2 hours to complete.
2. Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes on new material after the next class lecture. These reading assignments should take approximately 1 to 2 hours to complete.
3. Reading assignments to review notes and chapters already covered are assigned to allow students to prepare for upcoming exams. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts taught. Exam grades will verify student knowledge. These reading assignments should take approximately 1 to 2 hours to complete.

Laurel Business Institute/Technical Institute Policies: All policies of Laurel Technical Institute as stated in the school's catalog will be enforced.

Laurel Technical Institute
MA226 Coding Essentials
Course Outline
30 Hours

This outline is approximate and subject to change.

- Hours 1-2** Distribution of books and overview of Textbook, and review of syllabus
Chapter 1, Reimbursement, HIPAA, and Compliance
- Distinguish among Medicare Parts A, B, C, and D.
 - Explain the RBRVS system.
- Chapter 2, An Overview of ICD-10-CM
- Identify the characteristics of the Tabular List, Volume 1, Alphabetic Index, Volume 2 and Volume 3.
- Assignment/Outside Preparation:** Read Chapter 1 and Chapter 2, complete exercises, Chapter Review/Practical. Complete Chapter worksheets
*All workbook exercises will be graded.
- Hour 3** **Test on Chapter 2**
- Hour 4** Chapter 3 ICD-10-CM Outpatient Coding and Reporting Guidelines
- Identify first-listed diagnosis
 - Validate V code assignment
 - Apply codes to suspected conditions
- Assignment/Outside Preparation:** Read Chapter 3 complete exercises, Chapter Review/Practical. Complete Chapter 3 worksheet
- Hour 5** Chapter 4, Using ICD-10-CM
- Explain the organization of the Guidelines
 - Determine the level of highest specificity
 - Report acute and chronic conditions
- Assignment/Outside Preparation:** Read Chapter 4 complete exercises, Chapter Review/Practical. Complete Chapter 4 worksheet
- Hour 6** **Test on Chapter 3 and 4**
- Hour 7** Chapter 5, Chapter-Specific Guidelines (ICD-10 Chapters 1-10)
- Review infectious and parasitic disease codes
 - Review blood conditions, circulatory, and respiratory system
- Assignment/Outside Preparation:** Read Chapter 5, complete exercises, Chapter Review/Practical. Complete Chapter 5 worksheet
- Hour 8** Chapter 6, Chapter-Specific Guidelines (ICD-10 Chapter 11-14)
- Examine digestive system coding
 - Review skin, musculoskeletal coding

- Define rules of symptoms, signs, and ill-defined condition coding

Assignment/Outside Preparation: Read Chapter 6 , complete exercises, Chapter Review/Practical. Complete Chapter 6 worksheet

Hour 9 Chapter 7, Chapter-Specific Guidelines (ICD-10 Chapter 15-21)

- Pregnancy, Childbirth, and Puerperium
- Congenital Malformations, Deformations, and Chromosomal Abnormalities
- Signs and Symptoms, Poisoning, Injury

Assignment/Outside Preparation: Read Chapter 7 , complete exercises, Chapter Review/Practical. Complete Chapter 7 worksheet

Hour 10 **Test on Chapter 5, 6 , and 7**

Hour 11 Chapter 13, Introduction to the CPT and Level II National Codes (HCPCS)

- Identifying the uses of the CPT manual
- Identify placement of CPT codes on the CMS-1500 insurance form
- Recognize the symbols used in the CPT manual

Chapter 14, Modifiers

- Recognize modifiers
- Understand the purpose of modifiers

Assignment/Outside Preparation: Read Chapters 13 and 14, complete exercises, Chapter Review/Practical. Complete Chapters 13 and 14 worksheets

Hour 12 **Test on Chapters 13 and 14**

Hours 13-14 Chapter 15, Evaluation and Management E/M Services

- Identify and explain the three factors of E/M code assignment
- Differentiate between a new and established patient, and outpatient and in patient
- Identify CMS Documentation Guidelines
- Demonstrate the ability to code E/M services, ICD-10-CM

Assignment/Outside Preparation: Read chapter 15, complete exercises, Chapter Review/Practical. Complete Chapter 15 worksheet

Hour 15 **Test on Chapter 15**

Hours 16-17 Chapter 18, Integumentary System

- Describe the format of the Integumentary System in the CPT Manual
- Identify the elements of coding Skin, Subcutaneous, and Accessory Structures services
- Demonstrate the ability to code Integumentary services and procedures, and ICD-10-CM

Assignment/Outside Preparation: Read Chapter 18, complete exercises, Chapter Review/Practical. Complete Chapter 18 worksheet

Hour 18 Test on Chapter 18

Hours 19-20 Chapter 19, Musculoskeletal System

- Differentiate between fracture and dislocation treatment types
- Understand types of traction, cast application, and strapping
- Demonstrate the ability to code musculoskeletal services and procedures, and ICD-10-CM

Assignment/Outside Preparation: Read Chapter 19, Complete exercises, Chapter Review/Practical. Complete Chapter 19 worksheet

Hour 21 Test on Chapter 19

Hours 22-23 Chapter 20, Respiratory System

- Differentiate between services reported with codes from the Respiratory subsection and those reported with codes from other subsections
- Nasal procedures, trachea/bronchi codes, and sinuses
- Demonstrate the ability to code respiratory services and procedures

Assignment/Outside Preparation: Read Chapter 20 complete exercises, Chapter Review/Practical. Complete Chapter 19 worksheet

Hour 24 Test on Chapter 20

Hours 25-26 Chapter 30, Medicine

- Review the Immunization subsection format
- Review the Psychiatry subsection format
- Review the Allergy and Clinical Immunology subsection format
- Demonstrate the ability to code Immunizations, Psychiatry, and Allergy services, and ICD-10-CM

Assignment/Outside Preparation: Read Chapter 30, Complete exercises, Chapter Review/Practical. Complete Chapter 26 worksheet

Hour 27 Test on Chapter 30

Hour 28 Review of all Chapters

Hour 29 Review of all Chapters

Hour 30 Final Exam

Laurel Business Institute/Laurel Technical Institute
T291 Career Development
2 Credits - 30 Contact Hours

Instructor: [REDACTED]

Sample Schedule: Third term, first five weeks: Monday – Wednesday, 10:00-12:00

Course Description: This course is intended to provide the graduating student with information, instruction, and practice in job exploration, career planning, and job search techniques. The student will receive instruction about employment applications, cover letters, resumes, and use of the Internet. In addition, emphasis will be placed on the development of effective interview skills through classroom practice and role-playing. To complete the course requirements, each student will participate in a one-on-one interview.

Prerequisite: None

Text: *Career Achievement: growing your goals*, 2nd ed. Karine B. Blackett. McGraw-Hill Companies, Inc. New York, NY. Copyright ©2015.

Software: Microsoft® 2007

Resource Materials: Library/Learning Resource Center

The Elements of Resume Style, Scott Bennett, 2005, American Management Association.

Resumes, Cover Letters, Networking, & Interviewing, 3rd ed., Clifford W. Eischen & Lynn A. Eischen. South-Western Publishing Company, Cincinnati, ©2010.

Government publications: *The Dictionary of Occupational Titles* (the DOT)
The Guide to Occupational Exploration
The Occupational Outlook Handbook (The OOH)

Equipment: Computers and printers

Course Objectives: Upon completion of this course, the student should be able to:

1. Develop effective resumes and customize them for each particular job target for which the student is qualified.
2. Be aware of the different styles of interviewing used today and develop effective interviewing skills through practice and actual interviews.
3. Research job opportunities using the Internet and identify various resources for finding the targeted job.
4. Identify networking opportunities and develop those skills to reach career goals.
5. Understand and demonstrate pre- and post-interview procedures including cover letters and follow up phone calls.

Teaching Methods:

Lecture
 Demonstration
 Role-playing

Measurement Standards:

Grading Scale: The grading scale used at the Laurel Business Institute/Laurel Technical Institute is listed below. The instructors are permitted to give “plus” and “minus” grades, but they will have no effect on the semester grade point average (G.P.A)

<u>Grade</u>	<u>Quality Point</u>	<u>Range</u>
A	4.0	93-100
B	3.0	85-92
C	2.0	76-84
D	1.0	68-75
F	0.0	Below 68
P-passed	0.0	n/a
WP-withdrew passing	0.0	n/a
WF-withdrew failing	0.0	n/a
T-transfer credit	0.0	n/a
AP-advanced placement	0.0	n/a
I-incomplete	0.0	n/a

All "F" grades must be repeated.

Grading Criteria:

The final course grade will be determined by the following factors:

Resume (revised final copy)	100 points
Cover Letter (revised final copy)	100 points
Job Exploration Assignment	100 points
Interview	100 points
TOTAL POSSIBLE POINTS	<u>400 points</u>

- Projects assigned are to provide students with the opportunity to incorporate skills and concepts taught, along with research, in order to develop a comprehensive paper and/or presentation, thereby demonstrating students' knowledge of the assigned topic. These assigned projects should take approximately 6 hours to complete.
- Reading assignments of new material are assigned to expose students to new concepts that will be covered in the next class lecture. Students are expected to read assigned material thoroughly and take notes on this material. Students are expected to incorporate their notes with class notes on new material after the next class lecture. These reading assignments should take approximately 6 hours to complete.

All students must submit **an electronic copy of his or her final resume to me to complete the course, no exceptions!** It must be error free and meet the standards of the course.

Makeup Policy:

- All assignments are expected to be completed and turned in by due dates given.
- Late assignments **NO LATE** assignments will be accepted and will result in a ZERO grade for that assignment. Assignments must be submitted by due date.
- It is the student's responsibility to schedule an appointment for the required interview. The appointment must not interfere with other classes or other course requirements. Any student who does not keep the scheduled appointment must reschedule directly with the designated Interviewer. Any student who negligently misses the scheduled interview will have the interview grade lowered one letter.
- Any student who does not perform the interview will receive "0" points and will fail the course.
- There is no charge for makeup work.

Outside preparation:

To adequately comprehend content and achieve success in this course, time outside of class spent reading, studying, reviewing, practicing, researching, and completing assignments is required.

For every hour of classroom lecture, students should expect to devote two hours of preparation outside of class.

Reading assignments to review notes and chapters covered are assigned to allow students to prepare for class assignments. Students are expected to thoroughly review all written material and notes in order to demonstrate knowledge and understanding of concepts taught. Assignment grades will verify student knowledge. These reading assignments should take approximately *3-4 hours* per week to complete. Class assignments will provide students with the opportunity to incorporate concepts taught, along with research, in order to develop professional documents, thereby demonstrating the student's knowledge of the assigned topic. These projects should take an additional *2- 3 hours* per assignment to complete.

Laurel Business Institute/Laurel Technical Institute Policies: All policies of the Laurel Business Institute/Laurel Technical Institute as stated in the school catalog will be enforced.

Laurel Business Institute/Laurel Technical Institute
T291 Career Development
Course Outline
2 Credits - 30 Contact Hours

This outline is approximate and subject to change.

2 Hours (Day 1) Chapter 3 - Where are the Jobs? Maximize Your Career Options

- Labor Market Trends and Globalization
- Using Sources to Find Employment Opportunities

Outside Preparation: Review notes on Chapter 3

2 Hours (Day 2) Chapter 3 - Continued

- Labor Market Trends and Globalization
- Using Sources to Find Employment Opportunities

Outside Assignment: Complete Company Research

Outside Preparation: Review notes on Chapter 3 and read Chapter 5

2 Hours (Day 3) Chapter 5 - Professional Resumes the Easy Way

- The Components of a Professional Resume
- Types of Resumes

Outside Preparation: Review notes on Resumes, begin working on Resume

2 Hours (Day 4) Chapter 5 - Professional Resumes the Easy Way

- Key Words and Power Words

Outside Preparation: Review notes on Resumes, begin working on Resume

2 Hours (Day 5) Chapter 5 - Professional Resumes the Easy Way

- The Skills Formula

Outside Preparation: Review notes on Resumes, begin working on Resume

2 Hours (Day 6) Chapter 5... Continued

- Creating a Professional Resume
 - Formats and Templates
 - Integrity and Your Qualifications

Outside Assignment: Start Resume

2 Hours (Day 7) Chapter 5... Continued

- Creating a Professional Resume
 - Formats and Templates
 - Integrity and Your Qualifications
- Resume Checklist and Grading Rubric

Outside Assignment: Continued Resume

2 Hours (Day 8) Chapter 5... Continued

- Creating a Professional Resume
 - Formats and Templates
 - Integrity and Your Qualifications
- Resume Checklist and Grading Rubric

Outside Assignment: Complete Resume

Outside Preparation: Review notes on Chapter 5 and read Chapter 6

2 Hours (Day 9) Chapter 6 - Professional Cover Letters and Applications

- The Components of a Professional Cover Letter

Outside Assignment: Complete Cover Letter and application

2 Hours (Day 10) Chapter 6 - Professional Cover Letters and Applications

- Writing an Effective Cover Letter

Outside Assignment: Complete Cover Letter and application

2 Hours (Day 11) Chapter 6 - Professional Cover Letters and Applications

- Completing an Error Free Application
 - Online
 - Print

Outside Assignment: Complete Cover Letter and application

Outside Preparation: Review notes on chapter 6, read chapter

2 Hours (Day 12) Chapter 7- Successful Interviews

- Seven Interview Steps
- Types of Interviews

Outside Preparation: prepare for Mock-Interviews

2 Hours (Day 13) Chapter 7- Successful Interviews

- Understanding and Answering Interview Questions
- Mock interviews-in class activity

Outside Assignment: complete Professional and Personal Reference List

Outside Preparation: prepare for Mock-Interviews

2 Hours (Day 14) Administrative Activities

- Student Interviews
- Students will complete Program Evaluation

Outside Assignment: Final copy of Resume electronically submitted

2 Hours (Day 15) Administrative Activities

- Meetings will take place with Career Services, Financial Aid, and Selected Administrators of LBI, Graduation Paperwork, Electronic Resume
- Process and Verify Completion of all required paperwork for graduation

Outside Assignment: Final copy of Resume electronically submitted

AFFILIATION AGREEMENT BETWEEN

LAUREL BUSINESS INSTITUTE

AND

NICKMAN'S DRUG

This Agreement, by and between **LAUREL BUSINESS INSTITUTE** (hereinafter referred to as *SCHOOL*) and **NICKMAN'S DRUG**

(hereinafter referred to as *FACILITY*.) **This agreement will be in effect from August 21, 2015 through August 21, 2016.**

The purpose of this agreement is to define the roles and responsibilities of the *SCHOOL* and the *FACILITY* in the fieldwork educational phase of the internship programs.

This Agreement shall be effective when executed by both parties for a period of one year terms and will automatically renew each year for successive one year terms unless either party terminates this Agreement for any reason upon 30 days written notice to the other party.

Termination of this Agreement will not be effective until the end of the academic year such that all students will be entitled to complete the program in which they are currently enrolled, unless staffing constraints make it unfeasible to maintain the standard as outlined by the *SCHOOL* and agreed to by the facility in which case the *FACILITY* will give the *SCHOOL* thirty (30) days notice of termination of this Agreement.

Both parties understand that this agreement may be modified or revised through written amendment by mutual consent.

JOINT RESPONSIBILITIES:

1. The *SCHOOL* and the *FACILITY* will enter into an affiliation for the purpose of educating and training of specified programs.
2. Neither the *SCHOOL* nor the *FACILITY* will discriminate on the basis of all relevant protected classes of employees or applicants for employment because of sex, race, color, national origin, religion, age, disability or genetic information.
3. The number of students, the program of education and training within the *FACILITY*, and the scheduling of their education at the *FACILITY* will be determined by mutual agreement between the *FACILITY* and the *SCHOOL*.
4. The *SCHOOL* and the *FACILITY* agree that students will be directly supervised by qualified *FACILITY* employee(s).

5. Equipment owned by the *SCHOOL* and *FACILITY* will remain the property of each and the maintenance, repair, and replacement whether for normal use or breakage will remain the responsibility of each pertinent institution.
6. The *SCHOOL* is responsible for dismissal of a student for academic or disciplinary reason, but the *FACILITY* maintains the right to remove a student from the *FACILITY* if the student does not comply with safety or ethical standards or policies and procedures of the *FACILITY*. In the event of a student's pending or immediate dismissal by the *FACILITY*, the *FACILITY* and the *SCHOOL* will determine jointly if and when such a student should be permitted to return to the *FACILITY*.
7. Any provisions not included in this agreement are to be subject to agreement between the *SCHOOL* and the appropriate administrative official of the *FACILITY*.

RESPONSIBILITIES OF THE SCHOOL:

1. The *SCHOOL* will be approved by appropriate accrediting agencies.
2. The *SCHOOL* will have control over all phases of the administration of the program, curriculum content, admission requirements, faculty appointment, evaluation, promotion and graduation, and all other pertinent matters that are internal to the *SCHOOL*. The *SCHOOL* will maintain the necessary records of the students.
3. The *SCHOOL* will coordinate scheduling with students and *FACILITY* representative, to provide course information and objectives to *FACILITY* representative, and to assist in resolving problems and difficulties.
4. Both *SCHOOL* and *FACILITY* agree that students are not considered an employee of the *FACILITY* but rather students in the fieldwork phase of a professional education and therefore are not eligible for benefits of employees.
5. The *SCHOOL* will notify students that they are to obtain prior written authorization from the *SCHOOL* and *FACILITY* before publishing any material relative to the fieldwork.

RESPONSIBILITIES OF THE FACILITY:

1. The *FACILITY* will provide an educational internship to the student consisting of work functions that are directly related to the student's program of study.
2. The *FACILITY* will provide an orientation informing the student on the site's policies and procedures.
3. The *FACILITY* will provide appropriate instruction and supervision of the students by qualified personnel to meet the standards and the objectives of the educational program.

4. The FACILITY agrees to approve and sign, then submit directly to the Career Services via (fax, email, or US Mail) the intern's time sheets for the applicable Internship periods.
5. The FACILITY agrees to complete and submit to the SCHOOL an evaluation of each student's performance during the fieldwork experience according to the format and time frame established by the SCHOOL. A mid-semester onsite evaluation and a final evaluation are required to be completed by the FACILITY.
6. The FACILITY will determine if the student participating in the internship program on their site will be on a paid or unpaid basis. The internship program does not preclude or guarantee any future employment of student interns with the internship site.

OTHER:

1. Any notice, request, demand, consent, instruction or other communication required or permitted by this Agreement to be given shall be sent by First Class Prepaid Mail, certified or registered, return receipt requested, addressed as follows, or in such a manner as any party hereto may hereinafter designate by written notice to the other party hereto:

SCHOOL: MALINDA ANGEL
 LAUREL BUSINESS INSTITUTE
 PO BOX 877
 11 EAST PENN STREET
 UNIONTOWN, PA 15401

FACILITY:

This Agreement may be modified or amended from time to time by signed written agreement of the parties hereto and any such written modification or amendment shall be attached to and become part of this Agreement.

OFFICIALS SIGNING THE AGREEMENT FOR THE PARTICIPATING INSTITUTIONS:

Signing for the *SCHOOL*:

Signing for the *FACILITY*:

 Malinda Angel
 Director of Career Services

 Date

 Date

**MINUTES OF THE
Medical Assistant, Medical Office Administration, and Medical Billing and Coding Program Advisory Committee Meeting
March 25, 2015 10:00 am**

Community Representatives: Barb Price, Uniontown Hospital; Angel Dunn, West Virginia University Healthcare; Cindy Love, Excelsa Health; Marie Hamid, West Virginia University Healthcare; Susan Cummings, HealthSouth; Cyndee Burak, Montgomery Medical

LBI Representative: Toni Hartley, Director of Education; Malinda Angel, Director of Career Services; Sandy Harbaugh, Career Services Assistant; Sandi Petro, Medical Billing and Coding Instructor; Dawn Bellotti, Allied Health Instructor; Susan Gessner, Allied Health Instructor; April Butchki, Allied Health Supervisor

Invited but unable to attend: Hila Hritz, Jefferson Regional Medical Center; Rose Uncapher, Monongalia General Hospital; Lugene Rossini, Adagio Health; Debbie Whetsel, Cherry Tree Medical Associates; Linda Martin, Farmington Medical Center, Inc.; Rosslyn Sally, Fayette Podiatry; Mary Beth Becker, Cherry Tree Eye; Melissa Reynard/Roxann McWreath, Centerville Clinics; Andrea Holmes, Cherry Tree Pediatrics; Kyleene Frye, Dr. Pish; Toni Shearer, SWGI; JoAnn Kaminsky, Uniontown Hospital; Dorothy Knight, UPMC; Connie Miller/Kim Morosky, Mon Valley Hospital

Topic	Discussion	Actions	Follow-up and Responsible Party
Welcome and Purpose of Call	Toni Hartley welcome everyone to the call and explained the purpose of a program advisory meeting and how we would look at each program: overview, discussions, questions and answers.	NA	NA
MA Program	<p>Sue Gessner provided a review of the MA program, emphasizing the Clinical I through Clinical III courses. Certification Prep is included in the curriculum.</p> <p><u>Comments/discussion regarding the current program:</u></p> <p>Barb Price felt that an Excel course would provide graduates with more employment opportunities.</p> <p>Cindy Love questioned if the students learn injections. Sue stated this is taught in Clinical II.</p> <p>Marie Hamid questioned if testing procedures were covered. Sue explained this was covered in both Medical Terminology and Clinical III.</p> <p>Dawn Bellotti inquired if more nursing assistant skills were necessary for hospital employment. Patient transfers, ambulation, etc. are only touched on in the program. Group discussion followed regarding employment opportunities within the hospital for MA graduates: ED Tech, Ambulatory Tech, and Clinical Associate. MA is used primarily for physician offices. There are a variety of career opportunities within the hospital setting for these graduates as well.</p> <p>Cindy Love stated that MA certification is not required, only graduation from a program. Marie and Barb agreed.</p>	<p>Consider adding Excel to the MA program.</p> <p>No suggestions were made to pull anything out. In reference to the 2013 PAC, this was suggested.</p> <p>Questions for LTI-S PAC meeting on 4-30 and to LTI-M.</p> <ol style="list-style-type: none"> 1. Add Excel? 2. Take out something to add Excel? 	Toni Hartley

MBC Program	<p>Sandi Petro provided the update on the MBC program. She stressed that both ICD-9 and ICD-10 are covered. The Advanced Coding course covers certification prep.</p> <p><u>Comments/discussion regarding the current program:</u></p> <p>Angel Dunn stated that you must have certification and ICD-10 at WVU. Cindy Love and Barb Price agreed that certification is a requirement for the hospital, but not physician offices. HealthSouth does not require certification per Susan Cummings.</p> <p>Sandi emphasized that our program is for medical office vs. hospital coding. The consensus was that the demand for hospital coders is low.</p> <p>All facilities are using electronic health records.</p>	NA	NA
ICD-10 Short Course	<p>Sandi questioned if there was a need for an ICD-10 course to be offered at LBI. The community representatives were uncertain but would inquire.</p>	NA	NA
MOA Program	<p>Dawn Bellotti reviewed the Medical Office Administration program and highlighted the graduate capabilities.</p> <p><u>Comments/discussion regarding the current program:</u></p> <p>Barb Price stated these graduates could be utilized in areas not providing patient care (telemetry support, office associate, scheduling clerks).</p> <p>Sandi Petro questioned if medical billing should be added to the MOA program for insurance knowledge. The community representatives agreed that this would open up career opportunities for graduates.</p> <p>Susan Cummings stated MOA graduates are utilized as unit secretaries and asked if the curriculum includes interprofessional education. Toni Hartley stated this is addressed in Human Resources Management, Medical Office Procedures, Medical Office Procedures, and Medical Terminology. Soft skills are stressed to students throughout their program and this could be used as an example.</p>	<p>Discuss adding Coding back into the MOA program.</p> <p>Should we merge MOA and MBC?</p>	Toni Hartley
MA Enrollment	<p>Cindy Love inquired about enrollment in the MA program. Toni Hartley acknowledged the decline in program enrollment. This has been a trend for many other local schools. MA salaries can also be attributed to lower enrollment compared to other medical programs. Barb Price agreed that positions within the hospital such as unit secretary, telemetry, and HUC have higher salaries. Marie Hamid reiterated the fact that higher salaries and more opportunities are available in the hospital vs. office setting. Cindy Love added there is also a decline in MA enrollment at other institutions.</p>	None	N/A

MA Demand	Susan Gessner questioned if there was a demand for Medical Assistants. Cindy Love does have a need in physician offices. The location of LBI in relation to Excelsa offices may be a deterrent for our graduates. However, there are offices within a shorter distance to LBI in the Mt. Pleasant/Norvelt areas. She would be happy to speak to our students regarding career opportunities at Excelsa.	Contact Cindy Love to speak with students on Excelsa Health opportunities	Sue Gessner, Dawn Bellotti
Phlebotomy/ECG Programs	Toni Hartley inquired about the need for phlebotomy and ECG technicians. Barb Price estimated that she receives 50 applications for one phlebotomy technician position. Cindy Love stated there is a need at Excelsa. Marie and Angel at WVU Healthcare were uncertain. The consensus was that most ECG duties are incorporated into another position and in-house training is provided.	None	N/A

There being no further business, the meeting was adjourned at 10:50 am.

Submitted by April Butchki



February 17, 2016

Sent Via Email Only

Ms. Toni Hartley
Laurel Business Institute
11-15 Penn Street
P.O. Box 877
Uniontown, PA 15401
lbiacics@laurel.edu
thartley@laurel.edu

SUBJECT: New Program Approval
Application ID: 67478

Dear Ms. Hartley:

The new program application and supporting materials submitted on November 20, 2015 by Laurel Business Institute, Uniontown, PA, ACICS ID 00010825, was reviewed and determined to be within the institution's stated mission and scope of accreditation. Therefore, effective the date of this letter, the Council has approved the program activity listed below. The institution or campus may begin advertising, recruiting, and enrolling students in the new program effective this date.

Diploma

This program is approved to be delivered via **Residential**

CIP Code	Program Name	Clock/ Contact Hours	Program Length (wks)	Total Credits	Unit of Measurement
51.0801	Clinical Medical Assistant	1, 215	45	55	Quarter Credit
The proposed start date is:					May 24, 2016

The institution must initiate new programs of study within one year of the proposed start date, and graduate at least one class per calendar year or within a period not to exceed one and one-half times the standard program length. The institution is required to notify ACICS if the

Ms. Toni Hartley
February 17, 2016
New Program Approval
Page 2 of 2

program start date is revised. Any extensions over 12 months from the initial start date will require Council action.

In addition to remaining compliant with ACICS program of study standards, the institution must comply with any applicable Federal student financial aid statutory and regulatory requirements.

Thank you for keeping the Council informed of the activities at your institution.

Sincerely,

(b)(6)

Terron A. King, Ed.D.
Senior Manager, Institutional and Program Review
tking@acics.org
202-336-6771

From: [Corrisa Barker](#)
To: "Ilia Matos"
Subject: RE: New Program Application #69735/69736
Date: Tuesday, August 30, 2016 9:38:00 AM

Thank you for submitted the form. The next step will be to present this program to the Executive committee at the next meeting (September) and they will make a decision regarding the approval.

Corrisa Barker

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | (P) 202.336.6843 | (F) 202.842.2593

From: Ilia Matos [<mailto:imatos@southerntech.edu>]
Sent: Monday, August 29, 2016 4:19 PM
To: Corrisa Barker
Cc: Terron King
Subject: RE: New Program Application #69735/69736

Good afternoon, Corrisa,

All requested documents, per your email below, have been uploaded onto the ACICS member portal under each assigned application number. Please let me know, if you need any additional documentation to complete the review of these applications.

Ilia Y. Matos, Ed.D.
Sr. Vice President, Institutional Quality and Accreditation
Southern Technical College
Off. 407/671-9922
Direct: 407/757-1384
Cel.
Fax 407/671-9790

From: Corrisa Barker [<mailto:CBarker@acics.org>]
Sent: Thursday, August 25, 2016 8:53 AM
To: Ilia Matos
Cc: Terron King
Subject: New Program Application #69735/69736

Hello Ms. Matos,

Thank you for the application for the Diploma in HVAC –at Southern Technical College #69735/69736 . Please make the following revisions in the application and resubmit it in the member center once this is complete. Additionally, this program has been identified as being **Out-of-Scope** for the institution. This means that the current program content is not available within this institution. This would require a review by the ACICS Executive Committee before the program is

approved. Fill out the Out of Scope (found on the ACA worksheet) and the Plan to Expand Institution Scope of Accreditation forms that I have attached and upload it in the member center to continue with the application process.

Southern Technical College- Diploma- HVAC- 69735/69736 (00010657/00018863)

Application

- #5 (a) ii- fill in the date of the distance education visit (this is not the date that you were granted reaccreditation).
- Explain why the total contact hours are one standard deviation below the average contact hours for programs within this scope.

ACA

- This program is out of scope for the campus and institution according to the responses in 3(a/b). Complete the Out of Scope worksheet attached to the ACA.

Catalog

- Provide an outline by term- this outline demonstrates the student's progress within the program and the sequence of classes they can take as they advance.

Syllabi

- Activities and Assignments-These should be an area in the course outline where you are going to list the activities and assignments that students complete weekly. It does not have to be filled out but you must have a space allocated for it within each syllabus. . Show activities and assignments for EIT115, HAC 200, HAC 230,HAC 150, HAC 170, HAC 240, HAC 250, SLS 110.

Let me know if you have further questions about the application.

Corrisa Barker

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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NEW PROGRAM APPLICATION

This application is to be completed for all new programs. All information including additional documentation is required unless otherwise indicated. All new program applications must be in English and submitted electronically. Please note that ACICS expects professionalism in all publications. Writing should be clear and grammatically correct. Any documents needed for an application that are in a language other than English must be accompanied by an English translation. **Approval letters will be sent via e-mail to the attention of the application preparer using the campus' email address.**

NOTE: If the application preparer's email address has the same domain as the campus (the information following the "@"), the approval letter will also be sent to this email account. However, if this account domain is @gmail.com or @yahoo.com or any domain other than the campus, the approval will only be sent to the campus email account.

Campus/Institution Information

Campus Name, City, State Southern Technical College, Fort Myers, FL

Campus ACICS ID: 00010657 Classification: Main Branch Campus (BC)

If BC, Main Campus ACICS ID:

Application Preparer Information

Application Preparer's Name ILIA Y. MATOS, EDD Title SR VP, INSTITUTIONAL QUALITY AND ACCREDITATION

Telephone (407) 757-1384 *Email: IMATOS@SOUTHERNTECH.EDU

**If the preparer's email domain is not the same as the campus, staff will correspond to the application preparer during the review process using their email address above; however the final approval letter will be sent to the institution's email account ONLY.*

Substantive Change to the Institution's Scope of Accreditation Information

A "YES" response to either 2.b., 3.b., 4.b., or 5. will constitute a substantive change to the institution's scope of accreditation and require additional review by the Council prior to approval of the new program. Preliminary review of this application will include validating the responses to the institution's current scope of accreditation. If staff review conflicts with information stated on this application, a revised application may be requested.

In addition, if an institution or campus is seeking to offer courses or a program via online, a Distance Education Application or an Expansion to Distance Education Application must be submitted. Approval of this activity will not be accepted through the New Program Application process.

1. Is this application being submitted in response to a team visit? Yes No
- HIGHER CREDENTIAL LEVEL**
2. Is this new program of study the first at this credential level:
- a. at this campus? Yes No
- b. within this institution? Yes No

(An institution is defined as the Main and all Branch locations)

OUT OF SCOPE (see out-of-scope worksheet attached to the ACA)



NEW PROGRAM APPLICATION

3. Is this new program of study significantly different from existing offerings of educational programs (referred to as out-of-scope);
- a. at this campus? Yes No
- b. within this institution? Yes No
- (An institution is defined as the Main and all Branch locations)*

DIFFERENT DELIVERY METHOD

4. Is this new program of study the first to offer 100% of the coursework in a language other than English;
- a. at this campus? Yes No
- b. within this institution? Yes No

If YES, list the language:

(An institution is defined as the Main and all Branch locations)

5. Is this new program of study the first to offer coursework via distance education; **This program will not be offered via distance education.**
- a. at this campus?
- i. If NO, please identify the ACICS DE approval: Yes No
- ii. If NO, provide the date of the DE visit: <50% Month/Yr 50% or >
- b. within this institution? Yes No
- (An institution is defined as the Main and all Branch locations)*

OTHER SUBSTANTIVE CHANGES

6. Is this new program of study increasing the total credits to an existing program by 25% or greater? Yes No

Program Detail

Enter the program name as it is approved by the state, excluding the credential level (Exceptions, Masters of Business Administration or Doctor of Business Administration, etc.)

7. Program Name: HVAC CIP CODE: 15.0501
8. Credential Level: Certificate Diploma Occupational Associate's Academic Associate's
Bachelor's Degree Master's Degree Doctoral Degree

9. Proposed Start Date: June 12, 2017

If the state identifies the credential level differently than ACICS, please provide the state credential level below.

10. State Credential Level: N/A

New programs must be initiated within one year of the planned start date. Programs which are not initiated within one year of their planned start date must submit a formal request to "extend the proposed start date". This request requires the Council approval before implementation. If the program start date is not extended beyond one year and is not started within the initial year, it will no longer be considered an approved program at the campus in question and will be considered surrendered. If a program is being taught out, the campus is required to notify ACICS and provide confirmation of the date the program is no longer active.

11. Is this a clock-hour program? Yes No If YES, skip to Question #14.
12. Unit of credits awarded? Quarter Semester Trimester
13. Total credit hours awarded: 48 14. Total clock/contact hours: 600**



NEW PROGRAM APPLICATION

15. Program Length (in weeks): Minimum: Maximum:
Minimum and maximum weeks should reflect difference in scheduling (day/evening not part-time/full-time)
16. Program Length (in academic years) Minimum Maximum
17. Weeks per academic year

**** The total number of contact hours is one standard deviation below the average contact hours for programs within this scope. Of the ten courses designed for this program, eight include a lab component. Each course addresses the needs of current employment needs, including the desired contact hours to qualify for workforce development funding.**

Narrative

CAMPUS MISSION

18. What is the mission of the institution? *(Restrict text box to 1,500 characters with spaces)*

The mission of Southern Technical College is to provide education and training in a variety of medical and technical areas that enables graduates to obtain entry-level employment.

19. What are the objectives of the new program?

The HVAC diploma program is designed to prepare students for entry-level employment as HVAC technicians by providing students with a foundation of knowledge and technically oriented experiences in the application of relevant technology systems.

Describe how these objectives conform to the mission of the institution. **(Restrict text box to 1,500 characters with spaces).**

The program objectives conform to the mission of the institution as the program provides training in technical area that is designed to enable graduates to obtain entry-level employment.

COMMUNITY/PROFESSIONAL RESOURCES UTILIZED IN PROGRAM DEVELOPMENT

20. What types of community or professional input were utilized to develop the program?

The program was developed in 2008 by [REDACTED] who holds an AA degree in Electronics from the Cleveland Institute of Technology and a Bachelor of Arts in Management Information Systems from Kennedy Western University. Subsequent modifications were made in consultation with current STC faculty.

Please upload as one document copies of all minutes of advisory board meetings pertinent to this application and include the names and qualifications of members. *(See step 3 in the New Program Application Process)*

21. State the qualifications for persons who: **(Restrict text box for each of the responses below to 1,000 characters with spaces)**

a) designed the curriculum

The program was developed in 2008 by [REDACTED] who holds an AA degree in Electronics from the Cleveland Institute of Technology and a Bachelor of Arts in Management Information



NEW PROGRAM APPLICATION

Systems from Kennedy Western University. Subsequent modifications were made in consultation with current STC faculty.

b) will supervise the new program

The program will be supervised by the campus Director of Education, [REDACTED] [REDACTED] has over ten years of experience in the field of higher education ranging from teaching to administering academic departments and managing a campus. He holds a BA in Religion and a Master of Divinity. Upon inception of the program, a lead instructor, with specialized HVAC professional experience and credentials will be hired.

CAMPUS READINESS

22. What resources are needed and available to offer the proposed program at full operation at the campus submitting this new program application?

All courses in the proposed program are new to this campus. There are some existing physical resources available, such as classrooms, computer lab, telephones, desks, chairs, and MS Office Software. Additional physical resources, such as various electronic devices; HVAC, refrigeration, and duct system trainer units; refrigeration charging equipment; Freon recovery station; and leasehold improvements are needed to offer the proposed program at full operation at this campus. |

a) List the existing and new courses needed to implement the program:

Existing Courses (at this campus)	New Courses (at this campus)
	CON101 Introduction to Building Construction
	EIT115 Basic Electricity & Electronics
	EIT250 Motors and Controls
	HAC150 Air Conditioning and Refrigeration Theory
	HAC170 Air Conditioning
	HAC200 Applied Heating
	HAC230 HVAC System Design
	HAC240 Commercial Refrigeration
	HAC250 Commercial Air Conditioning
	SLS110 Career Preparation

b) List the existing and new physical resources needed (e.g., classrooms, libraries, institutional resources and equipment, and clinical sites):

Existing Physical Resources (at this campus)	New Physical Resources (at this campus)
Classrooms	Various electronic devices
Computer Lab	HVAC, refrigeration, and duct system trainer units
Telephones	Refrigeration charging equipment
Desks and Chairs	Freon recovery station
Microsoft Office Software	Leasehold improvements



NEW PROGRAM APPLICATION

PROGRAM DESCRIPTION

23. What are the entrance requirements or methods used to determine whether prospective students will be able to fulfill program requirements?

To be admitted to Southern Technical College (STC), a prospective student must complete an interview with a Southern Technical College Admissions Representative and submit a completed enrollment agreement. All applicants must have proof of standard high school graduation or completion of a General Equivalency Diploma (GED). Only students who possess a standard high school diploma or have completed equivalent coursework as certified by the applicable state department of education shall be eligible for admission to Southern Technical College. Proof of high school graduation must be provided prior to enrollment but no later than the last day of the drop/add period.

a) How do these requirements compare with requirements for existing programs at this campus? (This text box is limited to 1,000 characters)

The requirements stated above are the general admissions requirements applicants must meet. A select few existing programs also have program specific entry requirements. However, the proposed HVAC program will not have additional program specific entry requirements.

24. Is there an externship component? Yes No

NOTE: If YES, the externship agreement or a SAMPLE externship agreement MUST be uploaded to complete this application

a) If YES, please identify potential externship sites:

<u>Company Name</u>	<u>Location</u>

b) If YES, Describe student responsibilities and method of supervision as outlined in the externship agreement. (Limited to 1,000 characters)

25. Is licensure or certification required for persons employed in this field in your state? Yes No

a) If yes, describe how the curriculum will develop the competencies to enable students to meet the licensing or certification requirements of the state.

26. Does the state licensing agency require new programs to be approved? Yes No



NEW PROGRAM APPLICATION

- a) If yes, describe previous or concurrent evaluation procedures that the state approval agency requires and submit evidence of state approval received (or proof of exemption from state approval). All institutions must submit copies of official documentation issued by their state.

The state of Florida Commission for Independent Education requires new program approval from the institutional accreditation agency first, in order to approval a new program application. Depending on the scope of the program, the application may require Commission approval. Generally, new program applications are processed by the Commission office.

27. Does the program include training conducted by a third party? Yes No

- a) If yes, explain, including percentage offered. (Limited to 1,500 characters)

If this program is identical to programs submitted for multiple locations at the same time, list the primary campus and the ACICS unique ID (000xxxxx) for all other locations.

00010657	ACICS ID for 1st application location (see Schedule of Fees)
<i>Below list the ACICS ID for each campus included in this submission with the same program.</i>	
00018863	

ACICS NEW PROGRAM - OUT-OF-SCOPE EVALUATION FORM

(Use to determine if the new program is out-of-scope of all other programs offered within the institution (main and all branch campuses). May be required by staff.

The following questions will assist campuses in determining if the new program of study would be considered within the institution's current scope of accreditation. If addition of this program of study results in the expansion of the institution's scope of accreditation, additional time is required for review and approval. Please recognize the need for additional time when establishing the program start date.

Campus Name	Southern Technical College
ACICS ID	00010657, 00018
Program Name	HVAC
Credential	Diploma
CIP Code	15.0501

Out-of-Scope Score	7	A score of 6 - 9 indicates the program is out-of-scope. Approval will require additional review and will result in an expansion of the institution's scope of accreditation. Please recognize the additional time for review when establishing start dates.
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Answer the following questions to determine whether or not the program is out-of-scope

NEW COURSE WORK EVALUATION

10	1. Enter the total number of courses in the area of concentration for the new program of study (DO NOT include general education and non-core coursework)
0	2. Enter the total number of the courses within the area of concentration currently offered within the institution.
100%	3. This is an auto-populated ratio of new courses to existing courses within the area of concentration.
5	4. NEW COURSE WORK SCORE: The following weights are given for course work ratios of new to existing when determining out-of-scope: Less than 50% 0 50% to 75% 1 75% to 90% 3 90% to 100% 5

CIP CODE EVALUATION

1	5. Is this exact CIP Code used for an existing, active program within the institution? → NO (Enter YES or NO) If YES, a weight of -2 will auto-populate. If NO, a weight of +1 will auto-populate. ANSWER Q. #5.A. ONLY IF Q. #5. is NO.
1	5.A Is there an existing, active program within the institution that matches the first two digits of the new program being submitted? → NO (Enter YES or NO) Example: 09.0311 If YES, a weight of -1 will auto-populate. If NO, a weight of +1 will auto-populate.

LICENSURE OR CERTIFICATION

0	6. Enter a response only if the new program requires licensure or certification to work in the field of study. Is there another program within the institution with the same or similar licensure or certification requirements? → NO (Enter YES or NO) If NO a weight of 1 will auto-populate.
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EXTERNSHIP EVALUATION

0	7. Enter a response only if the new program includes an externship or internship . Is there another program within the institution with an externship or internship requirement? → NO (Enter YES or NO) If NO a weight of 1 will auto-populate.
---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



COMMISSION FOR INDEPENDENT EDUCATION
ANNUAL LICENSE

This is to certify that
Southern Technical College
1685 Medical Lane
Ft. Myers, Florida 33907
Is hereby licensed to offer postsecondary program(s) of instruction

Under the provisions of Chapter 1005, Florida Statutes and Chapter 6E, Florida Administrative Code for the period beginning:

(b)(6)		
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Executive Director

License Number

Commission Chairperson

This license is non-transferable, non-assumable, and shall be rendered null and void upon any change in ownership of the licensee.



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

This document is required when preliminary review of a new program of study is determined to be compliant with ACICS Accreditation Criteria for programs of study, but is determined to be outside the institution's current scope of accreditation.

Campus/Institution Information

Campus Name, City, State: Southern Technical College, Fort Myers, FL

Campus ACICS ID: 00010657 Classification: Main Branch Campus (BC)

If BC, Main Campus ACICS ID: _____

Program Detail

Enter the program name as it is approved by the state and as it will be reflected on the certificate of graduation.

Program Name: HVAC CIP CODE: 15.0501

Credential Level:	Certificate <input type="checkbox"/>	Diploma <input checked="" type="checkbox"/>	Occupational Associate's <input type="checkbox"/>	Academic Associates <input type="checkbox"/>
	Bachelor's Degree <input type="checkbox"/>	Master's Degree <input type="checkbox"/>	Doctoral Degree <input type="checkbox"/>	

Substantive Change to the Institution's Scope of Accreditation Information

The new program of study referenced above was submitted to ACICS for review and approval. The proposed new program of study is determined to be a substantive change to the institution's current scope of accreditation. All questions must be completed. Upon completion, this information will be presented to the Substantive Change Review Committee (SCRC) for action. Inclusion of the substantive change activity into the institution's scope of accreditation is required prior to approval of the new program of study.

A thorough review of the information provided in this document will be conducted by the SCRC. Following the review, the SCRC will recommend approval of a substantive change to the institution's scope of accreditation or request additional information from the campus initiating the new program of study. If the SCRC requests additional information, the campus will be notified and can revise and re-submit the new program of study and/or proposed plan for expansion, or withdraw the new program application.

Recommendations for approval from the SCRC will be presented to the Council for final approval to expand the institution's scope of accreditation, the campus initiating the substantive change will be required to host a quality assurance monitoring (QAM) visit. The scheduling of the QAM visit will be communicated in the Council's approval letter to expand the institution's scope of accreditation. The QAM visit does not condition the new program of study approval.

A new program of study must be approved by the Council before an institution or campus advertises, recruits, or enrolls students in the proposed program.

If staff review conflicts with information stated on this application, a revised application may be requested.



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

- | | | | | |
|------------------------------------------------------------------------------------|-----|-------------------------------------|----|-------------------------------------|
| 1. Is this application being submitted in response to a team visit? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| 2. The institution's current scope of accreditation requires expansion to include: | | | | |
| a. HIGHER CREDENTIAL LEVEL | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| b. OUT-OF-SCOPE | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c. DIFFERENT DELIVERY METHOD | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

Explain the Institution's Plan to Expand The Scope of Accreditation in the following areas **(limit each response to 500 words or less)**

FINANCIAL – Explain the impact the expansion in scope will have financially on this campus. Include in the plan the impact on the current budget (if the expansion in scope is to be implemented during the campus' current fiscal year) and/or future budgets. If applicable, include projections associated with facility requirements, library, instructional resources and technology requirements.

Expanding the Fort Myers campus's scope to include the HVAC program will add approximately 60 enrollments annually (once the program is fully populated), resulting in approximate revenues of \$750,000. Corresponding operating expenses for the program are estimated to be \$500,000, excluding build out costs of \$100,000 and equipment purchases of another \$100,000. Included in annual operating expenses are appropriate staffing, resource and technology resources to accommodate program requirements and student needs.

RESOURCES – Explain the impact on resources expected with the expansion of scope. If applicable, include a timeline for ordering instructional resources or additional technology equipment. If applicable, include relevant timelines for initiating additional classroom space, campus additions or possible expansion of current facilities. If applicable, include plans for additional community resource requirements and the possible impact on current staff work loads, including the faculty to student ratio. If applicable, include the implementation or expansion of advisory board activity.

Corresponding operating expenses for the program are estimated to be \$500,000, excluding build out costs of \$100,000 and equipment purchases of another \$100,000. Leasehold improvements will begin between January and February 2017. There are no plans to add an additional location or expand the facility. The campus administration has identified the space within its presently occupied building to build the HVAC lab. The campus had identified a program advisory community. The first meeting was held on July 20, 2016.

ACADEMIC – Explain the impact the expansion in scope will have academically. If applicable, include a timeline for hiring additional faculty, staff, admission representatives, and externship or internship coordinators. If applicable, include any programmatic or specialized accreditation requirements and approval timelines.

The campus plans to welcome its first class in June 2017, with a projected initial cohort of 5 students. This program is intended to be offered during the day only. One to two specialized HVAC instructors will be hired between April and May 2017. This program does not have an externship component. No additional staff will be hired upon inception of this program.



Course Syllabus

Course#:	EIT 115	Pre-requisites:	None
Course Title:	Basic Electricity and Electronics	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	8/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

Electrical principles and applications are introduced. Topics include electrical parameters and units, direct and alternating current, series and parallel circuits, resistance, capacitance, inductance, magnetism, and equivalent circuits. Lab included.

Course Objectives:

- Demonstrate a working knowledge of electrical safety.
- Demonstrate a familiarity of basic electricity
- The student will be able to explain series and parallel circuits.
- Demonstrate a working knowledge of electricity laws by solving for current, voltage, watts and resistance
- The student will be able to describe how magnetism works, and properties of magnetic materials.
- Demonstrate a working knowledge of electrical meters and tools.

Required Textbook:

Publishing (2014) Contemporary Electronics

Frezncl, Jr, L.E. (2014). *Contemporary Electronics*. New York, NY: McGraw Hill Publishing.
ISBN 9780073373805

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Final Presentation	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	90-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies

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Medical Assisting:

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Medical Billing and Coding:

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All Programs:

Fingernails must be kept short and clean, and no acrylic nails are allowed in the patient care areas for the Medical Assisting students. Medical Coding and Billing students may wear acrylic nails in non-patient care/contact areas. Nails are not to exceed ¼ inch in length from the fingertip and may not contain jewels or other sharp material.

Uniforms must be clean and laundered. Students may choose to wear a shirt or T-shirt under their scrub top. The undershirt does not need to be tucked in. However, the undershirt must be clean and neat and hang no longer than two inches beneath the scrub top. Crocs may not be worn. Hats or head coverings are not allowed. For safety purposes and professional image, any visible piercings must be removed.

Facial hair must be neatly trimmed. Excessive jewelry (earrings larger than a quarter, necklaces, or bangles) is not allowed. Excessive makeup or perfume is not acceptable. Visible tattoos should be covered, if possible. Long hair must be tied back during all lab and clinical procedures.

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Course Outline

	Lecture/Topic	Lab Activity	Out Classwork Work/Assignment
Week 1	<ul style="list-style-type: none"> • Safety • Electrical Careers • Basic Electrical Concepts • Electrical Components and Meters <p>Week One Quiz</p>	<p>Voltage and its relationship to energy and charge</p> <p>Conductors and resistors</p>	Read chapters 1, 3, 24, and 4
Week 2	<ul style="list-style-type: none"> • Ohm's Law • Series Circuits and Calculations <p>Mid-term exam review Mid-term exam</p>	<p>Series Circuits</p> <p>Power relationship to current and voltage</p>	Read chapters 4 and 5
Week 3	<ul style="list-style-type: none"> • Parallel Circuits • Series-Parallel Circuits (start) <p>Week Three Quiz</p>	<p>Kirchoff's Voltage Law</p> <p>Open and short circuit characteristics of a series circuit</p> <p>Voltage divider equation</p>	Read chapters 6 and 7
Week 4	<ul style="list-style-type: none"> • Series-Parallel Circuits (completion) <p>Final examination review Final examination</p>	<p>Kirchoff's Current law</p> <p>Current divider equation</p>	Read chapter 8 and AHA BLS



Course Syllabus

Course#:	HAC150	Pre-requisites:	None
Course Title:	Air Conditioning and Refrigeration Theory	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	8/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course introduces the refrigeration cycle, basic thermodynamics, heat transfer, temperature/pressure relationship, refrigerant safety, refrigerants, refrigerant cylinders, and refrigeration components. Lab included.

Course Objectives:

- Demonstrate knowledge of principles of matter and thermodynamics, heat transfer, pressure temperature relationship, and BTU scale.
- Compute the refrigeration ton and compute total heat added or removed from a substance.
- Demonstrate a familiarity of refrigerants, storage requirements and containment.
- Demonstrate knowledge of refrigerant safety precautions and first aid of refrigerant casualties.
- Demonstrate knowledge of the basic refrigeration cycle.
- Demonstrate knowledge of refrigeration components and their function in a refrigeration system.

Required Textbook:

Whitman, B., Johnson, B., Tomczyk, J., & Silberstein, E. (2013). *Refrigeration & Air Conditioning Technology*. (7th ed.) Independence, KY: Cengage. ISBN 9781285042954

Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group. Students are expected to engage in a minimum of 2 hours of homework per week for every hour of classroom instruction. Homework includes, but is not limited to course readings, lab hours, and course projects.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Mid-Term Test	20%
Final Exam	35%
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Grade Scale:

Grade	Scale	Range
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Sample Course Outline

	<u>Lecture/Topic</u>	<u>Lab Activity</u>	<u>Out of Classroom Work/Assignment</u>
Week 1	<ul style="list-style-type: none"> • Define and give a brief history of HVAC and Refrigeration • List various types of HVACR jobs and explain what they work • Explain the difference between potential and kinetic energy • List common forms of energy and the units used to measure them • Define temperature and explain the effect it has on a substance • Discuss the unique characteristic of the three states of matter • Name the physical and thermal properties of matter • List common forms of energy and the units used to measure them • Explain the difference between weight and mass 	<p>Provide students with an opportunity to turn on an a/c unit, and have a basic visual opportunity to check how the system works</p> <p>Provide students with an opportunity identify the basics components</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 1, 2, 8 and 9; and from the Refrigerant Transition and Recovery certification Program Manual for HVACR Technicians 1 to 84.</p>
Week 2	<ul style="list-style-type: none"> • Explain how manometers measure pressure • Describe how gas responds to changes in temperature, volume and pressure • Explain the fundamental principles behind the refrigeration cycle • Name the three main refrigeration-system interconnecting lines and the four major components of the compression cycle • Identify where in the refrigeration system the refrigerant is saturated, superheated and subcooled • Define refrigerant and identify the type of refrigerant by its number designation and chemical composition • Explain the difference between compounds, zeotropes and azeotropes refrigerants • List the different types of refrigerant contaminants, safety ratings and match refrigerants with the proper refrigeration oil <p>Mid-term Examination</p>	<p>At the conclusion of the Lab the student will identify the refrigeration cycle, components and lines, using a real system</p> <p>At the conclusion of the Lab the student will have the knowledge on how to connect and disconnect gauges and starting to read pressures and temperatures of refrigerants</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 3, 45 and 46; and from the Refrigerant Transition and Recovery certification Program Manual for HVACR Technicians 85 to 92.</p>

<p>Week 3</p>	<ul style="list-style-type: none"> • Explain the relationship between atmospheric pressure, gauge pressure and absolute pressure • Convert atmospheric, absolute, gauge and vacuum pressure to different scales • Define head pressure and tell how it is used • Explain the operation of gauge manifold and describe the different types of refrigeration service • Explain how to properly install and remove a gauge manifold set on schrader valves • Describe how to gain access to systems without service valves • Demonstrate ho to obtain and read a refrigerant MSDS, and apply first aid in case of an accident • Explain the refrigerant safety rating system • List the safety hazards associated with handling refrigerants 	<p>At the conclusion of the Lab the student will have the knowledge on how to perform a vacuum to a seal refrigeration system</p> <p>At the conclusion of the Lab the student will have the knowledge how to work, remove and change a shredder valve</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 1, 4, 8 and 46; and from the Refrigerant Transition and Recovery certification Program Manual for HVACR Technicians 93 to 128.</p>
<p>Week 4</p>	<ul style="list-style-type: none"> • Explain the different types of methods on how to detects different types of leaks • Discuss the difference and charging procedure of liquid and vapor charging • Explain the operation of gauge manifold and describe the different types of refrigeration service <p>Final Examination</p>	<p>At the conclusion of the Lab the student will have the knowledge on how to recover refrigerant to a pressurize tank</p> <p>At the conclusion of the Lab the student will have the opportunity to make their first troubleshooting</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 8, 10 and 47; and from the Refrigerant Transition and Recovery certification Program Manual for HVACR Technicians 129 to 142.</p>

This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#:	HAC170	Pre-requisites:	None
Course Title:	Air Conditioning	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	08/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course provides instruction in components, applications and installation of mechanical refrigeration and air conditioning systems. ARI standards are introduced and used in the troubleshooting and repair of air conditioning systems. EPA regulations are studied and used in recovery, charging and evacuation procedures for Type I, Type II, and Type III systems. Coursework includes hands on applications in recovery, evacuation, and charging techniques. Lab included.

Course Objectives:

- Demonstrate a working knowledge of basic HVAC and refrigeration system;
- Demonstrate a familiarity with ARI standards and proper troubleshooting techniques;
- Demonstrate ability to wire units using advanced wire schematics;
- Demonstrate proper procedure for connecting and disconnecting gauge manifold;
- Demonstrate Recovery of refrigerants from operating systems to prescribed EPA levels;
- Demonstrate Proper Evacuation Procedures;
- Demonstrate charging procedures using superheat or sub cooling method of charging;
- Demonstrate ability to identify various components and whether they are good or bad through proper testing methods;
- Demonstrate ability to change piston in fixed orifice metering device;
- Demonstrate proper procedures for installing thermo - bulb and setting superheat on TXV systems.

Required Textbook:

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Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Smith. (2014) *Electricity for Refrigeration, Heating & Air Conditioning* (9th Ed.). Independence, KY: Cengage ISBN 9781305133723

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

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Sample Course Outline

	Lecture/Topic	Lab Activity	Out of Classroom Work/Assignment
<p>Week 1</p>	<ul style="list-style-type: none"> • Demonstrate a working knowledge of basic HVAC and refrigeration system starting with the compressor • Demonstrate an understanding of the 5 Different compressor types by design and function • The Function of the Compressor • Demonstrate a working knowledge of basic HVAC and refrigeration system focusing on Condensers • Demonstrate an understanding of the different Condenser types by design and function • Demonstrate an understanding of the different Evaporators types by design and function • Demonstrate a working knowledge of basic HVAC and refrigeration system focusing on Metering Devices • Demonstrate an understanding of the different types of Metering Devices by design and function 	<p>Students will properly perform the gauge manifold installation and removal procedure from an operating system.</p> <p>Students will properly connect a refrigerant recovery machine and prepare it for refrigerant removal.</p> <p>Hands-on Quiz</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, unit 21, 22, 23 and 24.</p>
<p>Week 2</p>	<ul style="list-style-type: none"> • Demonstrate a familiarity with ARI standards and proper troubleshooting techniques • Using Ari Standard work sheets properly calculate system performance. • Demonstrate a working knowledge of basic HVAC and refrigeration system • Demonstrate a familiarity with ARI standards and proper troubleshooting techniques • Demonstrate an understanding, comparison, and contrast different charging methods • Demonstrate charging procedures using superheat or sub cooling method of charging <p>Mid-term Exam</p>	<p>Students will properly perform the gauge manifold installation and removal procedure from an operating system.</p> <p>Students will properly connect a refrigerant recovery machine and prepare it for refrigerant removal.</p> <p>Students will recover refrigerant and evacuate the system.</p> <p>Students will use a vacuum pump to evacuate the system.</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, unit 10, 40, 41.</p>

<p>Week 3</p>	<ul style="list-style-type: none"> • Demonstrate a working knowledge of basic HVAC and refrigeration system focusing on Modulating Metering Devices • Demonstrate proper procedures for installing thermo bulb and setting sub-cooling on a TXV System • Demonstrate ability to identify various components and whether they are good or bad through proper testing Methods • Identify the electrical system components and their function • Testing procedures to identify if a component is good or bad • Usage of a Digital Multi-Meter to determine the resistance, voltage and amperage of electrical components • Explain how to read the Low-Side and High-Side Gauge Readings 	<p>Students will properly perform the gauge manifold installation and removal procedure from an operating system.</p> <p>Students will the system pump-down procedure and remove a TXV type metering device.</p> <p>Students will recover refrigerant and evacuate the system.</p> <p>Students will charge system by superheat or sub-cooling according to manufacturer specs.</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, unit 10, 12, 14, 15 and 41.</p>
<p>Week 4</p>	<ul style="list-style-type: none"> • Demonstrate ability to wire units using advanced wire schematics • Ability to accurately follow and trace wiring schematics • Demonstrate knowledge on how to trace and follow advanced wiring schematic. <p>Final Exam</p>	<p>Students will trace and follow advanced wiring schematic.</p> <p>The students will highlight the terminal connections from point to point while physically wiring circuits.</p>	<p>Read from the Electricity for Refrigeration and Air Conditioning Technician book Chapter 5, 6</p>

This course outline is subject to change at the discretion of the instructor.



Course Syllabus

Course#:	HAC200	Pre-requisites:	HAC150
Course Title:	Applied Heating	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	08/16

Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

Heat pumps will be introduced and a study of the procedures and principles used in serving heating systems to include gas, electric, and hydronic systems. Lab included.

Course Objectives:

- Demonstrate knowledge of various heat pump systems;
- Service and troubleshoot heat pumps;
- Demonstrate basic knowledge of hydronic heating systems;
- Demonstrate basic knowledge of boiler systems;
- Identify different types of gas furnaces;
- Identify and discuss component operation of gas furnaces;
- Service and troubleshoot gas furnaces;
- Perform safety inspections on gas and electric heating systems;
- Identify unsafe operation of gas furnaces;
- Identify and discuss component operation of electric heating systems; and
- Service and troubleshoot electric heating systems.

Required Textbook:

Whitman, B., Johnson, B., Tomczyk, J., & Silberstein, E. (2013). *Refrigeration & Air Conditioning Technology*. (7th ed.) Independence, KY: Cengage. ISBN 9781285042954

Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group. Students are expected to engage in a minimum of 2 hours of homework per week for every hour of classroom instruction. Homework includes, but is not limited to course readings, lab hours, and course projects.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Final Presentation	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	90-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies**Uniform Policy**

Students attending STC are required to wear their designated program uniform and conform to the following dress code:

Medical Assisting: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard. Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Medical Office

Administration: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard. Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Applied Electronics

Technology: Students must wear the black STC polo shirt (appropriately sized and tucked in at the waist), long jeans, dress pants or knee-length skirts, closed toe shoes, and their STC student ID badge on the royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains.

Electrical Trades

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All Programs:

Fingernails must be kept short and clean, and no acrylic nails are allowed in the patient care areas for the Medical Assisting students. Medical Coding and Billing students may wear acrylic nails in non-patient care/contact areas. Nails are not to exceed ¼ inch in length from the fingertip and may not contain jewels or other sharp material.

Uniforms must be clean and laundered. Students may choose to wear a shirt or T-shirt under their scrub top. The undershirt does not need to be tucked in. However, the undershirt must be clean and neat and hang no longer than two inches beneath the scrub top. Crocs may not be worn. Hats or head coverings are not allowed. For safety purposes and professional image, any visible piercings must be removed.

Facial hair must be neatly trimmed. Excessive jewelry (earrings larger than a quarter, necklaces, or bangles) is not allowed. Excessive makeup or perfume is not acceptable. Visible tattoos should be covered, if possible. Long hair must be tied back during all lab and clinical procedures.

Any student who attends class not dressed in the designated uniform, as outlined in the policy, will receive a verbal warning without penalty for the first infraction. Any additional infractions of the Uniform Policy will result in the student being sent home, which will count as an unexcused absence.

1. Students are required to wear their College-provided uniforms every day, beginning on the first day of class.
2. Students who do not meet the uniform requirement are prohibited from attending class and/or participating in other College-sponsored activities occurring on campus the day and evening of the date of violation.
3. Students are required to wear their uniforms regardless of the class they are taking. Any exceptions, such as participation in field trips, must be made in writing by the instructor after consultation with the campus Executive Director/DOE.
4. Instructors will strictly enforce the uniform policy and will include any student absence that results due to a violation of this policy in the calculation of the professional performance portion of the student's course grade.
5. Absences due to a violation of the Uniform Policy may impact a student's course grade in accordance with the Attendance Policy published in the College's Catalog.

Tardiness Policy

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Code of Conduct

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The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Academic dishonesty, any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see general catalog for details).

Sample Course Outline

	<u>Topic/Activity</u>	<u>Lab</u>	<u>Out of Classroom Work</u>
Week 1	Course Introduction Heat Pumps Geothermal Applications Quiz	Troubleshooting Heat Pumps HVAC Evaporators and Condensers	Unit 43, 44 Complete Work Order problems
Week 2	Centrifugal Pumps Hydronic Heating Systems Boiler Chillers Mid-term Exam Review Mid-term Exam	Troubleshooting Boilers Running Units Refrigerant demonstration Disassembly and replacement on demo units	Unit 33, 48
Week 3	Introduction to Gas Furnaces Gas Furnace operation & Conversion from Natural to L.P Gas Furnace Controls Introduction to Troubleshooting Gas Furnaces	Procedures on natural gas, L.P, propane gases. Gas fired air handler Complete service tickets Review of Systems Operations Hands-on Quiz	Unit 27,28,31
Week 4	Troubleshooting Lab: Split System Heat Pumps, and Air Conditioners: Package System Heat Pumps: Gas furnaces: Electric Strip Heat: and Zone Control Systems. Review for Final Final Examination	Service ticket using actual service calls as examples Installation of electric heat Hands-on quiz: Troubleshooting heat systems	Unit 27,28,29,43

This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#:	HAC230	Pre-requisites:	HAC170
Course Title:	HVAC System Design	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	8/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course provides a study of the properties of air and results of cooling, heating, humidifying, or dehumidifying; heat gain and heat loss calculations including equipment selection and balancing the air system. Heat Load Calculations will be studied and applied in the design of refrigeration systems. The course is concluded with EPA review and Testing for EPA Technician Certification. Lab included.

Course Objectives:

- Identify HVAC system designs and components;
- Identify problems with HVAC system designs and components;
- Test for problems with HVAC system designs and components;
- Recognize important industry standards and guidelines concerning HVAC systems;
- Demonstrate Knowledge of Refrigerants and How they Affect the Ozone;
- Demonstrate knowledge of EPA Regulations;
- Demonstrate knowledge of Procedures in Recovery of Refrigerants

Required Textbook:

B. Whitman, B. Johnson, J. Tomczyk, E. Silberstein (2013) *Refrigeration & Air Conditioning Technology and lab book 7th Edition* Clifton Park NY Cengage
ISBN 9781111644475

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Mid-Term Test	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
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Course Outline

	Lecture/Topic	Lab Activity	Out of Classroom Work/Assignment
Week 1	<ul style="list-style-type: none"> • Explain the relationship between dry-bulb, wet-bulb and dew-point temperatures • Explain the differences between static pressure and velocity pressure, calculating cfm velocity and area • Describe methods of recovering refrigerant, including active and passive methods • Discuss EPA regulations as they relate to refrigerants • Identify a DOT-approved recovery cylinder • Describe ozone depletion and global warming • Discuss how CFCs deplete the earth's ozone layer • Differentiate between CFCs, HCFCs, and HCs Refrigerants 	<p>Plot points on the psychometric chart, explain the relationship discuss the factor affecting human comfort and ways the body dissipates heat</p> <p>Lab with different scenarios to get dry-bulb and wet-bulb temperatures</p>	<p>Read units 9, 35 and 37</p> <p>Begin to work with pre-assigned teams on oral presentation</p>
Week 2	<ul style="list-style-type: none"> • Define the meaning of indoor air quality and our role as it relates to this area • Identify various pollutants, pollutants pathways and several tools and instruments to help measure and evaluate IAQ • Explain appropriate strategies to prevent, control and resolve IAQ problems • List the types of air filters and air contaminants • Explain the comfort conditions including velocity and terminology • Discuss the importance of designing the air-flow distribution, and controlling casing noise • Distinguish between infiltration, exfiltration, 	<p>HVAC laboratory IAQ, Air flow and dehumidification</p> <p>Lab with different scenarios with air movement velocities and how temperature and humidity change with different air movements</p> <p>Hands-on Mid-Term exam</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 34 and 35</p> <p>Work with pre-assigned teams on oral presentation</p>

	<p>ventilation, exhaust and the factors that affect building pressure</p> <ul style="list-style-type: none"> • Discuss the important of outdoor makeup air, negative air pressurization, and appropriate air pressure • Explain the physical characteristics, connections and design consideration 		
Week 3	<ul style="list-style-type: none"> • Explain the difference between residential ductwork installation and commercial • Explain how to join, seal and construct a duct system • Describe how smoke detector and fire stat are used as safety devices in a duct system • List the most common duct design methods and guidelines used in the field • Explain the difference between design friction loss rate and the actual static pressure loss through a duct • List the criteria for selecting grilles or registers, duct calculators to look up the duct size, air velocity and friction rate • List the methods and explain the purpose of zone control systems and excess airflow control • Explain the purpose of variable air volume control systems and describe the operation of a basic zone control system • Explain the difference between a basic zone control system, a communicating zone control system and components 	Duct Design & Zoning	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 37 and 38</p> <p>Work with pre-assigned teams on oral presentation</p>

<p>Week 4</p>	<ul style="list-style-type: none"> • Explain the difference between heat loss, sensible heat gain, latent heat gain and the importance of heat load calculation • Explain how the building materials, zones, orientation and type of system have an impact on the total load • Discuss the effect of the conditioned spaces and unconditioned spaces <p>Final Exam</p> <p>Oral Report</p>	<p>HVAC laboratory IAQ, Air flow and dehumidification</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 39</p> <p>Work with pre-assigned teams on oral presentation</p>
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This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#:	HAC240	Pre-requisites:	HAC150 and EIT250
Course Title:	Commercial Refrigeration	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	08/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course introduces practical application in the maintenance of commercial refrigeration: high, medium, and low temperature applications and ice machines. Lab included.

Course Objectives:

- Discuss the various types of commercial refrigeration systems and their applications
- Define the high, medium, and low temperature applications
- Differentiate between the commercial refrigeration and industrial applications
- Identify mechanical refrigeration systems: R/I cooler, W/I cooler, Freezer, Display case
- Understand Vapor compression cycle
- Discuss TXV system
- Discuss the Capillary Tube systems
- Understand hermetic and semi hermetic compressor
- Understand the Mollier Diagrams
- Analyze refrigeration cycle to enhance troubleshooting skills
- Identify methods of temperature controls
- Read schematics for high, medium, and low temperature application
- Understand Defrost and temperature control in low temp unit
- Initiate the sequence of operation of freezer: refrigeration cycle, defrost cycle, Re-cooling cycle
- Practice service procedures for troubleshooting low temp applications
- Identify different types of ice makers
- Understand the operation of ice cubes and flaked ice
- Trace the water flow in ice machines and refrigeration cycle
- Practice preventive maintenance and service procedures

Required Textbook:

Whitman, B., Johnson, B., Tomczyk, J., & Silberstein, E. (2013). *Refrigeration & Air Conditioning Technology*. (7th ed.) Independence, KY: Cengage. ISBN 9781285042954

Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

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Instructional Methods:

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Grading Criteria:

Class work/Participation	15%
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Grade Scale:

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Please refer to the current catalog for more information on the grading system.

Course Policies

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Sample Course Outline

	Lecture/Topic	Lab Activity	Out of Classroom Work/Assignment
Week 1	<p>Class orientation</p> <p>Identify different mechanical refrigeration systems</p> <p>Review Vapor Compression Cycle</p> <p>Describe the operation of different types of metering devices</p>	<p>Practice basic refrigeration system start-up, leak test, evacuation, and recharge.</p> <p>Compressor running test in the system applying the diagnostic chart for commercial refrigeration</p>	Unit 21, 27
Week 2	<p>Explain the Mollier Diagram</p> <p>Understand the operation of R/I cooler, freezer, and Walk in cooler/freezer</p> <p>Explain electrical systems</p> <p>Identify different methods of temperature control in low temperature applications</p> <p>Mid-term exam</p>	Practice basic refrigeration system start-up, leak test, evacuation, and recharge.	Unit 29
Week 3	Understand different methods of defrost system	<p>Practice basic refrigeration system start-up, leak test, evacuation, and recharge</p> <p>Practice the electrical sequence of Reach in cooler and freezer</p> <p>Practice the electrical sequence of Walk in cooler and freezer</p>	Unit 29
Week 4	<p>Describe Ice Makers</p> <p>Explain electrical sequence and water flow of ice maker</p> <p>Review service diagnostic chart and develop troubleshooting skills</p> <p>Final examination</p>	<p>Demonstrate service and troubleshooting ice Makers</p> <p>Use actual service calls to troubleshoot commercial ice makers.</p>	Unit 27

This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#:	HAC250	Pre-requisites:	HAC150 and EIT250
Course Title:	Commercial Air Conditioning	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	08/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course encompasses the study of components, applications, and installation of air conditioning systems with capacities of 25 tons or less. Lab included.

Course Objectives:

- Identify components found on systems, including air to air, air to water, and water to water systems.
- List ASHRAE descriptions of HVAC systems.
- Explain the operation of an all-weather system.
- Arrange mechanical refrigeration cycle components and accessories in proper order.
- Determine performance capacity.
- Evaluate the operating performance of an air filter, list the type of filter, their media, and uses.
- Recognize the differences between new and older facility management systems.
- Define terms commonly used in the controls industry.

Required Textbook:

Whitman, B., Johnson, B., Tomczyk, J., & Silberstein, E. (2013). *Refrigeration & Air Conditioning Technology*. (7th ed.) Independence, KY: Cengage. ISBN 9781285042954

Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group. Students are expected to engage in a minimum of 2 hours of homework per week for every hour of classroom instruction. Homework includes, but is not limited to course readings, lab hours, and course projects.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Mid-Term Test	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	90-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies

Tardiness Policy

All students are expected to arrive to class on time and prepared to learn. As classes begin promptly, arriving late to class may cause students to miss valuable material. In-class quizzes, exercises, or discussions missed due to tardy arrival cannot be made up. Written assignments submitted late will have a late penalty of 10% from the grade earned. If there are extenuating circumstances that may affect you, please contact me or the director of education.

Make-up Policy

Class attendance and participation are required. Make-up of missed classes cannot replace missed class participation. Make-up for in-class quizzes, exercises, or discussions due to missed class attendance are at the sole discretion of the director of education.

Classroom Policy

The use of cell phones and pagers in the classroom is strictly prohibited. Texting is not allowed in the classroom. If an emergency arises, and a student must keep a cell phone or pager on during a classroom session, please notify the instructor immediately. The use of phones or other electronic devices in class, which are not being used for classroom instruction, may result in a student being asked to leave class. If a student is asked to leave class under these circumstances it will be counted as unexcused missed class time.

Drinking and eating in the classroom is discouraged. Bottled water is allowed. Children are not allowed in the classrooms or labs at any time. Personal digital assistants (PDAs) like iPods or MP3 players are not allowed in the classroom. Use of the computers to access pornographic or solicitous websites is strictly prohibited.

Code of Conduct

Students are expected to respect the rules and regulations of the College. Professional behavior, attitude, and courtesy towards instructors, staff and other students is essential. Students are expected to maintain a neat, professional appearance.

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Academic dishonesty: any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see general catalog for details).

Sample Course Outline

	Lecture/Topic	Lab Activity	Out of Classroom Work/Assignment
Week 1	Refrigeration Theory <ul style="list-style-type: none"> a. Air Conditioning Components b. Fundamentals of Refrigeration Facilities Management: Heat, Temperature & Pressure Basics <ul style="list-style-type: none"> a. The Role of HVAC Systems in Facility Management Human Comfort HVAC System Types <ul style="list-style-type: none"> a. Commercial A/C Equipment Operation & Diagnostic Heating & Components 	Commercial A/C Equipment Operation & Diagnostic Pre-test Temperature and Pressure Basics Worksheets	Unit 21, 47
Week 2	Heat Exchange Heat Recovery Equipment Midterm examination	Cooling Systems & Worksheets	Unit 47, 48
Week 3	Refrigeration Equipment Cycle Equipment <ul style="list-style-type: none"> a. Basic Refrigeration Cycles & Introduction to A/C Films Test Air Cleaning Equipment Air Moving Equipment <ul style="list-style-type: none"> a. Commercial Air Conditioning Equipment Operation & Diagnostic Economizer Humidifiers	Commercial Air Conditioning Equipment Operation & Diagnostic Cooling Components	Unit 22, 47, 48
Week 4	Control Systems Control Strategies <ul style="list-style-type: none"> a. Commercial Air Conditioning Equipment Operation & Diagnostic Effective Facility Control <ul style="list-style-type: none"> a. Commercial Rooftop Equipment Final examination	Troubleshooting and typical operating conditions for commercial refrigeration using actual service calls.	Unit 49, 50

This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#: SLS110
Course Title: Career Preparation
Credit Hours: 6
Course Length: 4 weeks

Pre-requisites: None
Co-requisites: None
Contact Hours: 60
Revision date: 8/26/15

Instructor: [REDACTED]
Phone: [REDACTED]

E-mail: [REDACTED]
Office Hours: M – F, 9am -11am

Course Description:

This course provides students with the foundation for job preparation and job searching. Students will identify their qualifications for their chosen career; identify what employers look for in strong candidates; build resumes and cover letters; gain tips on completing applications; job and informational interviewing; as well as job searching, professional networking, and tips for setting up a successful career. This course will also introduce students to the application of basic interpersonal communication skills, with a focus on achieving success in the workplace.

Course Objectives:

Upon completion of this course the motivated learner will be able to:

- List reasons why self-assessment helps for planning for the future
- Describe reasons and methods of networking
- Explain how to build a strong resume
- Explain how to build cover letters and complete applications
- Describe how to prepare for the job interview
- List key strategies for successful job interviews
- Explain how to create a systematic approach to ensuring follow up
- List important job success strategies
- Describe the work of the trades professional
- Identify certification and/or licensing requirements
- Discuss basic elements of non-verbal communication
- Identify basic interpersonal communications skills

Required Textbook:

Ferrett, S. (2002). *Getting and Keeping the Job You Want*. 2nd Ed. New York, NY: McGraw Hill Publishing. ISBN 9781259392214

Supplemental Course Materials:

Lucas, R. (2011). *Please Every Customer: Delivering Stellar Customer Service Across Cultures*. New York, NY: McGraw Hill Publishing. ISBN: 978-0-07-174836-0

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of methods will be used including lecture, hands-on applications, instructor generated exercises, periodic tests, final examinations, projects and homework. Students will complete assigned lab projects in a supervised laboratory setting. Students are encouraged to seek instructor assistance, as needed. Students are expected to engage in a minimum of 2 hours of homework per week for every hour of classroom instruction. Homework includes, but is not limited to course readings, lab hours, and course projects.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Final Presentation	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	93-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies**Uniform Policy**

Students attending STC are required to wear their designated program uniform and conform to the following dress code:

Medical Assisting: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard.
Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Medical Office

Administration: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard. Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Applied Electronics

Technology: Students must wear the black STC polo shirt (appropriately sized and tucked in at the waist), long jeans, dress pants or knee-length skirts, closed toe shoes, and their STC student ID badge on the

royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains.

Electrical Trades

Technology:

Students must wear the black STC polo shirt (appropriately sized and tucked in at the waist), long jeans, dress pants or knee-length skirts, closed toe shoes, and their STC student ID badge on the royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains.

Welding

Technology:

Students must wear the navy blue STC polo shirt (appropriately sized and tucked in at the waist), long jeans, closed toe shoes with leather top, and their STC student ID badge on the royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains. Heavy denim jeans are highly recommended.

Students working in the lab must wear their Welding jacket, closed toe shoes with leather top, safety glasses, and helmet. Their STC student ID badge on the royal blue lanyard must be worn under the jacket.

All Programs:

Fingernails must be kept short and clean, and no acrylic nails are allowed in the patient care areas for the Medical Assisting students. Medical Coding and Billing students may wear acrylic nails in non-patient care/contact areas. Nails are not to exceed ¼ inch in length from the fingertip and may not contain jewels or other sharp material.

Uniforms must be clean and laundered. Students may choose to wear a shirt or T-shirt under their scrub top. The undershirt does not need to be tucked in. However, the undershirt must be clean and neat and hang no longer than two inches beneath the scrub top. Crocs may not be worn. Hats or head coverings are not allowed. For safety purposes and professional image, any visible piercings must be removed.

Facial hair must be neatly trimmed. Excessive jewelry (earrings larger than a quarter, necklaces, or bangles) is not allowed. Excessive makeup or perfume is not acceptable. Visible tattoos should be covered, if possible. Long hair must be tied back during all lab and clinical procedures.

Any student who attends class not dressed in the designated uniform, as outlined in the policy, will receive a verbal warning without penalty for the first infraction. Any additional infractions of the Uniform Policy will result in the student being sent home, which will count as an unexcused absence.

1. Students are required to wear their College-provided uniforms every day, beginning on the first day of class.
2. Students who do not meet the uniform requirement are prohibited from attending class and/or participating in other College-sponsored activities occurring on campus the day and evening of the date of violation.
3. Students are required to wear their uniforms regardless of the class they are taking. Any exceptions, such as participation in field trips, must be made in writing by the instructor after consultation with the campus Executive Director/DOE.
4. Instructors will strictly enforce the uniform policy and will include any student absence that results due to a violation of this policy in the calculation of the professional performance portion of the student's course grade.
5. Absences due to a violation of the Uniform Policy may impact a student's course grade in accordance with the Attendance Policy published in the College's Catalog.

Tardiness Policy

All students are expected to arrive to class on time and prepared to learn. As classes begin promptly, arriving late to class may cause students to miss valuable material. In-class quizzes, exercises, or discussions missed due to tardy arrival cannot be made up. Written assignments submitted late will have a late penalty of 10% from the grade earned. If there are extenuating circumstances that may affect you, please contact me, your team leader, or the director of education.

Make-up Policy

Class attendance and participation are required. Make-up of missed classes cannot replace missed class participation. Make-up for in-class quizzes, exercises, or discussions due to missed class attendance are at the sole discretion of the director of education.

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Drinking and eating in the classroom is discouraged. Bottled water is allowed. Children are not allowed in the classrooms or labs at any time. Personal digital assistants (PDAs) like iPods or MP3 players are not allowed in the classroom. Use of the computers to access pornographic or solicitous websites is strictly prohibited.

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Academic dishonesty, any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see general catalog for details).

Suggested Course Outline:

	<u>Class Activity</u>	<u>Activity</u>	<u>Homework</u>
<u>Week 1</u>	Discussion and Lecture <ul style="list-style-type: none"> • Self-Assessment and Your Future • Exploring and Networking within your field 	<ul style="list-style-type: none"> • Deliver auto-biography • Complete Connect online activities Begin to develop draft resume	Chapter 1,2 Complete Chapter Questions Research specialized certifications or jobs within your field of study.
<u>Week 2</u>	Discussion and Lecture <ul style="list-style-type: none"> • Your Resume • Cover Letters and Applications <i>Mid-term Exam Review</i> <i>Mid-term Exam</i>	<ul style="list-style-type: none"> • Individualized appointments with Career Services • Complete Connect activities for job search • Social Media Networking 	Chapter 3,4 Complete Critical Thinking Questions Complete End-of-Chapter Questions Complete resume and cover letter
<u>Week 3</u>	Discussion and Lecture <ul style="list-style-type: none"> • Preparing for the Interview • The Interview 	<ul style="list-style-type: none"> • Mock interviews • Dress for Success • Guest Speaker 	Chapter 5,6 Complete Critical Thinking Questions Work on Group Assignment
<u>Week 4</u>	Discussion and Lecture <ul style="list-style-type: none"> • Job Seeking Skills • Certification Requirements Final Presentations	<ul style="list-style-type: none"> • Following Up • Job Success Strategies • 	Read Chapters 7,8

Catalog Addendum

Heating, Air Conditioning and Refrigeration Technology Diploma

Fort Myers, Tampa

48 Quarter Credits/40 weeks

The 40 week diploma program in HVAC is designed to prepare students for entry-level employment as HVAC technicians by providing students with a foundation of knowledge and technically oriented experiences in the application of relevant technology systems. The HVAC program curriculum includes learning experience intended to prepare a successful graduate to install and service residential and light commercial air conditioning, heating and refrigeration systems.

Course Number	Required Courses	Quarter Credits
CON101	Introduction to Building Construction	6
EIT115	Basic Electricity and Electronics	4.5
EIT250	Motors and Controls	4.5
HAC150	Air Conditioning and Refrigeration Theory	4.5
HAC170	Air Conditioning	4.5
HAC200	Applied Heating	4.5
HAC230	HVAC System Design	4.5
HAC240	Commercial Refrigeration	4.5
HAC250	Commercial Air Conditioning	4.5
SLS110	Career Preparation	6
	Total Credits	48

NOTE: The College makes no representation, promise, or guarantee that completion of this program either assures eligibility for or passage of any certification examination, acceptance by any state board, or that this program is intended to prepare graduates for employment in any state other than Florida. Prospective and current students, as well as graduates, are responsible for researching and understanding all examination, registration, or licensure requirements in any state in which they seek to become registered, licensed, or employed.

Course Descriptions

CON101 Introduction to Building Construction 6 credit hours

This course provides a study of Energy Efficient Building Construction and OSHA regulations. This course also includes an introduction to blueprint reading and the proper use of architectural and engineering symbols, relationship of views, and construction measurements. The student will learn basic construction mathematics and principles. Pre-requisite: None

EIT115 Basic Electricity and Electronics 4.5 credit hours

Electrical principles and applications are introduced. Topics include electrical parameters and units, direct and alternating current, series and parallel circuits, resistance, capacitance, inductance, magnetism, and equivalent circuits. Lab included. Pre-requisites: None

EIT250 Motors and Controls 4.5 credit hours

This course is intended to assist the student to learn how AC motors operate and how to install them. The course will give the student an understanding of how motor controls are designed and installed to provide

control schemes. Efforts will be made to keep the course practical, yet to provide the theory about why a motor and an associated control system works. Lab included. Pre-requisites: EIT115 or EIT125

HAC150 Air Conditioning and Refrigeration 4.5 credit hours

This course introduces the refrigeration cycle, basic thermodynamics, heat transfer, temperature/pressure relationship, refrigerant safety, refrigerants, refrigerant cylinders, and refrigeration components. Lab included. Pre-requisites: None

HAC170 Air Conditioning 4.5 credit hours

This course provides instruction in components, applications and installation of mechanical refrigeration and air conditioning systems. ARI standards are introduced and used in the troubleshooting and repair of air conditioning systems. EPA regulations are studied and used in recovery, charging and evacuation procedures for Type I, Type II, and Type III systems. Coursework includes hands on applications in recovery, evacuation, and charging techniques. Lab included. Pre-requisites: None

HAC200 Applied Heating 4.5 credit hours

Heat pumps will be introduced and a study of the procedures and principles used in serving heating systems to include gas, electric, and hydronic systems. Lab included. Pre-requisites: HAC150

HAC230 HVAC System Design 4.5 credit hours

This course provides a study of the properties of air and results of cooling, heating, humidifying, or dehumidifying; heat gain and heat loss calculations including equipment selection and balancing the air system. Heat Load Calculations will be studied and applied in the design of refrigeration systems. The course is concluded with EPA review and Testing for EPA Technician Certification. Lab included. Pre-requisites: HAC170

HAC240 Commercial Refrigeration 4.5 credit hours

This course introduces practical application in the maintenance of commercial refrigeration: high, medium, and low temperature applications and ice machines. Lab included. Pre-requisite: HAC150

HAC250 Commercial Air Conditioning 4.5 credit hours

This course encompasses the study of components, applications, and installation of air conditioning systems with capacities of 25 tons or less. Lab included. Pre-requisite: HAC150

SLS110 Career Preparation 6 credit hours

This course provides students with the foundation for job preparation and job searching. Students will identify their qualifications for their chosen career; identify what employers look for in strong candidates; build resumes and cover letters; gain tips on completing applications; job and informational interviewing; as well as job searching, professional networking, and tips for setting up a successful career. This course will also introduce students to the application of basic interpersonal communication skills, with a focus on achieving success in the workplace. Pre-requisites: None

**Diploma in HVAC- 10 month
Course sequencing**

EIT115	HAC150	HAC170	CON101	EIT250	HAC200	HAC230	HAC240	HAC250
	HAC150	EIT115	HAC170	EIT250	HAC200	HAC230	CON101	HAC250
		EIT115	HAC150	HAC170	HAC200	HAC230	CON101	EIT250
			HAC150	EIT115	HAC170	HAC230	CON101	EIT250
				EIT115	HAC150	HAC170	CON101	EIT250
					HAC150	EIT115	HAC170	EIT250
						EIT115	HAC150	HAC170
							HAC150	EIT115
								EIT115

	Pre-req
EIT115	
HAC150	
HAC170	HAC150
CON101	
HAC200	HAC150
HAC230	HAC170
EIT250	EIT115
HAC240	EIT115 and HAC150
HAC250	EIT115 and HAC150
SLS110	

SLS110									
HAC240	SLS110								
HAC240	HAC250	SLS110							
HAC200	HAC250	HAC240	SLS110						
HAC200	HAC230	HAC240	HAC250	SLS110					
HAC200	HAC230	CON101	HAC250	HAC240	SLS110				
HAC200	HAC230	CON101	EIT250	HAC240	HAC250	SLS110			
HAC170	HAC230	CON101	EIT250	HAC200	HAC250	HAC240	SLS110		
HAC150	HAC170	CON101	EIT250	HAC200	HAC230	HAC240	HAC250	SLS110	
HAC150	EIT115	HAC170	EIT250	HAC200	HAC230	CON101	HAC250	HAC240	
	EIT115	HAC150	HAC170	HAC200	HAC230	CON101	EIT250	HAC240	
		HAC150	EIT115	HAC170	HAC230	CON101	EIT250	HAC200	
			EIT115	HAC150	HAC170	CON101	EIT250	HAC200	
				HAC150	EIT115	HAC170	EIT250	HAC200	
					EIT115	HAC150	HAC170	HAC200	

HAC230	HAC240	HAC250	S
HAC230	CON101	HAC250	H
HAC230	CON101	EIT250	H

Faculty will be hired upon program approval.



September 20, 2016

Sent Via Email Only

Mr. Alex Rodriguez
Executive Director
Southern Technical College
1685 Medical Lane
Suite 200
Fort Myers, FL 33907
arodriguez@southerntech.edu
acicsfortmyers@southerntech.edu
acicstampa@southerntech.edu

Dear Mr. Rodriguez:

Subject: Approval to Expand the Institution's Scope of Accreditation
To Offer Programs Significantly Different From Current Program Offerings
Southern Technical College, ACICS ID 00010657—Main
Southern Technical College, ACICS ID 00018863—Branch

At its September 15, 2016 meeting, the Executive Committee of the Council acted to approve the expansion of the institution's scope of accreditation to include offering programs that are significantly different from its current offerings by allowing the addition of a diploma program in **Heating, Ventilation and Air Conditioning (HVAC)**. It is noted for the record that the current grant of accreditation for the main campus extends through December 31, 2020

Please contact Dr. Terron King at tking@acics.org if you have any questions for which we might assist.

Sincerely,

(b)(6)

Mr. Roger J. Williams
Interim President



September 23, 2016

Sent Via Email Only

Dr. Iliá Matos
Southern Technical College
1685 Medical Lane, Suite 200
Fort Myers, FL 33907-1157
acicsfortmyers@southernotech.edu
imatos@southernotech.edu

SUBJECT: New Program Approval
Application ID: 69735

Dear Dr. Matos:

The new program application and supporting materials submitted on June 23, 2016 by Southern Technical College, Fort Myers, FL, ACICS ID00010657 was reviewed and determined to be within the institution's stated mission and scope of accreditation. Therefore, effective the date of this letter, the Council has approved the program activity listed below. The institution or campus may begin advertising, recruiting, and enrolling students in the new program effective this date.

Diploma

This program is approved to be delivered via **Residential**.

CIP Code	Program Name	Clock/ Contact Hours	Program Length (wks.)	Total Credits	Unit of Measurement
51.0501	HVAC	600	40	48	Quarter
The proposed start date is:					April 4, 2017

The institution must initiate new programs of study within one year of the proposed start date, and graduate at least one class per calendar year or within a period not to exceed one and one-half times the standard program length. The institution is required to notify ACICS if the program start date is revised. Any extensions over 12 months from the initial start date will require Council action.

In addition to remaining compliant with ACICS program of study standards, the institution must comply with any applicable Federal student financial aid statutory and regulatory requirements.

Dr. Iliia Matos
September 23, 2016
New Program Approval
Page 2 of 2

Thank you for keeping the Council informed of the activities at your institution.

Sincerely,

(b)(6)

Corrisa Barker
Program Analyst I
cbarker@acics.org
202-336-6843



September 23, 2016

Sent Via Email Only

Dr. Iliá Matos
Southern Technical College
1685 Medical Lane, Suite 200
Fort Myers, FL 33907-1157
acicsfortmyers@southerntech.edu
imatos@southerntech.edu

SUBJECT: Quality Assurance Monitoring Visit
Expanding the scope of programs offered at this campus
Scheduled Visit: May 2018- June 2018

Dear Dr. Matos:

On September 20, 2016 the Council approved a new program of study Southern Technical College, Fort Myers, FL, ACICS ID 00010657. The new program of study activity was determined to be within the institution's current scope of accreditation, and therefore was approved without conditions. An institution is defined as the main and all additional locations.

However, this activity is new to this campus and will require a quality assurance monitoring visit. The scope of the visit is to monitor adherence to ACICS standards with respect to programs of study. The quality assurance monitoring visit is scheduled to take place during the months referenced in the subject field above. The school will be contacted by a staff coordinator approximately 30-60 days prior to the timeframe established for the visit.

If you have any questions regarding the decision for this visit, please contact me at cbarker@acics.org.

Sincerely,

(b)(6)

Corrissa Barker
Program Analyst I
cbarker@acics.org



Ver. September 2013

EXPANSION OF AN INSTITUTION'S SCOPE OF ACCREDITATION

Effective September 2013, ACICS's review of new programs of study will include determining if the activity is within the institution's current scope of accreditation. An "institution" is defined as a main campus and all additional locations. Therefore, new programs of study determined to be **at a higher credential level** than any program currently approved within the institutional grouping would be considered a substantive change. In addition, programs of study determined to be **significantly different from other program offerings** (out-of-scope) or being delivered through a **different delivery method (DE)** would be considered substantive changes to the institution's current scope of accreditation.

Impact to New Program Approval Turn-Around Timeline

Prior to approval of the new program of study, the institution's scope of accreditation must be expanded to include the substantive change. The action to expand an institution's scope of accreditation requires ACICS Council approval. Therefore, the standard turn-around timeline for new programs of study which require expanding an institution's scope of accreditation as the result of a substantive change is 60 – 75 days. **Please plan your program start dates accordingly.**

Impact to New Program Application and Required Documentation

The New Program Application and key required documents have been revised to include documents required when it is determined to be a substantive change to the institution's current scope of accreditation. In addition, the academic credit analysis (ACA) has been revised to include a worksheet for determining if the new program is out-of-scope within the institution's grouping. This worksheet is required of all new programs submitted after December 1, 2013. Staff may require a campus to complete this worksheet if an ACA is submitted prior to December 1, 2013 using a previous version.

Impact to On-Site Visits Required as a Result of Substantive Change

The new program visit procedures have also been revised. Visits will no longer be required before "final inclusion" is granted by the Council. All new program approvals will recognize that the action is compliant with ACICS standards and is within the institution's scope of accreditation. If the new program was determined to be a substantive change to the institution's scope of accreditation, an expansion to the institution's scope of accreditation, approved by Council, is required before the new program is approved. Consequently, ACICS will no longer require visits prior to final inclusion. However, ACICS will continue to monitor campuses that initiate new programs of study. These monitoring visits will be referred to as **Quality Assurance Monitoring (QAM)** visits. The previous New Program visit required when a program is out-of-

MC = Main Campus; AL = Additional Location (formerly Branch); CA = Campus Addition (formerly Learning Site)

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS



scope will become a Quality Assurance Monitoring visit – for Out-of-Scope (QAM-OS); the previous Readiness Visit and Credential Inclusion Visits when a program is at a higher credential level will become a Quality Assurance Monitoring visit – for Higher Credential level (QAM-RV and QAM-HC); and finally, the previous Distance Education Inclusion visit when an institution is approved to offer distance education for the first time will become a Quality Assurance Monitoring visit – for Distance Education (QAM-DE). The scope of the QAM visits will be similar to the previous NP, RV and CI visits.

In addition to quality assurance monitoring visits required following a substantive change to an **institution's** scope of accreditation, the same QAM visit may be required if the new program of study is at a **higher credential level at that campus**, or **significantly different from other program offerings at that campus**, or being delivered through a **different delivery method than currently offered at that campus**.

Impact to Approval Letters

When a new program of study is determined to be **within the institution and the campus' scope of accreditation**, the campus will receive a new program approval letter. No further action will be required. The new program will be included in the campus' program listing and reviewed during future renewal of accreditation visits.

When a new program of study is determined to be **within the institution's scope of accreditation but not within the campus' scope of accreditation**, the campus will receive a new program approval letter. **In addition**, the campus initiating the new program of study will receive a letter informing the campus of the requirement to host a **quality assurance monitoring (QAM)** visit and will include visit schedule details.

When a new program of study is determined to be a **substantive change to the institution's current scope of accreditation**, the campus will receive a Council approval letter expanding the institution's scope of accreditation to include the substantive change. This approval letter will be sent to the campus initiating the new program of study with a copy to the main campus and will include the requirement for a **quality assurance monitoring (QAM)** visit with visit schedule details. **In addition**, the campus will receive a new program approval letter.

Please contact Dr. Terron King at tking@acics.org if you have any questions regarding the revisions to new programs of study procedures.



NEW PROGRAM APPLICATION

This application is to be completed for all new programs. All information including additional documentation is required unless otherwise indicated. All new program applications must be in English and submitted electronically. Please note that ACICS expects professionalism in all publications. Writing should be clear and grammatically correct. Any documents needed for an application that are in a language other than English must be accompanied by an English translation. **Approval letters will be sent via e-mail to the attention of the application preparer using the campus' email address.**

NOTE: *If the application preparer's email address has the same domain as the campus (the information following the "@"), the approval letter will also be sent to this email account. However, if this account domain is @gmail.com or @yahoo.com or any domain other than the campus, the approval will only be sent to the campus email account.*

Campus/Institution Information

Campus Name, City, State	Southern Technical College, Tampa, FL		
Campus ACICS ID:	00018863	Classification: Main	Branch Campus (BC) <input checked="" type="checkbox"/>
If BC, Main Campus ACICS ID:	00010657		

Application Preparer Information

Application Preparer's Name	ILIA Y. MATOS, EDD	Title	SR VP, INSTITUTIONAL QUALITY AND ACCREDITATION
Telephone	(407) 757-1384	*Email:	IMATOS@SOUTHERNTECH.EDU

**If the preparer's email domain is not the same as the campus, staff will correspond to the application preparer during the review process using their email address above; however the final approval letter will be sent to the institution's email account ONLY.*

Substantive Change to the Institution's Scope of Accreditation Information

A "YES" response to either 2.b., 3.b., 4.b., or 5. will constitute a substantive change to the institution's scope of accreditation and require additional review by the Council prior to approval of the new program. Preliminary review of this application will include validating the responses to the institution's current scope of accreditation. If staff review conflicts with information stated on this application, a revised application may be requested.

In addition, if an institution or campus is seeking to offer courses or a program via online, a Distance Education Application or an Expansion to Distance Education Application must be submitted. Approval of this activity will not be accepted through the New Program Application process.

- Is this application being submitted in response to a team visit? Yes No
- HIGHER CREDENTIAL LEVEL**
 - Is this new program of study the first at this credential level:
 - at this campus? Yes No
 - within this institution? Yes No

(An institution is defined as the Main and all Branch locations)

OUT OF SCOPE *(see out-of-scope worksheet attached to the ACA)*



NEW PROGRAM APPLICATION

3. Is this new program of study significantly different from existing offerings of educational programs (referred to as out-of-scope);
- a. at this campus? Yes No
- b. within this institution? Yes No
- (An institution is defined as the Main and all Branch locations)*

DIFFERENT DELIVERY METHOD

4. Is this new program of study the first to offer 100% of the coursework in a language other than English;
- a. at this campus? Yes No
- b. within this institution? Yes No
- If YES, list the language:
(An institution is defined as the Main and all Branch locations)

5. Is this new program of study the first to offer coursework via distance education; **This program will not be offered via distance education.**
- a. at this campus?
- i. If NO, please identify the ACICS DE approval: Yes No
- ii. If NO, provide the date of the DE visit: <50% Month/Yr 50% or >
- b. within this institution? Yes No
- (An institution is defined as the Main and all Branch locations)*

OTHER SUBSTANTIVE CHANGES

6. Is this new program of study increasing the total credits to an existing program by 25% or greater? Yes No

Program Detail

Enter the program name as it is approved by the state, excluding the credential level (Exceptions, Masters of Business Administration or Doctor of Business Administration, etc.)

7. Program Name: HVAC CIP CODE: 15.0501
8. Credential Level: Certificate Diploma Occupational Associate's Academic Associate's
Bachelor's Degree Master's Degree Doctoral Degree

9. Proposed Start Date: April 4, 2017

If the state identifies the credential level differently than ACICS, please provide the state credential level below.

10. State Credential Level: N/A

New programs must be initiated within one year of the planned start date. Programs which are not initiated within one year of their planned start date must submit a formal request to "extend the proposed start date". This request requires the Council approval before implementation. If the program start date is not extended beyond one year and is not started within the initial year, it will no longer be considered an approved program at the campus in question and will be considered surrendered. If a program is being taught out, the campus is required to notify ACICS and provide confirmation of the date the program is no longer active.

11. Is this a clock-hour program? Yes No If YES, skip to Question #14.
12. Unit of credits awarded? Quarter Semester Trimester
13. Total credit hours awarded: 48 14. Total clock/contact hours: 600**



NEW PROGRAM APPLICATION

15. Program Length (in weeks): Minimum: Maximum:
Minimum and maximum weeks should reflect difference in scheduling (day/evening not part-time/full-time)
16. Program Length (in academic years) Minimum Maximum
17. Weeks per academic year

**** The total number of contact hours is one standard deviation below the average contact hours for programs within this scope. Of the ten courses designed for this program, eight include a lab component. Each course addresses the needs of current employment needs, including the desired contact hours to qualify for workforce development funding.**

Narrative

CAMPUS MISSION

18. What is the mission of the institution? *(Restrict text box to 1,500 characters with spaces)*

The mission of Southern Technical College is to provide education and training in a variety of medical and technical areas that enables graduates to obtain entry-level employment.

19. What are the objectives of the new program?

The HVAC diploma program is designed to prepare students for entry-level employment as HVAC technicians by providing students with a foundation of knowledge and technically oriented experiences in the application of relevant technology systems.

Describe how these objectives conform to the mission of the institution. **(Restrict text box to 1,500 characters with spaces).**

The program objectives conform to the mission of the institution as the program provides training in technical area that is designed to enable graduates to obtain entry-level employment.

COMMUNITY/PROFESSIONAL RESOURCES UTILIZED IN PROGRAM DEVELOPMENT

20. What types of community or professional input were utilized to develop the program?

The program was developed in 2008 by [REDACTED] who holds an AA degree in Electronics from the Cleveland Institute of Technology and a Bachelor of Arts in Management Information Systems from Kennedy Western University. Subsequent modifications were made in consultation with current STC faculty.

Please upload as one document copies of all minutes of advisory board meetings pertinent to this application and include the names and qualifications of members. *(See step 3 in the New Program Application Process)*

21. State the qualifications for persons who: **(Restrict text box for each of the responses below to 1,000 characters with spaces)**

a) designed the curriculum

The program was developed in 2008 by [REDACTED] who holds an AA degree in Electronics from the Cleveland Institute of Technology and a Bachelor of Arts in Management Information



NEW PROGRAM APPLICATION

Systems from Kennedy Western University. Subsequent modifications were made in consultation with current STC faculty.

- b) will supervise the new program

The program will be supervised by the campus Director of Education, Ms. Amanda Ross. Ms. Ross has over ten years of experience in the field of higher education ranging from teaching to administering academic departments. She holds a BA in Archaeology and a Master of Arts in Education and Human Development. Upon inception of the program, a lead instructor, with specialized HVAC professional experience and credentials will be hired.

CAMPUS READINESS

22. What resources are needed and available to offer the proposed program at full operation at the campus submitting this new program application?

All courses in the proposed program are new to this campus. There are some existing physical resources available, such as classrooms, computer lab, telephones, desks, chairs, and MS Office Software. Additional physical resources, such as various electronic devices; HVAC, refrigeration, and duct system trainer units; refrigeration charging equipment; Freon recovery station; and leasehold improvements are needed to offer the proposed program at full operation at this campus. |

- a) List the existing and new courses needed to implement the program:

Existing Courses (at this campus)	New Courses (at this campus)
	CON101 Introduction to Building Construction
	EIT115 Basic Electricity & Electronics
	EIT250 Motors and Controls
	HAC150 Air Conditioning and Refrigeration Theory
	HAC170 Air Conditioning
	HAC200 Applied Heating
	HAC230 HVAC System Design
	HAC240 Commercial Refrigeration
	HAC250 Commercial Air Conditioning
	SLS110 Career Preparation

- b) List the existing and new physical resources needed (e.g., classrooms, libraries, institutional resources and equipment, and clinical sites):

Existing Physical Resources (at this campus)	New Physical Resources (at this campus)
Classrooms	Various electronic devices
Computer Lab	HVAC, refrigeration, and duct system trainer units
Telephones	Refrigeration charging equipment
Desks and Chairs	Freon recovery station
Microsoft Office Software	Leasehold improvements



NEW PROGRAM APPLICATION

PROGRAM DESCRIPTION

23. What are the entrance requirements or methods used to determine whether prospective students will be able to fulfill program requirements?

To be admitted to Southern Technical College (STC), a prospective student must complete an interview with a Southern Technical College Admissions Representative and submit a completed enrollment agreement. All applicants must have proof of standard high school graduation or completion of a General Equivalency Diploma (GED). Only students who possess a standard high school diploma or have completed equivalent coursework as certified by the applicable state department of education shall be eligible for admission to Southern Technical College. Proof of high school graduation must be provided prior to enrollment but no later than the last day of the drop/add period.

a) How do these requirements compare with requirements for existing programs at this campus? (This text box is limited to 1,000 characters)

The requirements stated above are the general admissions requirements applicants must meet. A select few existing programs also have program specific entry requirements. However, the proposed HVAC program will not have additional program specific entry requirements.

24. Is there an externship component? Yes No

NOTE: If YES, the externship agreement or a SAMPLE externship agreement MUST be uploaded to complete this application

a) If YES, please identify potential externship sites:

Company Name	Location

b) If YES, Describe student responsibilities and method of supervision as outlined in the externship agreement. (Limited to 1,000 characters)

25. Is licensure or certification required for persons employed in this field in your state? Yes No

a) If yes, describe how the curriculum will develop the competencies to enable students to meet the licensing or certification requirements of the state.

26. Does the state licensing agency require new programs to be approved? Yes No



NEW PROGRAM APPLICATION

- a) If yes, describe previous or concurrent evaluation procedures that the state approval agency requires and submit evidence of state approval received (or proof of exemption from state approval). All institutions must submit copies of official documentation issued by their state.

The state of Florida Commission for Independent Education requires new program approval from the institutional accreditation agency first, in order to approval a new program application. Depending on the scope of the program, the application may require Commission approval. Generally, new program applications are processed by the Commission office. |

27. Does the program include training conducted by a third party? Yes No

- a) If yes, explain, including percentage offered. (Limited to 1,500 characters)

If this program is identical to programs submitted for multiple locations at the same time, list the primary campus and the ACICS unique ID (000xxxxx) for all other locations.

00010657	ACICS ID for 1st application location (see Schedule of Fees)
<i>Below list the ACICS ID for each campus included in this submission with the same program.</i>	
00018863	

ACICS NEW PROGRAM - OUT-OF-SCOPE EVALUATION FORM

(Use to determine if the new program is out-of-scope of all other programs offered within the institution (main and all branch campuses). May be required by staff.

The following questions will assist campuses in determining if the new program of study would be considered within the institution's current scope of accreditation. If addition of this program of study results in the expansion of the institution's scope of accreditation, additional time is required for review and approval. Please recognize the need for additional time when establishing the program start date.

Campus Name	Southern Technical College
ACICS ID	00010657, 00018
Program Name	HVAC
Credential	Diploma
CIP Code	15.0501

Out-of-Scope Score **7** A score of 6 - 9 indicates the program is out-of-scope. Approval will require additional review and will result in an expansion of the institution's scope of accreditation. Please recognize the additional time for review when establishing start dates.

Answer the following questions to determine whether or not the program is out-of-scope

NEW COURSE WORK EVALUATION

10	1. Enter the total number of courses in the area of concentration for the new program of study (DO NOT include general education and non-core coursework)
0	2. Enter the total number of the courses within the area of concentration currently offered within the institution.
100%	3. This is an auto-populated ratio of new courses to existing courses within the area of concentration.
5	4. NEW COURSE WORK SCORE: The following weights are given for course work ratios of new to existing when determining out-of-scope: Less than 50% 0 50% to 75% 1 75% to 90% 3 90% to 100% 5

CIP CODE EVALUATION

1	5. Is this exact CIP Code used for an existing, active program within the institution? → NO (Enter YES or NO) If YES, a weight of -2 will auto-populate. If NO, a weight of +1 will auto-populate.
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ANSWER Q. #5.A. ONLY IF Q. #5. IS NO.

1	5.A Is there an existing, active program within the institution that matches the first two digits of the new program being submitted? → NO (Enter YES or NO) Example: 09.0311 If YES, a weight of -1 will auto-populate. If NO, a weight of +1 will auto-populate.
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LICENSURE OR CERTIFICATION

0	6. Enter a response <u>only if the new program requires licensure or certification</u> to work in the field of study. Is there another program within the institution with the same or similar licensure or certification requirements? → 0 (Enter YES or NO) If NO a weight of 1 will auto-populate.
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EXTERNSHIP EVALUATION

0	7. Enter a response <u>only if the new program includes an externship or internship</u> . Is there another program within the institution with an externship or internship requirement? → 0 (Enter YES or NO) If NO a weight of 1 will auto-populate.
---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



COMMISSION FOR INDEPENDENT EDUCATION
ANNUAL LICENSE

This is to certify that
Southern Technical College
3910 Riga Boulevard
Tampa, Florida 33619
Is hereby licensed to offer postsecondary program(s) of instruction

Under the provisions of Chapter 1005, Florida Statutes and Chapter 6E, Florida Administrative Code for the period beginning:

12/29/2015

Executive Director	License Number	Commission Chairperson

(b)(6)

This license is non-transferable, non-assumable, and shall be rendered null and void upon any change in ownership of the licensee.



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

This document is required when preliminary review of a new program of study is determined to be compliant with ACICS Accreditation Criteria for programs of study, but is determined to be outside the institution's current scope of accreditation.

Campus/Institution Information

Campus Name, City, State: Southern Technical College, Tampa, FL

Campus ACICS ID: 00018863 Classification: Main Branch Campus (BC)

If BC, Main Campus ACICS ID: 00010657

Program Detail

Enter the program name as it is approved by the state and as it will be reflected on the certificate of graduation.

Program Name: HVAC CIP CODE: 15.0501

Credential Level: Certificate Diploma Occupational Associate's Academic Associates
 Bachelor's Degree Master's Degree Doctoral Degree

Substantive Change to the Institution's Scope of Accreditation Information

The new program of study referenced above was submitted to ACICS for review and approval. The proposed new program of study is determined to be a substantive change to the institution's current scope of accreditation. All questions must be completed. Upon completion, this information will be presented to the Substantive Change Review Committee (SCRC) for action. Inclusion of the substantive change activity into the institution's scope of accreditation is required prior to approval of the new program of study.

A thorough review of the information provided in this document will be conducted by the SCRC. Following the review, the SCRC will recommend approval of a substantive change to the institution's scope of accreditation or request additional information from the campus initiating the new program of study. If the SCRC requests additional information, the campus will be notified and can revise and re-submit the new program of study and/or proposed plan for expansion, or withdraw the new program application.

Recommendations for approval from the SCRC will be presented to the Council for final approval to expand the institution's scope of accreditation, the campus initiating the substantive change will be required to host a quality assurance monitoring (QAM) visit. The scheduling of the QAM visit will be communicated in the Council's approval letter to expand the institution's scope of accreditation. The QAM visit does not condition the new program of study approval.

A new program of study must be approved by the Council before an institution or campus advertises, recruits, or enrolls students in the proposed program.

If staff review conflicts with information stated on this application, a revised application may be requested.



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

- | | | | | |
|------------------------------------------------------------------------------------|-----|-------------------------------------|----|-------------------------------------|
| 1. Is this application being submitted in response to a team visit? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| 2. The institution's current scope of accreditation requires expansion to include: | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| a. HIGHER CREDENTIAL LEVEL | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| b. OUT-OF-SCOPE | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c. DIFFERENT DELIVERY METHOD | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

Explain the Institution's Plan to Expand The Scope of Accreditation in the following areas **(limit each response to 500 words or less)**

FINANCIAL – Explain the impact the expansion in scope will have financially on this campus. Include in the plan the impact on the current budget (if the expansion in scope is to be implemented during the campus' current fiscal year) and/or future budgets. If applicable, include projections associated with facility requirements, library, instructional resources and technology requirements.

Expanding the Tampa campus's scope to include the HVAC program will add approximately 60 enrollments annually (once the program is fully populated), resulting in approximate revenues of \$750,000. Corresponding operating expenses for the program are estimated to be \$500,000, excluding build out costs of \$100,000 and equipment purchases of another \$100,000. Included in annual operating expenses are appropriate staffing, resource and technology resources to accommodate program requirements and student needs.

RESOURCES – Explain the impact on resources expected with the expansion of scope. If applicable, include a timeline for ordering instructional resources or additional technology equipment. If applicable, include relevant timelines for initiating additional classroom space, campus additions or possible expansion of current facilities. If applicable, include plans for additional community resource requirements and the possible impact on current staff work loads, including the faculty to student ratio. If applicable, include the implementation or expansion of advisory board activity.

Corresponding operating expenses for the program are estimated to be \$500,000, excluding build out costs of \$100,000 and equipment purchases of another \$100,000. Leasehold improvements will begin between January and February 2017. There are no plans to add an additional location or expand the facility. The campus administration has identified the space within its presently occupied building to build the HVAC lab. The campus had identified a program advisory community. The first meeting was held on July 20, 2016.

ACADEMIC – Explain the impact the expansion in scope will have academically. If applicable, include a timeline for hiring additional faculty, staff, admission representatives, and externship or internship coordinators. If applicable, include any programmatic or specialized accreditation requirements and approval timelines.

The campus plans to welcome its first class in June 2017, with a projected initial cohort of 5 students. This program is intended to be offered during the day only. One to two specialized HVAC instructors will be hired between April and May 2017. This program does not have an externship component. No additional staff will be hired upon inception of this program.

**Diploma in HVAC- 10 month
Course sequencing**

EIT115	HAC150	HAC170	CON101	EIT250	HAC200	HAC230	HAC240	HAC250
	HAC150	EIT115	HAC170	EIT250	HAC200	HAC230	CON101	HAC250
		EIT115	HAC150	HAC170	HAC200	HAC230	CON101	EIT250
			HAC150	EIT115	HAC170	HAC230	CON101	EIT250
				EIT115	HAC150	HAC170	CON101	EIT250
					HAC150	EIT115	HAC170	EIT250
						EIT115	HAC150	HAC170
							HAC150	EIT115
								EIT115

	Pre-req
EIT115	
HAC150	
HAC170	HAC150
CON101	
HAC200	HAC150
HAC230	HAC170
EIT250	EIT115
HAC240	EIT115 and HAC150
HAC250	EIT115 and HAC150
SLS110	

SLS110									
HAC240	SLS110								
HAC240	HAC250	SLS110							
HAC200	HAC250	HAC240	SLS110						
HAC200	HAC230	HAC240	HAC250	SLS110					
HAC200	HAC230	CON101	HAC250	HAC240	SLS110				
HAC200	HAC230	CON101	EIT250	HAC240	HAC250	SLS110			
HAC170	HAC230	CON101	EIT250	HAC200	HAC250	HAC240	SLS110		
HAC150	HAC170	CON101	EIT250	HAC200	HAC230	HAC240	HAC250	SLS110	
HAC150	EIT115	HAC170	EIT250	HAC200	HAC230	CON101	HAC250	HAC240	
	EIT115	HAC150	HAC170	HAC200	HAC230	CON101	EIT250	HAC240	
		HAC150	EIT115	HAC170	HAC230	CON101	EIT250	HAC200	
			EIT115	HAC150	HAC170	CON101	EIT250	HAC200	
				HAC150	EIT115	HAC170	EIT250	HAC200	
					EIT115	HAC150	HAC170	HAC200	

HAC230	HAC240	HAC250	S
HAC230	CON101	HAC250	H
HAC230	CON101	EIT250	H



Course Syllabus

Course#:	EIT 115	Pre-requisites:	None
Course Title:	Basic Electricity and Electronics	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	8/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

Electrical principles and applications are introduced. Topics include electrical parameters and units, direct and alternating current, series and parallel circuits, resistance, capacitance, inductance, magnetism, and equivalent circuits. Lab included.

Course Objectives:

- Demonstrate a working knowledge of electrical safety.
- Demonstrate a familiarity of basic electricity
- The student will be able to explain series and parallel circuits.
- Demonstrate a working knowledge of electricity laws by solving for current, voltage, watts and resistance
- The student will be able to describe how magnetism works, and properties of magnetic materials.
- Demonstrate a working knowledge of electrical meters and tools.

Required Textbook:

Publishing (2014) Contemporary Electronics

Freznal, Jr, L.E. (2014). *Contemporary Electronics*. New York, NY: McGraw Hill Publishing.
ISBN 9780073373805

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Final Presentation	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	90-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies

Students attending STC are required to wear their designated program uniform and conform to the following dress code:

Medical Assisting: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard. Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Medical Billing and Coding: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard. Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Applied Electronics Technology: Students must wear the black STC polo shirt (appropriately sized and tucked in at the waist), long jeans, dress pants or knee-length skirts, closed toe shoes, and their STC student ID badge on the royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains.

Electrical Trades Technology: Students must wear the black STC polo shirt (appropriately sized and tucked in at the waist), long jeans, dress pants or knee-length skirts, closed toe shoes, and their STC student ID badge on the royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains.

All Programs:

Fingernails must be kept short and clean, and no acrylic nails are allowed in the patient care areas for the Medical Assisting students. Medical Coding and Billing students may wear acrylic nails in non-patient care/contact areas. Nails are not to exceed ¼ inch in length from the fingertip and may not contain jewels or other sharp material.

Uniforms must be clean and laundered. Students may choose to wear a shirt or T-shirt under their scrub top. The undershirt does not need to be tucked in. However, the undershirt must be clean and neat and hang no longer than two inches beneath the scrub top. Crocs may not be worn. Hats or head coverings are not allowed. For safety purposes and professional image, any visible piercings must be removed.

Facial hair must be neatly trimmed. Excessive jewelry (earrings larger than a quarter, necklaces, or bangles) is not allowed. Excessive makeup or perfume is not acceptable. Visible tattoos should be covered, if possible. Long hair must be tied back during all lab and clinical procedures.

Any student who attends class not dressed in the designated uniform, as outlined in the policy, will receive a verbal warning without penalty for the first infraction. Any additional infractions of the Uniform Policy will result in the student being sent home, which will count as an unexcused absence.

1. Students are required to wear their College-provided uniforms every day, beginning on the first day of class.
2. Students who do not meet the uniform requirement are prohibited from attending class and/or participating in other College-sponsored activities occurring on campus the day and evening of the date of violation.
3. Students are required to wear their uniforms regardless of the class they are taking. Any exceptions, such as participation in field trips, must be made in writing by the instructor after consultation with the campus Executive Director/DOE.
4. Instructors will strictly enforce the uniform policy and will include any student absence that results due to a violation of this policy in the calculation of the professional performance portion of the student's course grade.
5. Absences due to a violation of the Uniform Policy may impact a student's course grade in accordance with the Attendance Policy published in the College's Catalog.

Tardiness Policy

All students are expected to arrive to class on time and prepared to learn. As classes begin promptly, arriving late to class may cause students to miss valuable material. In-class quizzes, exercises, or discussions missed due to tardy arrival cannot be made up. Written assignments submitted late will have a late penalty of 10% from the grade earned. If there are extenuating circumstances that may affect you, please contact me or the director of education.

Make-up Policy

Class attendance and participation are required. Make-up of missed classes cannot replace missed class participation. Make-up for in-class quizzes, exercises, or discussions due to missed class attendance are at the sole discretion of the director of education.

Classroom Policy

The use of cell phones and pagers in the classroom is strictly prohibited. Texting is not allowed in the classroom. If an emergency arises, and a student must keep a cell phone or pager on during a classroom session, please notify the instructor immediately. The use of phones or other electronic devices in class, which are not being used for classroom instruction, may result in a student being asked to leave class. If a student is asked to leave class under these circumstances it will be counted as unexcused missed class time.

Drinking and eating in the classroom is discouraged. Bottled water is allowed. Children are not allowed in the classrooms or labs at any time. Personal digital assistants (PDAs) like iPods or MP3 players are not allowed in the classroom. Use of the computers to access pornographic or solicitous websites is strictly prohibited.

Code of Conduct

Students are expected to respect the rules and regulations of the College. Professional behavior, attitude, and courtesy towards instructors, staff and other students is essential. Students are expected to maintain a neat, professional appearance.

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Course Outline

	Lecture/Topic	Lab Activity	Out Classwork Work/Assignment
Week 1	<ul style="list-style-type: none"> • Safety • Electrical Careers • Basic Electrical Concepts • Electrical Components and Meters <p>Week One Quiz</p>	<p>Voltage and its relationship to energy and charge</p> <p>Conductors and resistors</p>	Read chapters 1, 3, 24, and 4
Week 2	<ul style="list-style-type: none"> • Ohm's Law • Series Circuits and Calculations <p>Mid-term exam review Mid-term exam</p>	<p>Series Circuits</p> <p>Power relationship to current and voltage</p>	Read chapters 4 and 5
Week 3	<ul style="list-style-type: none"> • Parallel Circuits • Series-Parallel Circuits (start) <p>Week Three Quiz</p>	<p>Kirchoff's Voltage Law</p> <p>Open and short circuit characteristics of a series circuit</p> <p>Voltage divider equation</p>	Read chapters 6 and 7
Week 4	<ul style="list-style-type: none"> • Series-Parallel Circuits (completion) <p>Final examination review Final examination</p>	<p>Kirchoff's Current law</p> <p>Current divider equation</p>	Read chapter 8 and AHA BLS



Course Syllabus

Course#:	HAC150	Pre-requisites:	None
Course Title:	Air Conditioning and Refrigeration Theory	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	8/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course introduces the refrigeration cycle, basic thermodynamics, heat transfer, temperature/pressure relationship, refrigerant safety, refrigerants, refrigerant cylinders, and refrigeration components. Lab included.

Course Objectives:

- Demonstrate knowledge of principles of matter and thermodynamics, heat transfer, pressure temperature relationship, and BTU scale.
- Compute the refrigeration ton and compute total heat added or removed from a substance.
- Demonstrate a familiarity of refrigerants, storage requirements and containment.
- Demonstrate knowledge of refrigerant safety precautions and first aid of refrigerant casualties.
- Demonstrate knowledge of the basic refrigeration cycle.
- Demonstrate knowledge of refrigeration components and their function in a refrigeration system.

Required Textbook:

Whitman, B., Johnson, B., Tomczyk, J., & Silberstein, E. (2013). *Refrigeration & Air Conditioning Technology*. (7th ed.) Independence, KY: Cengage. ISBN 9781285042954

Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group. Students are expected to engage in a minimum of 2 hours of homework per week for every hour of classroom instruction. Homework includes, but is not limited to course readings, lab hours, and course projects.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Mid-Term Test	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	90-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies

Uniform Policy

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Electrical Trades

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All Programs:

Fingernails must be kept short and clean, and no acrylic nails are allowed in the patient care areas for the Medical Assisting students. Medical Coding and Billing students may wear acrylic nails in non-patient care/contact areas. Nails are not to exceed ¼ inch in length from the fingertip and may not contain jewels or other sharp material.

Uniforms must be clean and laundered. Students may choose to wear a shirt or T-shirt under their scrub top. The undershirt does not need to be tucked in. However, the undershirt must be clean and neat and hang no longer than two inches beneath the scrub top. Crocs may not be worn. Hats or head coverings are not allowed. For safety purposes and professional image, any visible piercings must be removed.

Facial hair must be neatly trimmed. Excessive jewelry (earrings larger than a quarter, necklaces, or bangles) is not allowed. Excessive makeup or perfume is not acceptable. Visible tattoos should be covered, if possible. Long hair must be tied back during all lab and clinical procedures.

Any student who attends class not dressed in the designated uniform, as outlined in the policy, will receive a verbal warning without penalty for the first infraction. Any additional infractions of the Uniform Policy will result in the student being sent home, which will count as an unexcused absence.

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2. Students who do not meet the uniform requirement are prohibited from attending class and/or participating in other College-sponsored activities occurring on campus the day and evening of the date of violation.
3. Students are required to wear their uniforms regardless of the class they are taking. Any exceptions, such as participation in field trips, must be made in writing by the instructor after consultation with the campus Executive Director/DOE.
4. Instructors will strictly enforce the uniform policy and will include any student absence that results due to a violation of this policy in the calculation of the professional performance portion of the student's course grade.
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Tardiness Policy

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cannot be made up. Written assignments submitted late will have a late penalty of 10% from the grade earned. If there are extenuating circumstances that may affect you, please contact me or the director of education.

Make-up Policy

Class attendance and participation are required. Make-up of missed classes cannot replace missed class participation. Make-up for in-class quizzes, exercises, or discussions due to missed class attendance are at the sole discretion of the director of education.

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Sample Course Outline

	<u>Lecture/Topic</u>	<u>Lab Activity</u>	<u>Out of Classroom Work/Assignment</u>
Week 1	<ul style="list-style-type: none"> • Define and give a brief history of HVAC and Refrigeration • List various types of HVACR jobs and explain what they work • Explain the difference between potential and kinetic energy • List common forms of energy and the units used to measure them • Define temperature and explain the effect it has on a substance • Discuss the unique characteristic of the three states of matter • Name the physical and thermal properties of matter • List common forms of energy and the units used to measure them • Explain the difference between weight and mass 	<p>Provide students with an opportunity to turn on an a/c unit, and have a basic visual opportunity to check how the system works</p> <p>Provide students with an opportunity identify the basics components</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 1, 2, 8 and 9; and from the Refrigerant Transition and Recovery certification Program Manual for HVACR Technicians 1 to 84.</p>
Week 2	<ul style="list-style-type: none"> • Explain how manometers measure pressure • Describe how gas responds to changes in temperature, volume and pressure • Explain the fundamental principles behind the refrigeration cycle • Name the three main refrigeration-system interconnecting lines and the four major components of the compression cycle • Identify where in the refrigeration system the refrigerant is saturated, superheated and subcooled • Define refrigerant and identify the type of refrigerant by its number designation and chemical composition • Explain the difference between compounds, zeotropes and azeotropes refrigerants • List the different types of refrigerant contaminants, safety ratings and match refrigerants with the proper refrigeration oil <p>Mid-term Examination</p>	<p>At the conclusion of the Lab the student will identify the refrigeration cycle, components and lines, using a real system</p> <p>At the conclusion of the Lab the student will have the knowledge on how to connect and disconnect gauges and starting to read pressures and temperatures of refrigerants</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 3, 45 and 46; and from the Refrigerant Transition and Recovery certification Program Manual for HVACR Technicians 85 to 92.</p>

<p>Week 3</p>	<ul style="list-style-type: none"> • Explain the relationship between atmospheric pressure, gauge pressure and absolute pressure • Convert atmospheric, absolute, gauge and vacuum pressure to different scales • Define head pressure and tell how it is used • Explain the operation of gauge manifold and describe the different types of refrigeration service • Explain how to properly install and remove a gauge manifold set on schrader valves • Describe how to gain access to systems without service valves • Demonstrate ho to obtain and read a refrigerant MSDS, and apply first aid in case of an accident • Explain the refrigerant safety rating system • List the safety hazards associated with handling refrigerants 	<p>At the conclusion of the Lab the student will have the knowledge on how to perform a vacuum to a seal refrigeration system</p> <p>At the conclusion of the Lab the student will have the knowledge how to work, remove and change a shredder valve</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 1, 4, 8 and 46; and from the Refrigerant Transition and Recovery certification Program Manual for HVACR Technicians 93 to 128.</p>
<p>Week 4</p>	<ul style="list-style-type: none"> • Explain the different types of methods on how to detects different types of leaks • Discuss the difference and charging procedure of liquid and vapor charging • Explain the operation of gauge manifold and describe the different types of refrigeration service <p>Final Examination</p>	<p>At the conclusion of the Lab the student will have the knowledge on how to recover refrigerant to a pressurize tank</p> <p>At the conclusion of the Lab the student will have the opportunity to make their first troubleshooting</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 8, 10 and 47; and from the Refrigerant Transition and Recovery certification Program Manual for HVACR Technicians 129 to 142.</p>

This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#:	HAC170	Pre-requisites:	None
Course Title:	Air Conditioning	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	08/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course provides instruction in components, applications and installation of mechanical refrigeration and air conditioning systems. ARI standards are introduced and used in the troubleshooting and repair of air conditioning systems. EPA regulations are studied and used in recovery, charging and evacuation procedures for Type I, Type II, and Type III systems. Coursework includes hands on applications in recovery, evacuation, and charging techniques. Lab included.

Course Objectives:

- Demonstrate a working knowledge of basic HVAC and refrigeration system;
- Demonstrate a familiarity with ARI standards and proper troubleshooting techniques;
- Demonstrate ability to wire units using advanced wire schematics;
- Demonstrate proper procedure for connecting and disconnecting gauge manifold;
- Demonstrate Recovery of refrigerants from operating systems to prescribed EPA levels;
- Demonstrate Proper Evacuation Procedures;
- Demonstrate charging procedures using superheat or sub cooling method of charging;
- Demonstrate ability to identify various components and whether they are good or bad through proper testing methods;
- Demonstrate ability to change piston in fixed orifice metering device;
- Demonstrate proper procedures for installing thermo - bulb and setting superheat on TXV systems.

Required Textbook:

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Smith. (2014) *Electricity for Refrigeration, Heating & Air Conditioning* (9th Ed.). Independence, KY: Cengage ISBN 9781305133723

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

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Instructional Methods:

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Class work/Participation	15%
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Sample Course Outline

	Lecture/Topic	Lab Activity	Out of Classroom Work/Assignment
<p>Week 1</p>	<ul style="list-style-type: none"> • Demonstrate a working knowledge of basic HVAC and refrigeration system starting with the compressor • Demonstrate an understanding of the 5 Different compressor types by design and function • The Function of the Compressor • Demonstrate a working knowledge of basic HVAC and refrigeration system focusing on Condensers • Demonstrate an understanding of the different Condenser types by design and function • Demonstrate an understanding of the different Evaporators types by design and function • Demonstrate a working knowledge of basic HVAC and refrigeration system focusing on Metering Devices • Demonstrate an understanding of the different types of Metering Devices by design and function 	<p>Students will properly perform the gauge manifold installation and removal procedure from an operating system.</p> <p>Students will properly connect a refrigerant recovery machine and prepare it for refrigerant removal.</p> <p>Hands-on Quiz</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, unit 21, 22, 23 and 24.</p>
<p>Week 2</p>	<ul style="list-style-type: none"> • Demonstrate a familiarity with ARI standards and proper troubleshooting techniques • Using Ari Standard work sheets properly calculate system performance. • Demonstrate a working knowledge of basic HVAC and refrigeration system • Demonstrate a familiarity with ARI standards and proper troubleshooting techniques • Demonstrate an understanding, comparison, and contrast different charging methods • Demonstrate charging procedures using superheat or sub cooling method of charging <p>Mid-term Exam</p>	<p>Students will properly perform the gauge manifold installation and removal procedure from an operating system.</p> <p>Students will properly connect a refrigerant recovery machine and prepare it for refrigerant removal.</p> <p>Students will recover refrigerant and evacuate the system.</p> <p>Students will use a vacuum pump to evacuate the system.</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, unit 10, 40, 41.</p>

<p>Week 3</p>	<ul style="list-style-type: none"> • Demonstrate a working knowledge of basic HVAC and refrigeration system focusing on Modulating Metering Devices • Demonstrate proper procedures for installing thermo bulb and setting sub-cooling on a TXV System • Demonstrate ability to identify various components and whether they are good or bad through proper testing Methods • Identify the electrical system components and their function • Testing procedures to identify if a component is good or bad • Usage of a Digital Multi-Meter to determine the resistance, voltage and amperage of electrical components • Explain how to read the Low-Side and High-Side Gauge Readings 	<p>Students will properly perform the gauge manifold installation and removal procedure from an operating system.</p> <p>Students will the system pump-down procedure and remove a TXV type metering device.</p> <p>Students will recover refrigerant and evacuate the system.</p> <p>Students will charge system by superheat or sub-cooling according to manufacturer specs.</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, unit 10, 12, 14, 15 and 41.</p>
<p>Week 4</p>	<ul style="list-style-type: none"> • Demonstrate ability to wire units using advanced wire schematics • Ability to accurately follow and trace wiring schematics • Demonstrate knowledge on how to trace and follow advanced wiring schematic. <p>Final Exam</p>	<p>Students will trace and follow advanced wiring schematic.</p> <p>The students will highlight the terminal connections from point to point while physically wiring circuits.</p>	<p>Read from the Electricity for Refrigeration and Air Conditioning Technician book Chapter 5, 6</p>

This course outline is subject to change at the discretion of the instructor.



Course Syllabus

Course#:	HAC200	Pre-requisites:	HAC150
Course Title:	Applied Heating	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	08/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

Heat pumps will be introduced and a study of the procedures and principles used in serving heating systems to include gas, electric, and hydronic systems. Lab included.

Course Objectives:

- Demonstrate knowledge of various heat pump systems;
- Service and troubleshoot heat pumps;
- Demonstrate basic knowledge of hydronic heating systems;
- Demonstrate basic knowledge of boiler systems;
- Identify different types of gas furnaces;
- Identify and discuss component operation of gas furnaces;
- Service and troubleshoot gas furnaces;
- Perform safety inspections on gas and electric heating systems;
- Identify unsafe operation of gas furnaces;
- Identify and discuss component operation of electric heating systems; and
- Service and troubleshoot electric heating systems.

Required Textbook:

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Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group. Students are expected to engage in a minimum of 2 hours of homework per week for every hour of classroom instruction. Homework includes, but is not limited to course readings, lab hours, and course projects.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Final Presentation	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
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Technology: Students must wear the black STC polo shirt (appropriately sized and tucked in at the waist), long jeans, dress pants or knee-length skirts, closed toe shoes, and their STC student ID badge on the royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains.

Electrical Trades

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All Programs:

Fingernails must be kept short and clean, and no acrylic nails are allowed in the patient care areas for the Medical Assisting students. Medical Coding and Billing students may wear acrylic nails in non-patient care/contact areas. Nails are not to exceed ¼ inch in length from the fingertip and may not contain jewels or other sharp material.

Uniforms must be clean and laundered. Students may choose to wear a shirt or T-shirt under their scrub top. The undershirt does not need to be tucked in. However, the undershirt must be clean and neat and hang no longer than two inches beneath the scrub top. Crocs may not be worn. Hats or head coverings are not allowed. For safety purposes and professional image, any visible piercings must be removed.

Facial hair must be neatly trimmed. Excessive jewelry (earrings larger than a quarter, necklaces, or bangles) is not allowed. Excessive makeup or perfume is not acceptable. Visible tattoos should be covered, if possible. Long hair must be tied back during all lab and clinical procedures.

Any student who attends class not dressed in the designated uniform, as outlined in the policy, will receive a verbal warning without penalty for the first infraction. Any additional infractions of the Uniform Policy will result in the student being sent home, which will count as an unexcused absence.

1. Students are required to wear their College-provided uniforms every day, beginning on the first day of class.
2. Students who do not meet the uniform requirement are prohibited from attending class and/or participating in other College-sponsored activities occurring on campus the day and evening of the date of violation.
3. Students are required to wear their uniforms regardless of the class they are taking. Any exceptions, such as participation in field trips, must be made in writing by the instructor after consultation with the campus Executive Director/DOE.
4. Instructors will strictly enforce the uniform policy and will include any student absence that results due to a violation of this policy in the calculation of the professional performance portion of the student's course grade.
5. Absences due to a violation of the Uniform Policy may impact a student's course grade in accordance with the Attendance Policy published in the College's Catalog.

Tardiness Policy

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Classroom Policy

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Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see general catalog for details).

Sample Course Outline

	<u>Topic/Activity</u>	<u>Lab</u>	<u>Out of Classroom Work</u>
Week 1	Course Introduction Heat Pumps Geothermal Applications Quiz	Troubleshooting Heat Pumps HVAC Evaporators and Condensers	Unit 43, 44 Complete Work Order problems
Week 2	Centrifugal Pumps Hydronic Heating Systems Boiler Chillers Mid-term Exam Review Mid-term Exam	Troubleshooting Boilers Running Units Refrigerant demonstration Disassembly and replacement on demo units	Unit 33, 48
Week 3	Introduction to Gas Furnaces Gas Furnace operation & Conversion from Natural to L.P Gas Furnace Controls Introduction to Troubleshooting Gas Furnaces	Procedures on natural gas, L.P, propane gases. Gas fired air handler Complete service tickets Review of Systems Operations Hands-on Quiz	Unit 27,28,31
Week 4	Troubleshooting Lab: Split System Heat Pumps, and Air Conditioners: Package System Heat Pumps: Gas furnaces: Electric Strip Heat: and Zone Control Systems. Review for Final Final Examination	Service ticket using actual service calls as examples Installation of electric heat Hands-on quiz: Troubleshooting heat systems	Unit 27,28,29,43

This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#:	HAC230	Pre-requisites:	HAC170
Course Title:	HVAC System Design	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	8/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course provides a study of the properties of air and results of cooling, heating, humidifying, or dehumidifying; heat gain and heat loss calculations including equipment selection and balancing the air system. Heat Load Calculations will be studied and applied in the design of refrigeration systems. The course is concluded with EPA review and Testing for EPA Technician Certification. Lab included.

Course Objectives:

- Identify HVAC system designs and components;
- Identify problems with HVAC system designs and components;
- Test for problems with HVAC system designs and components;
- Recognize important industry standards and guidelines concerning HVAC systems;
- Demonstrate Knowledge of Refrigerants and How they Affect the Ozone;
- Demonstrate knowledge of EPA Regulations;
- Demonstrate knowledge of Procedures in Recovery of Refrigerants

Required Textbook:

B. Whitman, B. Johnson, J. Tomczyk, E. Silberstein (2013) *Refrigeration & Air Conditioning Technology and lab book* 7th Edition Clifton Park NY Cengage
ISBN 9781111644475

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Mid-Term Test	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	90-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies

Uniform Policy

Students attending STC are required to wear their designated program uniform and conform to the following dress code:

Medical Assisting: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard. Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Medical Office Administration:

Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard. Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Applied Electronics Technology:

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Electrical Trades Technology:

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Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see general catalog for details).

Course Outline

	Lecture/Topic	Lab Activity	Out of Classroom Work/Assignment
Week 1	<ul style="list-style-type: none"> • Explain the relationship between dry-bulb, wet-bulb and dew-point temperatures • Explain the differences between static pressure and velocity pressure, calculating cfm velocity and area • Describe methods of recovering refrigerant, including active and passive methods • Discuss EPA regulations as they relate to refrigerants • Identify a DOT-approved recovery cylinder • Describe ozone depletion and global warming • Discuss how CFCs deplete the earth's ozone layer • Differentiate between CFCs, HCFCs, and HCs Refrigerants 	<p>Plot points on the psychometric chart, explain the relationship discuss the factor affecting human comfort and ways the body dissipates heat</p> <p>Lab with different scenarios to get dry-bulb and wet-bulb temperatures</p>	<p>Read units 9, 35 and 37</p> <p>Begin to work with pre-assigned teams on oral presentation</p>
Week 2	<ul style="list-style-type: none"> • Define the meaning of indoor air quality and our role as it relates to this area • Identify various pollutants, pollutants pathways and several tools and instruments to help measure and evaluate IAQ • Explain appropriate strategies to prevent, control and resolve IAQ problems • List the types of air filters and air contaminants • Explain the comfort conditions including velocity and terminology • Discuss the importance of designing the air-flow distribution, and controlling casing noise • Distinguish between infiltration, exfiltration, 	<p>HVAC laboratory IAQ, Air flow and dehumidification</p> <p>Lab with different scenarios with air movement velocities and how temperature and humidity change with different air movements</p> <p>Hands-on Mid-Term exam</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 34 and 35</p> <p>Work with pre-assigned teams on oral presentation</p>

	<p>ventilation, exhaust and the factors that affect building pressure</p> <ul style="list-style-type: none"> • Discuss the important of outdoor makeup air, negative air pressurization, and appropriate air pressure • Explain the physical characteristics, connections and design consideration 		
Week 3	<ul style="list-style-type: none"> • Explain the difference between residential ductwork installation and commercial • Explain how to join, seal and construct a duct system • Describe how smoke detector and fire stat are used as safety devices in a duct system • List the most common duct design methods and guidelines used in the field • Explain the difference between design friction loss rate and the actual static pressure loss through a duct • List the criteria for selecting grilles or registers, duct calculators to look up the duct size, air velocity and friction rate • List the methods and explain the purpose of zone control systems and excess airflow control • Explain the purpose of variable air volume control systems and describe the operation of a basic zone control system • Explain the difference between a basic zone control system, a communicating zone control system and components 	Duct Design & Zoning	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 37 and 38</p> <p>Work with pre-assigned teams on oral presentation</p>

<p>Week 4</p>	<ul style="list-style-type: none"> • Explain the difference between heat loss, sensible heat gain, latent heat gain and the importance of heat load calculation • Explain how the building materials, zones, orientation and type of system have an impact on the total load • Discuss the effect of the conditioned spaces and unconditioned spaces <p>Final Exam</p> <p>Oral Report</p>	<p>HVAC laboratory IAQ, Air flow and dehumidification</p>	<p>Read from the Refrigeration & Air Conditioning Technology Book the Introduction, units 39</p> <p>Work with pre-assigned teams on oral presentation</p>
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This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#:	HAC240	Pre-requisites:	HAC150 and EIT250
Course Title:	Commercial Refrigeration	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	08/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course introduces practical application in the maintenance of commercial refrigeration: high, medium, and low temperature applications and ice machines. Lab included.

Course Objectives:

- Discuss the various types of commercial refrigeration systems and their applications
- Define the high, medium, and low temperature applications
- Differentiate between the commercial refrigeration and industrial applications
- Identify mechanical refrigeration systems: R/I cooler, W/I cooler, Freezer, Display case
- Understand Vapor compression cycle
- Discuss TXV system
- Discuss the Capillary Tube systems
- Understand hermetic and semi hermetic compressor
- Understand the Mollier Diagrams
- Analyze refrigeration cycle to enhance troubleshooting skills
- Identify methods of temperature controls
- Read schematics for high, medium, and low temperature application
- Understand Defrost and temperature control in low temp unit
- Initiate the sequence of operation of freezer: refrigeration cycle, defrost cycle, Re-cooling cycle
- Practice service procedures for troubleshooting low temp applications
- Identify different types of ice makers
- Understand the operation of ice cubes and flaked ice
- Trace the water flow in ice machines and refrigeration cycle
- Practice preventive maintenance and service procedures

Required Textbook:

Whitman, B., Johnson, B., Tomczyk, J., & Silberstein, E. (2013). *Refrigeration & Air Conditioning Technology*. (7th ed.) Independence, KY: Cengage. ISBN 9781285042954

Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of lecture, class participation, and hands-on work is used to facilitate learning. Projects may be assigned individually or as a group. Students are expected to engage in a minimum of 2 hours of homework per week for every hour of classroom instruction. Homework includes, but is not limited to course readings, lab hours, and course projects.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Mid-Term Test	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	90-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies

Tardiness Policy

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Sample Course Outline

	Lecture/Topic	Lab Activity	Out of Classroom Work/Assignment
Week 1	<p>Class orientation</p> <p>Identify different mechanical refrigeration systems</p> <p>Review Vapor Compression Cycle</p> <p>Describe the operation of different types of metering devices</p>	<p>Practice basic refrigeration system start-up, leak test, evacuation, and recharge.</p> <p>Compressor running test in the system applying the diagnostic chart for commercial refrigeration</p>	Unit 21, 27
Week 2	<p>Explain the Mollier Diagram</p> <p>Understand the operation of R/I cooler, freezer, and Walk in cooler/freezer</p> <p>Explain electrical systems</p> <p>Identify different methods of temperature control in low temperature applications</p> <p>Mid-term exam</p>	Practice basic refrigeration system start-up, leak test, evacuation, and recharge.	Unit 29
Week 3	Understand different methods of defrost system	<p>Practice basic refrigeration system start-up, leak test, evacuation, and recharge</p> <p>Practice the electrical sequence of Reach in cooler and freezer</p> <p>Practice the electrical sequence of Walk in cooler and freezer</p>	Unit 29
Week 4	<p>Describe Ice Makers</p> <p>Explain electrical sequence and water flow of ice maker</p> <p>Review service diagnostic chart and develop troubleshooting skills</p> <p>Final examination</p>	<p>Demonstrate service and troubleshooting ice Makers</p> <p>Use actual service calls to troubleshoot commercial ice makers.</p>	Unit 27

This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#:	HAC250	Pre-requisites:	HAC150 and EIT250
Course Title:	Commercial Air Conditioning	Co-requisites:	None
Credit Hours:	4.5	Contact Hours:	60
Course Length:	4 weeks	Revision date:	08/29/16
Instructor:		E-mail:	
Phone:		Office Hours:	

Course Description:

This course encompasses the study of components, applications, and installation of air conditioning systems with capacities of 25 tons or less. Lab included.

Course Objectives:

- Identify components found on systems, including air to air, air to water, and water to water systems.
- List ASHRAE descriptions of HVAC systems.
- Explain the operation of an all-weather system.
- Arrange mechanical refrigeration cycle components and accessories in proper order.
- Determine performance capacity.
- Evaluate the operating performance of an air filter, list the type of filter, their media, and uses.
- Recognize the differences between new and older facility management systems.
- Define terms commonly used in the controls industry.

Required Textbook:

Whitman, B., Johnson, B., Tomczyk, J., & Silberstein, E. (2013). *Refrigeration & Air Conditioning Technology*. (7th ed.) Independence, KY: Cengage. ISBN 9781285042954

Delta T.Solutions. *Refrigerant Transition and Recovery Certification Program Manual for HVACR Technicians*. Independence, KY: Cengage ISBN 9780766845190

Supplemental Course Materials:

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

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Instructional Methods:

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Class work/Participation	15%
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Sample Course Outline

	Lecture/Topic	Lab Activity	Out of Classroom Work/Assignment
Week 1	Refrigeration Theory <ul style="list-style-type: none"> a. Air Conditioning Components b. Fundamentals of Refrigeration Facilities Management: Heat, Temperature & Pressure Basics <ul style="list-style-type: none"> a. The Role of HVAC Systems in Facility Management Human Comfort HVAC System Types <ul style="list-style-type: none"> a. Commercial A/C Equipment Operation & Diagnostic Heating & Components 	Commercial A/C Equipment Operation & Diagnostic Pre-test Temperature and Pressure Basics Worksheets	Unit 21, 47
Week 2	Heat Exchange Heat Recovery Equipment Midterm examination	Cooling Systems & Worksheets	Unit 47, 48
Week 3	Refrigeration Equipment Cycle Equipment <ul style="list-style-type: none"> a. Basic Refrigeration Cycles & Introduction to A/C Films Test Air Cleaning Equipment Air Moving Equipment <ul style="list-style-type: none"> a. Commercial Air Conditioning Equipment Operation & Diagnostic Economizer Humidifiers	Commercial Air Conditioning Equipment Operation & Diagnostic Cooling Components	Unit 22, 47, 48
Week 4	Control Systems Control Strategies <ul style="list-style-type: none"> a. Commercial Air Conditioning Equipment Operation & Diagnostic Effective Facility Control <ul style="list-style-type: none"> a. Commercial Rooftop Equipment Final examination	Troubleshooting and typical operating conditions for commercial refrigeration using actual service calls.	Unit 49, 50

This course outline is subject to change at the discretion of the Instructor



Course Syllabus

Course#: SLS110
Course Title: Career Preparation
Credit Hours: 6
Course Length: 4 weeks

Pre-requisites: None
Co-requisites: None
Contact Hours: 60
Revision date: 8/26/15

Instructor: [REDACTED]
Phone: [REDACTED]

E-mail: [REDACTED]
Office Hours: M – F, 9am -11am

Course Description:

This course provides students with the foundation for job preparation and job searching. Students will identify their qualifications for their chosen career; identify what employers look for in strong candidates; build resumes and cover letters; gain tips on completing applications; job and informational interviewing; as well as job searching, professional networking, and tips for setting up a successful career. This course will also introduce students to the application of basic interpersonal communication skills, with a focus on achieving success in the workplace.

Course Objectives:

Upon completion of this course the motivated learner will be able to:

- List reasons why self-assessment helps for planning for the future
- Describe reasons and methods of networking
- Explain how to build a strong resume
- Explain how to build cover letters and complete applications
- Describe how to prepare for the job interview
- List key strategies for successful job interviews
- Explain how to create a systematic approach to ensuring follow up
- List important job success strategies
- Describe the work of the trades professional
- Identify certification and/or licensing requirements
- Discuss basic elements of non-verbal communication
- Identify basic interpersonal communications skills

Required Textbook:

Ferrett, S. (2002). *Getting and Keeping the Job You Want*. 2nd Ed. New York, NY: McGraw Hill Publishing. ISBN 9781259392214

Supplemental Course Materials:

Lucas, R. (2011). *Please Every Customer: Delivering Stellar Customer Service Across Cultures*. New York, NY: McGraw Hill Publishing. ISBN: 978-0-07-174836-0

This course requires the use of a removable data storage device (i.e., floppy disk, USB flash drive, or its equivalent). Audio-visual aids, handouts, and other resources may be utilized.

Learning Resources:

You will be required to use the library for some assignments. Details on these assignments will be distributed by your instructor at the beginning of the course.

Instructional Methods:

A combination of methods will be used including lecture, hands-on applications, instructor generated exercises, periodic tests, final examinations, projects and homework. Students will complete assigned lab projects in a supervised laboratory setting. Students are encouraged to seek instructor assistance, as needed. Students are expected to engage in a minimum of 2 hours of homework per week for every hour of classroom instruction. Homework includes, but is not limited to course readings, lab hours, and course projects.

Grading Criteria:

Class work/Participation	15%
Assignments/Homework	15%
Quizzes	15%
Final Presentation	20%
Final Exam	35%
Total	100%

Grade Scale:

Grade	Scale	Range
A	Excellent	93-100
B	Above	80-89
C	Average	70-79
D	Passing	60-69
F	Failing	Below 60

Please refer to the current catalog for more information on the grading system.

Course Policies**Uniform Policy**

Students attending STC are required to wear their designated program uniform and conform to the following dress code:

Medical Assisting: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard.
Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Medical Office

Administration: Students must wear their royal blue scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard. Students completing their externship course, must wear their black scrub set, clean sneakers or nursing shoes (must be closed toe), and their STC student ID badge on the royal blue lanyard at the assigned site.

Applied Electronics

Technology: Students must wear the black STC polo shirt (appropriately sized and tucked in at the waist), long jeans, dress pants or knee-length skirts, closed toe shoes, and their STC student ID badge on the

royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains.

Electrical Trades

Technology:

Students must wear the black STC polo shirt (appropriately sized and tucked in at the waist), long jeans, dress pants or knee-length skirts, closed toe shoes, and their STC student ID badge on the royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains.

Welding

Technology:

Students must wear the navy blue STC polo shirt (appropriately sized and tucked in at the waist), long jeans, closed toe shoes with leather top, and their STC student ID badge on the royal blue lanyard. Jeans must be conservatively /professionally styled and without holes, paint, or stains. Heavy denim jeans are highly recommended.

Students working in the lab must wear their Welding jacket, closed toe shoes with leather top, safety glasses, and helmet. Their STC student ID badge on the royal blue lanyard must be worn under the jacket.

All Programs:

Fingernails must be kept short and clean, and no acrylic nails are allowed in the patient care areas for the Medical Assisting students. Medical Coding and Billing students may wear acrylic nails in non-patient care/contact areas. Nails are not to exceed ¼ inch in length from the fingertip and may not contain jewels or other sharp material.

Uniforms must be clean and laundered. Students may choose to wear a shirt or T-shirt under their scrub top. The undershirt does not need to be tucked in. However, the undershirt must be clean and neat and hang no longer than two inches beneath the scrub top. Crocs may not be worn. Hats or head coverings are not allowed. For safety purposes and professional image, any visible piercings must be removed.

Facial hair must be neatly trimmed. Excessive jewelry (earrings larger than a quarter, necklaces, or bangles) is not allowed. Excessive makeup or perfume is not acceptable. Visible tattoos should be covered, if possible. Long hair must be tied back during all lab and clinical procedures.

Any student who attends class not dressed in the designated uniform, as outlined in the policy, will receive a verbal warning without penalty for the first infraction. Any additional infractions of the Uniform Policy will result in the student being sent home, which will count as an unexcused absence.

1. Students are required to wear their College-provided uniforms every day, beginning on the first day of class.
2. Students who do not meet the uniform requirement are prohibited from attending class and/or participating in other College-sponsored activities occurring on campus the day and evening of the date of violation.
3. Students are required to wear their uniforms regardless of the class they are taking. Any exceptions, such as participation in field trips, must be made in writing by the instructor after consultation with the campus Executive Director/DOE.
4. Instructors will strictly enforce the uniform policy and will include any student absence that results due to a violation of this policy in the calculation of the professional performance portion of the student's course grade.
5. Absences due to a violation of the Uniform Policy may impact a student's course grade in accordance with the Attendance Policy published in the College's Catalog.

Tardiness Policy

All students are expected to arrive to class on time and prepared to learn. As classes begin promptly, arriving late to class may cause students to miss valuable material. In-class quizzes, exercises, or discussions missed due to tardy arrival cannot be made up. Written assignments submitted late will have a late penalty of 10% from the grade earned. If there are extenuating circumstances that may affect you, please contact me, your team leader, or the director of education.

Make-up Policy

Class attendance and participation are required. Make-up of missed classes cannot replace missed class participation. Make-up for in-class quizzes, exercises, or discussions due to missed class attendance are at the sole discretion of the director of education.

Classroom Policy

The use of cell phones and pagers in the classroom is strictly prohibited. Texting is not allowed in the classroom. If an emergency arises, and a student must keep a cell phone or pager on during a classroom session, please notify the instructor immediately. The use of phones or other electronic devices in class, which are not being used for classroom instruction, may result in a student being asked to leave class. If a student is asked to leave class under these circumstances it will be counted as unexcused missed class time.

Drinking and eating in the classroom is discouraged. Bottled water is allowed. Children are not allowed in the classrooms or labs at any time. Personal digital assistants (PDAs) like iPods or MP3 players are not allowed in the classroom. Use of the computers to access pornographic or solicitous websites is strictly prohibited.

Code of Conduct

Students are expected to respect the rules and regulations of the College. Professional behavior, attitude, and courtesy towards instructors, staff and other students is essential. Students are expected to maintain a neat, professional appearance.

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Academic dishonesty, any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see general catalog for details).

Suggested Course Outline:

	<u>Class Activity</u>	<u>Activity</u>	<u>Homework</u>
<u>Week 1</u>	Discussion and Lecture <ul style="list-style-type: none"> • Self-Assessment and Your Future • Exploring and Networking within your field 	<ul style="list-style-type: none"> • Deliver auto-biography • Complete Connect online activities Begin to develop draft resume	Chapter 1,2 Complete Chapter Questions Research specialized certifications or jobs within your field of study.
<u>Week 2</u>	Discussion and Lecture <ul style="list-style-type: none"> • Your Resume • Cover Letters and Applications <i>Mid-term Exam Review</i> <i>Mid-term Exam</i>	<ul style="list-style-type: none"> • Individualized appointments with Career Services • Complete Connect activities for job search • Social Media Networking 	Chapter 3,4 Complete Critical Thinking Questions Complete End-of-Chapter Questions Complete resume and cover letter
<u>Week 3</u>	Discussion and Lecture <ul style="list-style-type: none"> • Preparing for the Interview • The Interview 	<ul style="list-style-type: none"> • Mock interviews • Dress for Success • Guest Speaker 	Chapter 5,6 Complete Critical Thinking Questions Work on Group Assignment
<u>Week 4</u>	Discussion and Lecture <ul style="list-style-type: none"> • Job Seeking Skills • Certification Requirements Final Presentations	<ul style="list-style-type: none"> • Following Up • Job Success Strategies • 	Read Chapters 7,8

Catalog Addendum

Heating, Air Conditioning and Refrigeration Technology Diploma

Fort Myers, Tampa

48 Quarter Credits/40 weeks

The 40 week diploma program in HVAC is designed to prepare students for entry-level employment as HVAC technicians by providing students with a foundation of knowledge and technically oriented experiences in the application of relevant technology systems. The HVAC program curriculum includes learning experience intended to prepare a successful graduate to install and service residential and light commercial air conditioning, heating and refrigeration systems.

Course Number	Required Courses	Quarter Credits
CON101	Introduction to Building Construction	6
EIT115	Basic Electricity and Electronics	4.5
EIT250	Motors and Controls	4.5
HAC150	Air Conditioning and Refrigeration Theory	4.5
HAC170	Air Conditioning	4.5
HAC200	Applied Heating	4.5
HAC230	HVAC System Design	4.5
HAC240	Commercial Refrigeration	4.5
HAC250	Commercial Air Conditioning	4.5
SLS110	Career Preparation	6
	Total Credits	48

NOTE: The College makes no representation, promise, or guarantee that completion of this program either assures eligibility for or passage of any certification examination, acceptance by any state board, or that this program is intended to prepare graduates for employment in any state other than Florida. Prospective and current students, as well as graduates, are responsible for researching and understanding all examination, registration, or licensure requirements in any state in which they seek to become registered, licensed, or employed.

Course Descriptions

CON101 Introduction to Building Construction 6 credit hours

This course provides a study of Energy Efficient Building Construction and OSHA regulations. This course also includes an introduction to blueprint reading and the proper use of architectural and engineering symbols, relationship of views, and construction measurements. The student will learn basic construction mathematics and principles. Pre-requisite: None

EIT115 Basic Electricity and Electronics 4.5 credit hours

Electrical principles and applications are introduced. Topics include electrical parameters and units, direct and alternating current, series and parallel circuits, resistance, capacitance, inductance, magnetism, and equivalent circuits. Lab included. Pre-requisites: None

EIT250 Motors and Controls 4.5 credit hours

This course is intended to assist the student to learn how AC motors operate and how to install them. The course will give the student an understanding of how motor controls are designed and installed to provide

control schemes. Efforts will be made to keep the course practical, yet to provide the theory about why a motor and an associated control system works. Lab included. Pre-requisites: EIT115 or EIT125

HAC150 Air Conditioning and Refrigeration 4.5 credit hours

This course introduces the refrigeration cycle, basic thermodynamics, heat transfer, temperature/pressure relationship, refrigerant safety, refrigerants, refrigerant cylinders, and refrigeration components. Lab included. Pre-requisites: None

HAC170 Air Conditioning 4.5 credit hours

This course provides instruction in components, applications and installation of mechanical refrigeration and air conditioning systems. ARI standards are introduced and used in the troubleshooting and repair of air conditioning systems. EPA regulations are studied and used in recovery, charging and evacuation procedures for Type I, Type II, and Type III systems. Coursework includes hands on applications in recovery, evacuation, and charging techniques. Lab included. Pre-requisites: None

HAC200 Applied Heating 4.5 credit hours

Heat pumps will be introduced and a study of the procedures and principles used in serving heating systems to include gas, electric, and hydronic systems. Lab included. Pre-requisites: HAC150

HAC230 HVAC System Design 4.5 credit hours

This course provides a study of the properties of air and results of cooling, heating, humidifying, or dehumidifying; heat gain and heat loss calculations including equipment selection and balancing the air system. Heat Load Calculations will be studied and applied in the design of refrigeration systems. The course is concluded with EPA review and Testing for EPA Technician Certification. Lab included. Pre-requisites: HAC170

HAC240 Commercial Refrigeration 4.5 credit hours

This course introduces practical application in the maintenance of commercial refrigeration: high, medium, and low temperature applications and ice machines. Lab included. Pre-requisite: HAC150

HAC250 Commercial Air Conditioning 4.5 credit hours

This course encompasses the study of components, applications, and installation of air conditioning systems with capacities of 25 tons or less. Lab included. Pre-requisite: HAC150

SLS110 Career Preparation 6 credit hours

This course provides students with the foundation for job preparation and job searching. Students will identify their qualifications for their chosen career; identify what employers look for in strong candidates; build resumes and cover letters; gain tips on completing applications; job and informational interviewing; as well as job searching, professional networking, and tips for setting up a successful career. This course will also introduce students to the application of basic interpersonal communication skills, with a focus on achieving success in the workplace. Pre-requisites: None

Faculty will be hired upon program approval.



September 20, 2016

Sent Via Email Only

Mr. Alex Rodriguez
Executive Director
Southern Technical College
1685 Medical Lane
Suite 200
Fort Myers, FL 33907
arodriguez@southerntech.edu
acicsfortmyers@southerntech.edu
acicstampa@southerntech.edu

Dear Mr. Rodriguez:

Subject: Approval to Expand the Institution's Scope of Accreditation
To Offer Programs Significantly Different From Current Program Offerings
Southern Technical College, ACICS ID 00010657—Main
Southern Technical College, ACICS ID 00018863—Branch

At its September 15, 2016 meeting, the Executive Committee of the Council acted to approve the expansion of the institution's scope of accreditation to include offering programs that are significantly different from its current offerings by allowing the addition of a diploma program in **Heating, Ventilation and Air Conditioning (HVAC)**. It is noted for the record that the current grant of accreditation for the main campus extends through December 31, 2020

Please contact Dr. Terron King at tking@acics.org if you have any questions for which we might assist.

Sincerely,

(b)(6)

Mr. Roger J. Williams
Interim President



September 23, 2016

Sent Via Email Only

Dr. Iliá Matos
Southern Technical College
3910 RIGA Boulevard
Tampa, FL 33619-1269
acicstampa@southernotech.edu
imatos@southernotech.edu

SUBJECT: New Program Approval
Application ID: 69736

Dear Dr. Matos:

The new program application and supporting materials submitted on June 23, 2016 by Southern Technical College, Tampa, FL, ACICS ID 00018863 was reviewed and determined to be within the institution's stated mission and scope of accreditation. Therefore, effective the date of this letter, the Council has approved the program activity listed below. The institution or campus may begin advertising, recruiting, and enrolling students in the new program effective this date.

Diploma

This program is approved to be delivered via Residential.

CIP Code	Program Name	Clock/ Contact Hours	Program Length (wks.)	Total Credits	Unit of Measurement
51.0501	HVAC	600	40	48	Quarter
The proposed start date is:					April 4, 2017

The institution must initiate new programs of study within one year of the proposed start date, and graduate at least one class per calendar year or within a period not to exceed one and one-half times the standard program length. The institution is required to notify ACICS if the program start date is revised. Any extensions over 12 months from the initial start date will require Council action.

MC = Main Campus; AL = Additional Location (formerly Branch); CA = Campus Addition (formerly Learning Site)

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

Dr. Iliia Matos
September 20, 2016
New Program Approval
Page 2 of 2

In addition to remaining compliant with ACICS program of study standards, the institution must comply with any applicable Federal student financial aid statutory and regulatory requirements.

Thank you for keeping the Council informed of the activities at your institution.

Sincerely,

(b)(6)

Corrisa Barker
Program Analyst I
cbarker@acics.org
202-336-6843



September 23, 2016

Sent Via Email Only

Dr. Iliá Matos
Southern Technical College
3910 RIGA Boulevard
Tampa, FL 33619-1269
acicstampa@southerntech.edu
imatos@southerntech.edu

SUBJECT: Quality Assurance Monitoring Visit
Expanding the scope of programs offered at this campus
Scheduled Visit: May 2018- June 2018

Dear Dr. Matos:

On September 20, 2016 the Council approved a new program of study for Southern Technical College, Tampa, FL, ACICS ID 00018863. The new program of study activity was determined to be within the institution's current scope of accreditation, and therefore was approved without conditions. An institution is defined as the main and all additional locations.

However, this activity is new to this campus and will require a quality assurance monitoring visit. The scope of the visit is to monitor adherence to ACICS standards with respect to programs of study. The quality assurance monitoring visit is scheduled to take place during the months referenced in the subject field above. The school will be contacted by a staff coordinator approximately 30-60 days prior to the timeframe established for the visit.

If you have any questions regarding the decision for this visit, please contact me at cbarker@acics.org.

Sincerely,

(b)(6)

Corrisa Barker
Program Analyst I
cbarker@acics.org



Ver. September 2013

EXPANSION OF AN INSTITUTION'S SCOPE OF ACCREDITATION

Effective September 2013, ACICS's review of new programs of study will include determining if the activity is within the institution's current scope of accreditation. An "institution" is defined as a main campus and all additional locations. Therefore, new programs of study determined to be **at a higher credential level** than any program currently approved within the institutional grouping would be considered a substantive change. In addition, programs of study determined to be **significantly different from other program offerings** (out-of-scope) or being delivered through a **different delivery method (DE)** would be considered substantive changes to the institution's current scope of accreditation.

Impact to New Program Approval Turn-Around Timeline

Prior to approval of the new program of study, the institution's scope of accreditation must be expanded to include the substantive change. The action to expand an institution's scope of accreditation requires ACICS Council approval. Therefore, the standard turn-around timeline for new programs of study which require expanding an institution's scope of accreditation as the result of a substantive change is 60 – 75 days. **Please plan your program start dates accordingly.**

Impact to New Program Application and Required Documentation

The New Program Application and key required documents have been revised to include documents required when it is determined to be a substantive change to the institution's current scope of accreditation. In addition, the academic credit analysis (ACA) has been revised to include a worksheet for determining if the new program is out-of-scope within the institution's grouping. This worksheet is required of all new programs submitted after December 1, 2013. Staff may require a campus to complete this worksheet if an ACA is submitted prior to December 1, 2013 using a previous version.

Impact to On-Site Visits Required as a Result of Substantive Change

The new program visit procedures have also been revised. Visits will no longer be required before "final inclusion" is granted by the Council. All new program approvals will recognize that the action is compliant with ACICS standards and is within the institution's scope of accreditation. If the new program was determined to be a substantive change to the institution's scope of accreditation, an expansion to the institution's scope of accreditation, approved by Council, is required before the new program is approved. Consequently, ACICS will no longer require visits prior to final inclusion. However, ACICS will continue to monitor campuses that initiate new programs of study. These monitoring visits will be referred to as **Quality Assurance Monitoring (QAM)** visits. The previous New Program visit required when a program is out-of-

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scope will become a Quality Assurance Monitoring visit – for Out-of-Scope (QAM-OS); the previous Readiness Visit and Credential Inclusion Visits when a program is at a higher credential level will become a Quality Assurance Monitoring visit – for Higher Credential level (QAM-RV and QAM-HC); and finally, the previous Distance Education Inclusion visit when an institution is approved to offer distance education for the first time will become a Quality Assurance Monitoring visit – for Distance Education (QAM-DE). The scope of the QAM visits will be similar to the previous NP, RV and CI visits.

In addition to quality assurance monitoring visits required following a substantive change to an **institution's** scope of accreditation, the same QAM visit may be required if the new program of study is at a **higher credential level at that campus**, or **significantly different from other program offerings at that campus**, or being delivered through a **different delivery method than currently offered at that campus**.

Impact to Approval Letters

When a new program of study is determined to be **within the institution and the campus' scope of accreditation**, the campus will receive a new program approval letter. No further action will be required. The new program will be included in the campus' program listing and reviewed during future renewal of accreditation visits.

When a new program of study is determined to be **within the institution's scope of accreditation but not within the campus' scope of accreditation**, the campus will receive a new program approval letter. **In addition**, the campus initiating the new program of study will receive a letter informing the campus of the requirement to host a **quality assurance monitoring (QAM)** visit and will include visit schedule details.

When a new program of study is determined to be a **substantive change to the institution's current scope of accreditation**, the campus will receive a Council approval letter expanding the institution's scope of accreditation to include the substantive change. This approval letter will be sent to the campus initiating the new program of study with a copy to the main campus and will include the requirement for a **quality assurance monitoring (QAM)** visit with visit schedule details. **In addition**, the campus will receive a new program approval letter.

Please contact Dr. Terron King at tking@acics.org if you have any questions regarding the revisions to new programs of study procedures.

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-153

2014 - 2016

Campus Effectiveness Plan

2014-16 Campus Effectiveness Plan

Forrest College
601 E. River Street
Anderson, SC 29624

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Introduction

Forrest College realizes that in order to know if we are effective or not is to measure outcomes.

Campus Effectiveness Committee

The following people comprise the Campus Effectiveness Committee.

- Chairman of the Board/President – CEP Committee Chair – [REDACTED]
- Secretary/Treasurer of the Board – [REDACTED]
- Academic Dean, Onsite Administrator – [REDACTED]
- Administrative Dean, Onsite Administrator – [REDACTED]
- Finance and Records Office Coordinator / Assistant to the Deans, Onsite Administrator – [REDACTED]
- Program Coordinators – [REDACTED]
- Students – 3 – [REDACTED]

The CEP addressed six elements as recommended by the Accrediting Council for Independent Colleges and Schools (ACICS). These are:

- retention rates;
- placement rates;
- graduation rates;
- the level of student satisfaction;
- the level of graduate satisfaction;
- the level of employer satisfaction; and
- student learning outcomes..

The Committee is charged with an analysis of the data to determine program effectiveness and all other aspects specific to the benefit of its students. The goal is to determine to what degree Forrest College meets our own predetermined outcomes.

The Committee meets at least once a year or as called by the Chair.

Mission Statement and Educational Purpose

The mission of Forrest College is to provide an environment that inspires students to more fully develop the confidence to reach their personal and professional goals. The College strives to attain its mission by providing appropriate educational experiences that stress personal and academic goal attainment and emphasize the importance of learning as a life-long process through both individual and group work.

The educational purpose of Forrest College is to provide initial training, re-training, and updating skills through its two-year educational programs culminating in an associate degree. Students are primarily prepared for careers in business, computer technology, allied health occupations, and criminal justice.

In order to accomplish its purpose, the College:

- Regularly evaluates and updates its educational programs

- Provides up-to-date equipment
- Selects instructors and staff members who have appropriate backgrounds and experiences to motivate students to reach their potential

The College employs individuals who model behaviors consistent with its mission to demonstrate the qualities and characteristics that students need to acquire. These qualities include self-reliance, self-direction, self-discipline, responsibility, and dependability. The College has a tradition of providing personal attention and individualized instruction in a small, close-knit academic setting.

Student Demographics

As reported on our recent IPEDS report, the College enrolls 113 students. The population is diverse as follows: Men 10.6%, Women 89.4%; Caucasian 66.4%, Hispanic 1.8%, African American 31%, and Native Hawaiian or other Pacific Islander 0.9%.

Eighty-six percent are classified as independent students have an average income of \$20,753 and fourteen percent are dependent with an average income of \$39,339.

Enrollment

Enrollment as reported in the 2016 Campus Accountability Report (CAR)

<u>Program</u>	<u>Credential</u>	<u>Percent/ Number Enrollment</u>	
Business Administration	AAD*	24%	14 students
Accounting (Acct) +			
Child Care Management (CCM)			
Computer Repair and Service (CRS) +			
Legal Assisting/Paralegal Studies (PLA)			
Legal Office Administration (LOA) +			
Medical Office Administration (MOA)			
Office Administration (OA)			
Office Systems Technology (OST) +			
Criminal Justice	AAD*	21%	12 students
Corrections			
Law Enforcement			
Private Security			
Medical Assistant	AAD*	24%	14 students
Administrative Office Assistant+	Diploma	0%	0 students
Computer Repair & Service Technician+	Diploma	0%	0 student
Medical Clinical Assistant+	Diploma	0%	0 student
Medical Office Assistant+	Diploma	0%	0 students
Network Repair & Service Technician +	Diploma	0%	0 students
Patient Care Technician+	Diploma	0%	0 students
Phlebotomy	Diploma	31%	18 students
Criminal Justice+	Certificate	0%	0 students
Nurse Assistant	Certificate	0%	0 students

*AAD = Academic Associate Degree

+These programs are under review for non-substantial program changes or modifications in the upcoming year

Program Characteristics

Associate of Science Degree in Business Administration (AS/BA)

The core of business courses within the Business Administration program provides a study of the structure, function, and procedures of standard business operation. This program prepares the student for an entry-level position which may lead to a supervisory position, office or departmental management, or organization of one's own business. Upon graduation the student is awarded the Associate in Applied Science Degree in Business Administration.

Students in the program leading to the Associate in Science Degree in Business Administration are not required to choose an area of emphasis; however, they may elect any one of the following emphases:

- Accounting
- Child Care Management
- Computer Repair and Service
- Legal Assisting/Paralegal Studies
- Legal Office Administration
- Medical Office Administration
- Office Administration
- Office Systems Technology

Associate of Science Degree in Medical Assisting Degree (AS/MA)

Medical Assisting is an allied health profession where practitioners are members of the health-care delivery team and perform administrative and clinical procedures. Administrative duties may include: scheduling and receiving patients, preparing and maintaining medical records, performing administrative procedures and medical transcription, writing correspondence, serving as a liaison between the physicians (including telephone screening) and other individuals, and managing practice finances. Clinical duties may include asepsis and infection control, taking patient histories and vital signs, performing first aid and CPR, preparing patients for procedures, assisting the physician with examinations and treatments, collecting and processing specimens, performing selected diagnostic tests, and preparing and administering medications as directed by the physician and as permitted by state law. The Associate of Science Degree Program in Medical Assisting offered at Forrest College in Anderson SC is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon recommendation of the Medical Assisting Education Review Board (MAERB). After successful completion of the program graduates are eligible to take the National Certification Examination for Certified Medical Assistants.

Associate of Science Degree in Criminal Justice (AS/CJ)

The Associate in Applied Science in Criminal Justice degree program provides the student with a foundation in the structure, function, and procedures of the criminal justice system which may lead to employment opportunities in various criminal justice environments, both public and private sectors. Students enroll in this program to seek initial employment or career advancement opportunities in law enforcement: detention or correctional facilities, corporate security; public safety; private investigation; or insurance investigation. The graduate of this program may also wish to consider opening his or her own business in a related field. Students

may choose an emphasis in law enforcement, corrections, or private security. After successful completion, graduates will be awarded the Associate of Science Degree in Criminal Justice.

Associate in Science Degree in Information Technology (AAS/IT)

Students in this program of study experience career-focused courses and hands-on learning experiences using industry-current equipment and software. This program is intended to prepare students for entry-level positions within the field of Information Technology (IT). Students in this program of study explore a wide range of experiences including, among other things, PC troubleshooting, applications, operating systems, network configurations, hardware maintenance and computer security. Industry standard certifications are strongly emphasized and encouraged throughout the duration of the program. The program emphasizes entrepreneurship and exploring the various possibilities for contracting one's services to a myriad of enterprises, local, national and international, providing graduates with extensive possibilities of employment. Upon graduation the student is awarded the Associate in Applied Science Degree in Information Technology.

Administrative Office Assistant Diploma Program (AOA)

The Administrative Office Assistant Program is intended for individuals who seek basic entry-level skills and attitudes that help prepare them for that "first" office job. The program should benefit individuals who have been away from office work and wish to update and improve their skills. Graduates with no prior office experience should be able to work in entry-level office positions in such jobs as file clerk, receptionist, and general office assistant. Courses satisfactorily completed with a grade of "C" or better in this program may be transferred toward more advanced study in the associate degree program in Business Administration. After having satisfactorily met course and other requirements, the student is awarded an Administrative Office Assistant Diploma. ***This Program is being modified and is not available for enrollment as of 9/1/2016 until further notice.**

Computer Repair and Service Technician Diploma Program (CRST)

The Computer Repair and Service Technician program prepares the student for an entry-level position in wholesale or retail computer environments. Students will learn to build, repair, and/or maintain personal computers. Other career opportunities include information systems installation, maintenance, and repair. Software application knowledge is stressed as an integral component of troubleshooting and diagnostic service/repair problems. Students study the Microsoft Windows Operating Systems and learn software applications in normal business practices. The Computer Repair portion of the program was developed in accordance with the guidelines recommended by the Computing Technology Industry Association (CompTIA). Upon successful completion of this program graduates are eligible to take the National Certification Examination for A+ Certified Computer Repair Technicians.

Courses satisfactorily completed with a grade of "C" or better in this program may be transferred toward more advanced study in the Associate in Applied Science Degree program in Business Administration. Graduates who are interested in starting and managing their own businesses are encouraged to pursue the Associate degree. Graduates may work as a PC repair

technician, a technical support service technician, or in other entry-level information technology positions. Upon graduation, the student is awarded a Computer Repair and Service Technician Diploma.

Network Repair and Service Technician Diploma Program (NRST)

The Network Repair and Service Technician program prepares the student for an entry-level position in the wholesale or retail computer environment installing, repairing, and/or maintaining computer networks. Software application knowledge is an integral component of this program for troubleshooting and diagnosing service and repair problems. Students of this program will study the Microsoft Windows Operating Systems and learn the applications of such software within normal business practices and business problem solving. The Network Repair and Service portion of the program was developed in accordance with the guidelines recommended by the Computing Technology Industry Association (CompTIA). Included are fundamentals of local area networks (LANs), configuring and installing the TCP/IP clients, and other networking technologies. This class will also cover materials dealing with the duties of a network administrator, good troubleshooting practices, and issues involved in network security. Upon successful completions of this program, and usually within 18-24 months experience in the IT industry, graduates are encouraged to take the Network+ Certification.

Courses satisfactorily completed with a grade of "C" or better in this program may be transferred toward more advanced study in the Associate Degree in Applied Science program in Business Administration. Graduates who are interested in starting and managing their own businesses are encouraged to pursue the Associate degree. Graduates may work as a network repair technician, a technical support service technician, or in other entry-level information technology positions. Upon graduation, the student is awarded a Network Repair and Service Technician Diploma.

Medical Clinical Assistant Diploma Program (MC)

The Medical Clinical Assistant program provides students with training that should lead to entry-level employment and the knowledge to perform clinical functions in a variety of healthcare jobs such as medical lab assistant, ECG Technician, pharmacy technician, hospital admissions clerk, or chiropractic assistant. ***This Program is being modified and is not available for enrollment as of 9/1/2016 until further notice.**

Medical Office Assistant Diploma Program (MOA)

The Medical Office Assistant Program provides students with an academic program that should lead to successful employment in an entry-level medical position with basic skills and knowledge of administrative and clerical functions in a health care facility.

Graduates successfully completing this program will have the necessary skills to become employed as a medical front office assistant, hospital ward clerk, insurance coder, medical billing clerk, insurance billing technician, hospital admission clerk, or medical transcriptionist. This program offers the foundation for further study for individuals who may someday wish to coordinate their own medical personnel pool or agency. ***This Program is being modified and is not available for enrollment as of 9/1/2016 until further notice.**

Patient Care Technician Diploma Program (PCT)

This program provides students with the knowledge and skills to prepare for a position as a patient care technician (PCT). This is a new approach to patient care. A patient care technician, sometimes referred to as a medical care technician, is a multi-skilled member of the health care team. Under the direction of a registered nurse or other licensed professional personnel and alongside other health care providers, the patient care technician works directly with the patient, giving physical care and emotional support.

This twelve-month program is intended to provide the student with the necessary training for entry into the PCT profession. In addition to basic patient care skills, the student will have an understanding of computer basics, communication skills, medical terminology, basic anatomy and physiology, medical and surgical asepsis, cardiac monitoring, HIPAA, and electrocardiography. CPR, first aid and safety, and phlebotomy are also part of this multi-skilled training program. The program is taught using classroom and lab instruction. Internships provide practical applications of the courses in the program. Graduates must hold certification as a Nurse Aide*. Graduates may also seek certification as a patient care technician (PCT) and/or as a phlebotomist (PBT). See the certification options page for additional information.

Graduates may work in a wide variety of medical managed care settings: hospitals, clinics, long-term care and assisted living. Patient Care Technicians may also work in private homes assisting patients who may need contact, care, and supervision.

***This Program is being modified and is not available for enrollment as of 9/1/2016 until further notice.**

Phlebotomy Diploma Program (PHL)

Phlebotomy technicians work in hospitals, physician offices, group practices, independent laboratories, health maintenance organizations, and public facilities. Duties of a phlebotomy technician may include: drawing blood, preparing specimens for storage and testing, assembling equipment and verifying patient's records. This Diploma program is designed to teach entry-level blood collection skills. The program is comprised of theory and clinical experience. Upon successful completion of theory, clinical, and intravenous punctures, the graduate is eligible for the certification examination offered through the American Society for Clinical Pathology (PBT/ASCP) or through the National Credentialing Agency for Laboratory Personnel (NCA). The web sites of the ASCP and the NCA include an application and information about fees and testing. <http://www.ASCP.org/> or <http://www.nca-info.org/>.

Certificate In Criminal Justice (CRJ)

This program is designed for current and prospective law enforcement and/or corrections employees whose job performance could be enhanced by information and understanding gained through the completion of relevant courses in the criminal justice system. Students enroll in this program to seek initial employment or career advancement opportunities in such jobs as: police, sheriff's departments, or other law enforcement offices or in jails or prisons, as detention, correctional, or probation officers, guards, or in other areas related to law enforcement and corrections.

NURSE ASSISTING CERTIFICATE (NA)

This program prepares a student to become a member of the nursing team whose primary responsibility is to provide comfort to the patient. Nurse aides are unlicensed nursing personnel and perform nursing tasks under the supervision of a registered nurse or selected licensed practical nurse. Tasks that licensed nursing personnel may delegate to unlicensed nursing personnel are restricted by law.

This six-month program is intended to provide the student with the necessary training for entry into the nurse assisting profession. An internship provides practical application of the course in the program.

The SC Department of Health and Human Services (SCDHHS) has evaluated and approved the Nurse Assisting training program of the College as an official sponsor of candidates for the nurse aide certification examination. Graduates of this program are eligible to sit for the exam which leads to certification as a nurse aide.

Data Collection and Survey/Report Cycle

Listed below are the different surveys and reports used to measure student learning outcomes including the timeline involved, the office responsible, and the population being surveyed.

The survey distribution methods include the following:

- Classroom visits
- Conventional Mail
- Facsimile
- Email / Electronic Delivery
- Personal Interviews
- Telephone interviews
- Group sessions and meetings

Institutional Surveys and Reports

Survey	Timeframe	Office	Survey Group
Graduate Satisfaction	Annual	Administration	Grads Only
Student Satisfaction Survey	Annual	Administration	Current Students
Student Evaluation of Instruction(Opinion)	Quarterly	Administration	Current Students
Employer Survey of Graduate	As Placed	Program Coordinators	Grads Only
Campus Safety and Security	Due on or before October 1 each year	Campus Safety	Dept. of Ed.
Report	Timeframe	Office	Survey Group
Annual Report Form (ARF)	Annual	Allied Health on behalf of the College	The Medical Assisting Education Review Board

Campus Accountability Report (CAR)	Due on or before November 1 of each year	Registrar, on behalf of College Administration	ACICS
SC Commission on Higher Education Annual Report (SCCHE)	Report due on or before December 31 each year	Complied by the Registrar with the assistance of other College Offices	SCCHE
IPEDS	Spring, Fall, Winter	College Administration	Dept. of Ed.
CEP Evaluations Surveys	Quarterly/ Annually	Registrar, on behalf of the Academic Dean	
Financial/Fiscal Audit	Report due on or before December 31 of each year	College Auditors, on or behalf of the Sec/Treasurer of Board	SCCHE, ACICS, USDOE
Title IV Compliance and Attestation Audit	Report due on or before December 31 of each year	College Auditors, on behalf of the Sec/Treasurer of Board	SCCHE, ACICS, USDOE
Annual Financial Report (AFR)	Due on or before December 31 of each year	College Auditors, on behalf of the Sec/Treasurer of Board	ACICS

Description and Appropriateness of Surveys Utilized

- **Student Evaluation of Instruction Survey**
This survey assesses student perception of instructor effectiveness. It also surveys student opinion concerning instructional support areas such as the learning resource center, computer and technology support, and perceptions on student advisement. It's a useful indicator of student learning outcomes in that it demonstrates student perception as to the quality of instruction and support received.
- **Student Satisfaction Survey**
This survey is intended to understand how students feel about the functioning of the various offices of the College and how effectively they perform their responsibilities. It also surveys student opinions on the suitability of campus facilities and security. It serves three functions:
 1. To provide information or improving the academic programs and administrative services of the College, and
 2. To serve as an assessment of College programs for the purpose of external and internal accountability.
 3. To serve as an indicator that administrative and academic offices are facility student learning outcomes.
- **Employer Assessment of Graduate Job Performance**
This survey is used to assess employer satisfaction with a graduate's job performance.
- **Graduate Satisfaction Survey**
This survey is intended as a final assessment of graduate perception concerning the functioning and services provided them while in attendance.
- **Employer Follow-up Survey**

This survey is follow-up to the Employer Assessment of Graduate Job-Performance Survey.

The On-Site Administrators are responsible for survey analysis. The raw data and tallies are stored in the Records Office. Reports and charts are generated based on tallies of raw data in anticipation of annual CEP Committee review. Raw data is maintained in accordance with various regulatory agencies requirements. Tallies, reports and charts are stored electronically as part of the CEP.

Improvements Based on Survey Results

Based on the results of our surveys, recommendations are made and considered for improving student learning outcomes and support services

Elements of Effectiveness

Student Retention

The retention trends for the programs as reported in the past three ACICS Campus Accountability Reports (CAR) are:

(General) Campus Retention			
Benchmark	2014	2015	2016
70%	71%	74%	72%

Summary and Analysis: Campus Retention has normalized above our benchmark of 70%. In 2014, the college implemented an addendum to faculty letters of agreements, which emphasized the need for consideration and flexibility in allowing our students to obtain course content through the implementation of our Office365 capabilities. We recognize that many of our students are full-time parents, hold full-time jobs, and are trying to make a positive improvement in their lives. In keeping with our mission, we strive to help our students towards the achievement of their personal and professional goals.

Goals and Recommendations to Improve General Campus Student Retention:

The 2017-19 Goal for Retention is 73%.

Through continuing faculty and staff training in Office 365 technologies and other forms of digital, technology, and multimedia resources, our retention should reflect a steady increase. Our second recommendation is that the Admissions Committee more closely review each applicant for possible indicators that applicants may have difficulty satisfactorily meeting the course requirements for the specific program that they wish to enter. If so indicated, then the Admissions Committee, working closely with Program Coordinators, faculty, and staff, should address said concerns with a plan designed to assist the student in successfully reaching their personal and professional goals. Additionally, the College will continue to improve upon the recent addition of Mid-Term and End-Of-Term Grade Meetings designed to identify students at risk and develop plans to assist them in reaching their goals.

Program-Specific Retention

Degree Programs	Benchmark	2014	2015	2016
AS/BA Business Administration	65%	72%	73%	72%
AS/Medical Assisting	65%	71%	74%	70%
AS/Criminal Justice	65%	79%	95%	85%
Diploma:				
AOA (Administrative Office Assistant)	70%	50%	100%	No Enrollment
CRST (Computer Repair and Service Technician)	70%	50%	No Enrollment	No Enrollment
NRST (Network Repair and Service Technician)	70%	No Enrollment	No Enrollment	No Enrollment
MC (Medical Clinical Assistant)	70%	No Enrollment	No Enrollment	No Enrollment
MOA (Medical Office Assistant)	70%	100%	No Enrollment	No Enrollment
PCT (Patient Care Technician)	70%	No Enrollment	No Enrollment	No Enrollment
PHL (Phlebotomy Technician)	70%	86%	91%	81%
Certificate:				
CJ (Criminal Justice)	70%	No Enrollment	No Enrollment	100%
NA (Nurse Assisting)	70%	69%	70%	75%

Summary and Analysis: Program retention has stabilized above benchmarks. In 2014, the college implemented an addendum to faculty letters of agreements, which emphasized the need for consideration and flexibility in allowing our students to obtain course content through the implementation of our Office365 capabilities. We recognize that many of our students are full-time parents, hold full-time jobs, and are trying to make a positive improvement in their lives. In keeping with our mission, we strive to help our students towards the achievement of their personal and professional goals.

Goals and Recommendation to Improve Program Specific Student Retention:

The 2017-19 Goal for Retention is 73%.

Through continuing faculty and staff training in Office 365 technologies and other forms of digital, technology, and multimedia resources, our retention should reflect a steady increase. Our second recommendation is that the Admissions Committee more closely review each applicant for possible indicators that applicants may have difficulty satisfactorily meeting the course requirements for the specific program that they wish to enter. If so indicated, then the Admissions Committee, working closely with Program Coordinators, faculty, and staff, should address said concerns with a plan designed to assist the student in successfully reaching their personal and professional goals. Additionally, the College will continue to improve upon the recent addition of Mid-Term and End-Of-Term Grade Meetings designed to identify students at risk and develop plans to assist them in reaching their goals.

Our 2017-19 goal is to see a renewed interest and increase in retention in our Information Technology programs, including CRST and NRST. Since the development of a separate Information Technology degree program, at the Business Program Advisory Committee's recommendation, the College anticipates a stabilization in the retention of these programs.

The College plans to review with our Program Advisory Committees to modify or discontinue programs that are not meeting retention benchmarks.

Student Placement Assistance Rates and Evaluation

The placement trends for the programs as reported in the past three Campus Accountability Reports (CAR) are:

(General) Campus Job Placement Assistance

Benchmark	2014	2015	2016
70%	96%	100%	81%

Summary and Analysis: Campus job placement assistance exceeds the ACICS mandated benchmark of 70%. Additionally, student satisfaction with the job placement assistance provided remains 88% above average according to our 2016 Student Satisfaction Survey.

Goals and Recommendations to Improve General Campus Placement Assistance:

The 2017-2019 Goal for Placement is 85%.

Program Coordinators will work with our students to further assist them in preparing for their chosen job field and to include more specific instruction and advice in areas such as:

- individual attention and instruction regarding the preparation of their resume
- appropriate attire and grooming
- job specific interview techniques
- mock interviews
- seeking appropriate certification in job specific fields
- seeking multiple certification in their career area whenever possible

Additionally, Program Coordinators will work closer with Program Advisory Committees and employers to identify and fill jobs that meet our student's goals and objectives, as well as community needs.

Although not required, Program Advisory Committee members have advised the College that applicants who obtain certifications are generally more favored for employment over those that are not certified. To support this, the College strongly encourages graduates to take certification examinations as soon after graduation as possible. To assist our students in preparing for certifications, review classes will continue to be available.

The placement trends for specific programs as reported in the past three ACICS Campus Accountability Reports (CAR) are:

Program-Specific Job Placement Assistance Rates

Program	Benchmark	2014	2015	2016
AS/BA Business Administration	70%	90%	100%	71%
AS/MA	70%	100%	100%	82%
AS/CJ	70%	100%	100%	88%
Diploma				
AOA (Administrative Office Assistant)	70%	0%	No Enrollment	No Enrollment
CRST (Computer Repair and Service Technician)	70%	100%	No Enrollment	No Grads
NRST (Network Repair and Service Technician)	70%	No Grads	No Grads	No Grads
MC (Medical Clinical Assistant)	70%	No Grads	No Grads	No Grads
MOA (Medical Office Assistant)	70%	0%	100%	No Grads
PCT (Patient Care Technician)	70%	No Grads	No enrollment	No enrollment
PHL (Phlebotomy Technician)	70%	83%	N/A	75%
Certificate				
CJ (Criminal Justice)	70%	No Enrollment	No Enrollment	N/A
NA (Nurse Assisting)	70%	100%	100%	N/A

Summary and Analysis: Campus job placement assistance exceeds the ACICS mandated benchmark of 70%. Additionally, student satisfaction with the job placement assistance provided remains 88% above average according to our 2016 Student Satisfaction Survey.

Goals and Recommendations to Improve General Campus Placement Assistance:

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Although not required, Program Advisory Committee members have advised the College that applicants who obtain certifications are generally more favored for employment over those that

are not certified. To support this, the College strongly encourages graduates to take certification examinations as soon after graduation as possible. To assist our students in preparing for certifications, review classes will continue to be available.

Level of Graduate Satisfaction

The College surveys its graduates to determine general levels of satisfaction. The intent of the survey is to provide insight and determine potential areas for improvement in academic and administrative delivery of services to students. The survey is administered after students complete their program of study and before they receive their diploma.

2016 Graduate Satisfaction Exit Surveys		
	Benchmark	2016
Demonstration of Interest	75%	97%
Help in Defining Career Goals	75%	94%
Appropriateness of Printed Materials	75%	91%
Explanation of Admissions Process	75%	91%
Purpose of Preliminary Evaluations	75%	94%
Professional Attitude	75%	100%
Ease of Registration Process	75%	97%
Friendliness of Staff	75%	100%
Friendliness of Faculty	75%	100%
Availability of Financial Aid Office	75%	100%
Reliability of Financial Aid Office	75%	100%
FA Eligibility Advisement	75%	97%
FA Personal Attention	75%	97%
FA Office Helpfulness	75%	97%
Explanation of Eligibility & Obligations Incurred	75%	94%
Administrative Advisement	75%	91%
General Advisement	75%	94%
Personal Advisement	75%	91%
Job Announcements	75%	94%
Job Availability	75%	94%
Placement Assistance	75%	97%
Friendliness of Placement Assistance	75%	94%
Interest in Entrepreneurship/Career	75%	57%
Participation in Student Activities	75%	86%
Value of Student Activities	75%	89%
Campus Safety	75%	97%
Adequacy of Campus Facilities	75%	100%
Likelihood to Recommend College to Others	75%	91%
Adequacy of Learning Resources(Library)	75%	100%
Use of On-Line Library (LIRN)	75%	77%

Analysis

The College has exceeded the benchmark and is trending upwards in all areas except for the category of interest in entrepreneurship. This entrepreneurship data is useful to us for planning purposes in assisting our students in reaching their personal and professional goals.

Recommendations

The College recommends that a committee be established to study this further with the intent of working with faculty to inspire a greater interest in our students to start their own business or contract their services. We also find the use of our online Library (LIRN) is below our expectations. We will be adding this to future planning.

Level of Employer Satisfaction

The College surveys employers of its graduates to determine whether employers feel that our graduates are well-trained and capable of handling their responsibilities. The survey is generated when the College is notified of the graduate's placement. The survey is distributed to the employer at notice of initial employment. The benchmark is 85 %.

Three year Summary & Benchmark Data

	Benchmark	2012	2011	2010
Attendance	85%	100%	100%	100%
Dependability	85%	100%	100%	100%
Communication Skills	85%	100%	100%	100%
Relationship With People	85%	100%	100%	100%
Personal Appearance	85%	100%	100%	100%
Initiative and Resourcefulness	85%	100%	100%	100%
Technical Knowledge	85%	100%	100%	100%
Quality Of Work	85%	100%	100%	100%
Productivity	85%	100%	100%	100%

Analysis:

The benchmark has been exceeded and an analysis of the data indicates that our employers are very satisfied with the competencies of our graduates. The College considers an employer satisfaction rating of 3 to 5 on a scale ranging from 1 to 5 to be considered a satisfied employer.

Recommendations

The College recommends that Program Coordinators meet and suggest ways to improve participation in the surveys so that we have a more diverse pool. We are not satisfied with the current level of participation at this time.

Graduate Placement Data

The College's programs are intended to provide graduates with full time employment in fields of study directly, or indirectly, related to their program of study. We also consider graduates who are working part-time, on per-diem, or self-employed, to be employed if they are working in a field of study directly, or indirectly, related to their program of study. If a graduate is not available for placement due to continuing their professional growth, we consider them to be a positive placement outcome as well. We remove graduates from the employment calculation if they fall into one of the following categories: death, incarceration, active military, service deployment, or the onset of a medical condition that prevents employment.

2014- 2016 Graduate Placement Data						
	%	2014	%	2015	%	2016
Placed based upon job titles included in the list of <u>job titles</u> published by the institution for which the program prepares students.	38%	33	0%	0	5%	4
Placed based upon the required use of <u>skills</u> in the student's program as a predominant component of the job.	2%	2	28%	11	26%	23
Placed based upon the <u>benefit of the training</u> received from the program in obtaining a new position or maintaining a current position, supporting promotion or improving job related skills.	11%	10	40%	16	2%	2
Not available for placement due to pregnancy, death or other health-related situations	2%	2	5%	2	2%	2
Not available for placement due to continuing education	41%	36	28%	11	18%	16
Not available for placement due to active military service	0%	0	0%	0	1%	1
Not available for placement due to due to Visa restrictions (international student)	0%	0	0%	0	0%	0
Not available for placement due to enrollment in a stand-alone English as a Second Language (ESL) program	0%	0	0%	0	0%	0
Not available for placement due to incarceration	0%	0	0%	0	0%	0
Not working	5%	4	0%	0	10%	9
Total	100%		100%		100%	

Analysis

As the definitions of placement became more clearly defined, the reports were adjusted accordingly. The College has met or exceeded the benchmark for placement as set forth by ACICS.

Recommendations

The College will continue to seek the advice of our Program Advisory Committee members as additional needs are identified. In addition, the Boards now consist of at least three employers so the expectation for opportunities for employment should increase.

Student Learning Outcomes

Forrest College uses multiple measures to assess students learning outcomes, among them are cumulative GPA, grade distribution, job placement, and certification examination results. Benchmarks are established where appropriate.

Cumulative GPA and Learning Outcomes

One of the major elements in monitoring the effectiveness of the instruction and support services provided to students is their satisfactory academic progress (SAP). In order to maintain satisfactory progress, students must attain a cumulative grade point average (CGPA) of 2.0 or higher or be on academic probation; they must progress at a satisfactory rate toward completion of their program; they must complete their program within a maximum of one and a half (1.5) times the normal program length. A student who does not maintain satisfactory progress is placed on academic probation.

The Records Office monitors satisfactory progress by calculating the cumulative grade point average (CGPA) for each student at the end of each grading period. Students are in good academic standing whose CGPA is 2.0 or higher.

Three year Summary & Benchmark

The Benchmark is aligned with the statement of satisfactory progress which is a CGPA of 2.0 or better.

Campus Wide Summary

2014-16 TOTALS – ALL PROGRAMS	Student-Active	Student-Expelled	Student-Completed	Student-Graduated	Student-Suspended	Student-Withdrew
Number of Students	228	0	0	87	1*	8*
Average CGPA	2.64	0	0	3.33	*.62	1.8

Program-Specific Summary

AS Degree Criminal Justice	Active	Expelled	Completed	Graduated	Suspended	Withdrew
Number of Students	37	0	0	18	3	9
Average CGPA	2.64			3.33	1.95	1.80

AS Degree, Medical Assisting						
Number of Students	141	0	0	60	6	66
Average CGPA	2.64			3.33	1.93	1.91
AS Degree Business Administration						
Total ASBA Enrollment	50	0	0	9	2	6
Average CGPA	2.63	0	0	3.30	0.47	1.61

Analysis

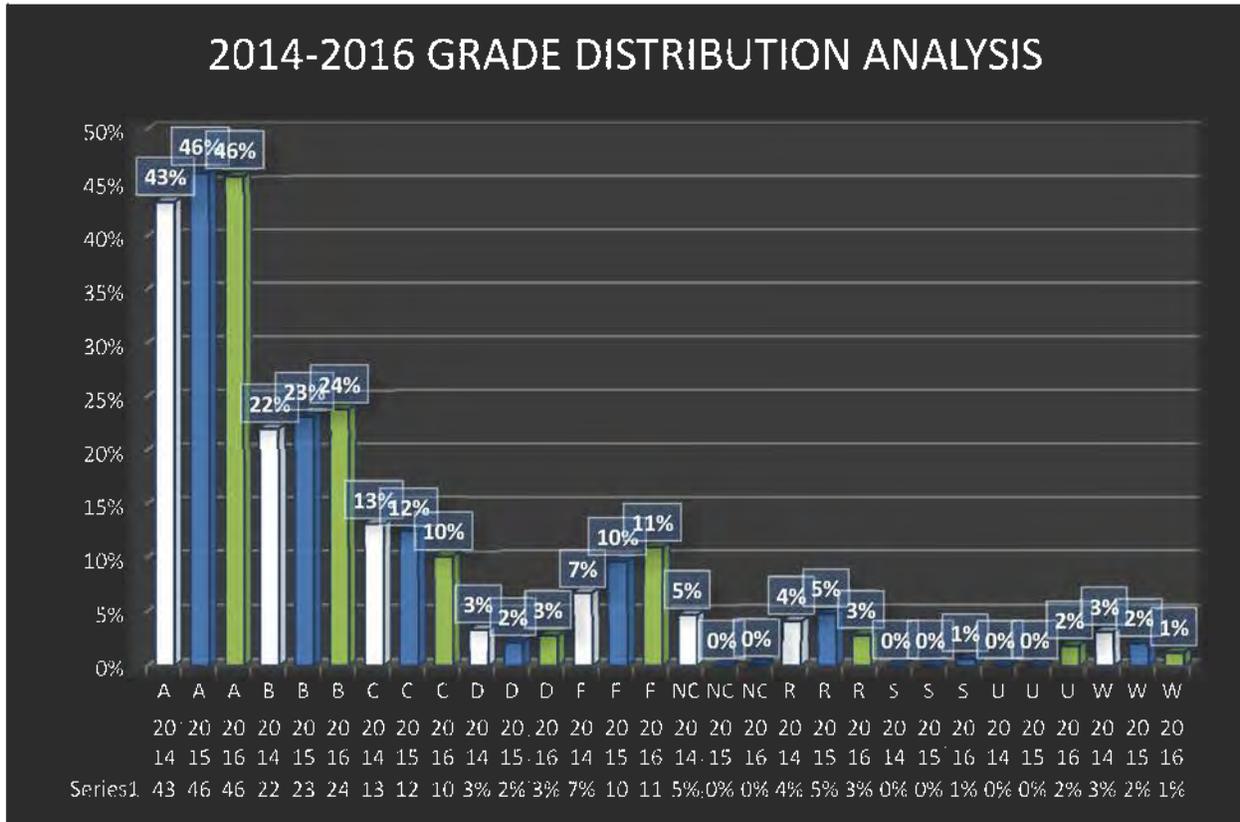
The benchmark has been met or exceeded and an analysis of the data indicates that the clear majority of our students are progressing satisfactorily towards attaining their learning outcomes.

Recommendations:

The mission of Forrest College is to provide an environment that inspires students to more fully develop the confidence to reach their personal and professional goals. The College strives to attain its mission by providing appropriate educational experiences that stress personal and academic goal attainment and emphasize the importance of learning as a life-long process through both individual and group work. In keeping with our mission, the College's implementation of the midterm and term grade meetings will continue to identify those who are at risk of failing so that they can be assisted early. The data presented indicates low CGPA's for those at risk of being withdrawn or suspended.

Grade Distribution and Learning Outcomes

A three year compilation of grades earned by course offered was prepared and analyzed. Grade distributions are monitored to assure that grades are not inflated and represent an appropriate assessment of demonstrated performance or competency.



Analysis

Data analysis indicates that grades appear to be slightly inflated.

Recommendations

We anticipate a change in this trend as the College implements more certifications as a measure of mastery where applicable. In addition, the College has moved towards industry standard evaluations within the classroom that will be useful in determining the students level of mastery.

Certification Examination Results and Learning Outcomes

Although certification is not a prerequisite to employment in South Carolina, the Committee recognizes certification as an indication of student learning outcomes in programs where certification is offered. Programs offered by the College wherein certification is available include:

- Computer Repair and Service Technician (A+, Net+, Sec+ Certification through CompTIA)

- Medical Assisting (CMA thru AAMA)
- Nurse Assisting (CNA thru SCDHHS)
- Phlebotomy (ASCP)

Computer Repair & Service Technicians can certify thru The Computing Technology Industry Association (CompTIA). CompTIA is the leading provider of technology-neutral and vendor-neutral IT certifications. Graduates of the Computer and Network repair programs are encouraged to seek the CompTIA A+ and/or Net+ certification. CompTIA recommends that graduates work in the field for 16-24 months prior to sitting for the A+ Certification exam and this poses problems in tracking results.

Medical Assisting Certification Exam Results

Forrest College has program accreditation for its Medical Assisting Associate in Science Degree Program. The Associate in Science Degree Program in Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). We have excerpted the section entitled "Credentialing Examination Outcomes" from the 2016 Annual Report to MAERB. The data includes three years of certification examination results.

2016 Annual Report to MAERB				
Medical Assisting Credentialing Exam Outcomes				
Year of Graduation	Total Number of Graduates	Total Exam Passers	# of students who passed MORE THAN ONE of the four qualifying exams, CMA (AAMA), RMA (AMT), NCMA (NCCT, CCMA (NHA)	Exam Pass Rate All Grads
2015	17	6	0	43%
2014	23	13	0	68%
2013	19	13	0	68%
Total	59	32	0	60%
Threshold				70%

Analysis

The threshold of 70%, as established by MAERB, has been adopted by the College as the benchmark. Although the benchmark has not been met in the years indicated, the College notes that there has been improvement in the exam pass rate for more recent graduates.

Recommendations

In addition to the capstone class implemented in 2012, the College has established measurements of readiness using industry standard testing simulation programs designed to determine the likelihood of passing as well as provide useful feedback to the student in areas of weakness. The college recognized a trend in that students who scored above a threshold had a much higher rate of success with the certification exam. This threshold was established in 2016 and the annual report from MAERB does not yet reflect the progress of this plan. Although not yet reported by MAERB, the college regularly reviews and has seen positive results so far.

Nurse Assisting (CNA thru SCDHHS) Certification Exam Results

The South Carolina Department of Health and Human Services (SCDHHS) has evaluated and approved the nurse assisting training program of the College as an official sponsor of candidates for Nurse Aide certification examination. Graduates of this program are eligible to sit for the exam which leads to NA certification.

2014-2016 Nurse Aid Certification Results (NNAAP - National Nurse Aide Assessment Program)			
	2014	2015	2016
Written	95%	90%	100%
Skills Performance	56%	46%	67%

Analysis

The threshold of 70% as established by SCDHHS has been adopted by the Committee as the benchmark for Forrest College. Although this benchmark has not been met in the skills performance area for the years indicated, the Committee notes that there has been substantial improvement in the skills exam pass rate for more recent graduates. It should be further noted that the written portion of the certification exam has exceeded the benchmark established for the past three years.

Recommendations

- The College has recently implemented a mandatory review and pretest simulation to ensure that a student is ready before certifying.
- That additional, course-specific competency measurements which are specific to competencies required for passing the certification exam continue to be emphasized in all course instruction where appropriate.

Phlebotomy Certification Examination Results

The College does not have programmatic accreditation for its phlebotomy program. Graduates may, upon successful completion of theory, clinical, and intravenous punctures, be eligible for the certification examination offered through the American Society for Clinical Pathology (PBT/ASCP).

No data is available regarding phlebotomy certification.

Analysis

Non-applicable.

Recommendations –

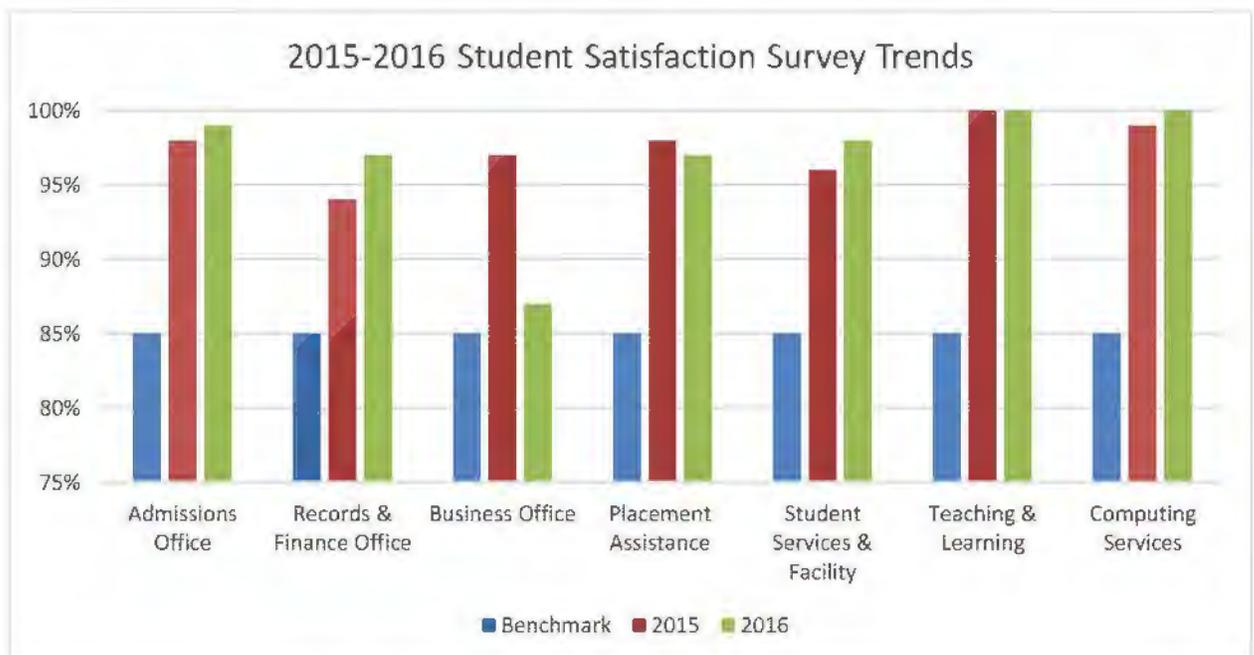
The College recommends that students who have satisfactorily completed their training in Phlebotomy be surveyed to make as accurate an assessment as is possible regarding the pass/fail rates.

Student General Assessment Satisfaction Survey and Learning Outcomes

This survey is intended to understand how students feel about the functioning of the various offices of the College and how effectively they perform their responsibilities. It also surveys student opinions on the suitability of campus facilities and security. Satisfaction is defined as average or better on our surveys. It serves three functions:

1. To provide information for improvement of academic programs and administrative services for the College
2. To serve as an assessment of College programs for the purpose of external and internal accountability.
3. To serve as an indicator that administrative and academic offices are facilitating student-learning outcomes.

2015- 2016 Student General Assessment Satisfaction Trends	Benchmark	2015	2016
Admissions Office	85%	98%	99%
Records & Finance Office	85%	94%	97%
Business Office	85%	97%	87%
Placement Assistance	85%	98%	97%
Student Services & Facility	85%	96%	98%
Teaching & Learning	85%	100%	100%
Computing Services	85%	99%	100%



Analysis

Surveys indicate a high degree of satisfaction, indicating that administrative and academic offices are facilitating student learning outcomes.

Recommendations

The College recognizes that there is always room to improve student satisfaction and that a high benchmark needs to remain in place.

Student Evaluation of Instruction Surveys and Learning Outcomes

This survey assesses student perception of instructor effectiveness. It also surveys student opinion concerning instructional support areas such as the learning resource center, computer and technology support, and perceptions on student advisement. It is a useful indicator of student learning outcomes in that it demonstrates student perception as to the quality of instruction and support received.

Student Opinion of Faculty	Benchmark	2016	2017
Punctuality	90%	95%	98%
Preparation of Presentation	90%	95%	98%
Tests and Grades Fairly			
Timely Return of Grades	90%	95%	100%
Incorporation of Technology in Course	90%	90%	93%
Your instructor has asked you to refer prospective students to Forrest College	90%	90%	97%
Your instructor has taken an active interest in you and encouraged you to continue your education.	90%	79%	84%
Your instructor has asked if you are experiencing any problems that might interfere with your pursuit of your educational goals in a genuine attempt to help you overcome some of those difficulties.	90%	90%	97%
Your instructor speaks well of Forrest College.	90%	87%	95%
Your instructor has encouraged you to bring friends to class on designated days.	90%	100%	100%
Your instructor has made attempts to coordinate your assignments to compliment assignments that you might have in other courses.	90%	70%	88%
Your instructor has assigned you to work in groups.	90%	92%	95%
Your instructor has explained to you the benefit of engaging in group work.	90%	71%	89%
Your instructor has encouraged you to communicate with other members of your class or group for the purpose of keeping up with your assignments and supporting one another, particularly in times of absence or illness.	90%	72%	90%
Your instructor has insisted that you use your college assigned email address.	90%	95%	97%

Your instructor has taken necessary time with you in addition to class time.	90%	87%	98%
Your instructor has made his/her lectures available to you through the library, Lync, Skype, or by other means outside of regular class lecture.	90%	92%	95%
Your instructor has collaborated with the librarian to arrange for study groups for his/her classes.	90%	92%	95%
Your instructor has alerted you to the availability of assistance through such means as PLATO, study groups, tutors, etc.	90%	83%	86%
Your instructor has made himself / herself available to you on a regularly scheduled basis for a designated period of time immediately preceding or immediately following your class time.	90%	90%	89%
Your instructor has used as many and as diverse methods/practices as possible in his efforts to deliver his course content, such as videos, YouTube lectures, iTunes U, or any other materials that may be available through the manufacturer of the course text book.	90%	93%	95%
Your instructor has made it clear that you are to use only your formally assigned college email address in all matters dealing with your college-related work assignments, etc.	90%	95%	95%
Your instructor has communicated with you by email and on a regular basis such things as syllabi, class notes, lectures, reminders as to assignment due dates, upcoming test/quiz dates, test results, reminders of any sort, and anything that might be helpful to understand what is expected of them and when.	90%	87%	98%
Your instructor has taken time to alert, instruct, and advise you regarding any and all things that might be a factor in preventing you from getting a job (tattoos, rings, dress, communications issues, etc.) in your (intended) workplace.	90%	93%	95%
Your instructor has expected you to demonstrate appropriate business behaviors such as writing (by email) with your questions, concerns, or problems.	90%	89%	94%
Your instructor has taken the time to help you organize your thoughts and to be better able to explain what it is they need or want through proper e-mail communications.	90%	92%	97%

Analysis

The College made several additions to the older version of our survey to identify items listed in the Addendum to the Faculty which is more in line with our mission and purpose. The benchmark of 90% was met in most instances except for group work, referrals, and email communications. These items were recent additions to the survey.

Recommendation

The College recommends additional professional development in the areas of:

- Instruction in using group learning methods
- The benefits of referrals in maintaining a family atmosphere within the College
- The necessity of Professional email communications

Graduation Rates

The retention trends for the programs as reported in the past three ACICS Campus Accountability Reports (CAR) are:

(General) Campus Retention			
Benchmark	2014	2015	2016
70%	71%	74%	72%

Summary and Analysis: Campus Retention has normalized above our benchmark of 70%. In 2014, the college implemented an addendum to faculty letters of agreements, which emphasized the need for consideration and flexibility in allowing our students to obtain course content through the implementation of our Office365 capabilities. We recognize that many of our students are full-time parents, hold full-time jobs, and are trying to make a positive improvement in their lives. In keeping with our mission, we strive to help our students towards the achievement of their personal and professional goals.

Goals and Recommendations to Improve General Campus Student Retention:

The 2017-19 Goal for Retention is 73%.

Through continuing faculty and staff training in Office 365 technologies and other forms of digital, technology, and multimedia resources, our retention should reflect a steady increase. Our second recommendation is that the Admissions Committee more closely review each applicant for possible indicators that applicants may have difficulty satisfactorily meeting the course requirements for the specific program that they wish to enter. If so indicated, then the Admissions Committee, working closely with Program Coordinators, faculty, and staff, should address said concerns with a plan designed to assist the student in successfully reaching their personal and professional goals. Additionally, the College will continue to improve upon the recent addition of Mid-Term and End-Of-Term Grade Meetings designed to identify students at risk and develop plans to assist them in reaching their goals.

Future Plans for the Institution

Our recommendations for what we envision as our future are based on an analysis of current data and future trends as well as from discussions and meetings involving all divisions of the College, including faculty, staff and students.

Since our last ACICS visit, we've focused on growing the enrollment; branding and marketing the College; developing financial plans that assured financial equilibrium; and receiving accreditation from ACCSC.

We are continuing to add and to strengthen our academic programs and faculty and have continued upgrading of and improvement to campus facilities. Our modest efforts and personalized marketing approach have yielded some modest results, even in a global economic downturn and considering all of the confusion that we've more recently undergone as the result of our association with ACICS and the more general and devastating effects that we've endured as the result of the Department of Education's negative actions taken against ACICS; problems that have manifested themselves in demoralization of students, faculty and staff, who oftentimes question what their status is likely to be.

In the near future, the College will focus on an uncertain economic environment as well as changing and very competitive conditions in higher education; the need for the College to challenge past assumptions and establish new initiatives; continued investment in human resources, the physical plant and technology; and providing a rigorous education in a supportive and strong learning environment.

Of course, as in the past, our future will be determined somewhat by external and internal factors that no doubt may affect the College's ability to implement all facets of the plan. Important to our future and to the enactment of any future plans will depend in good part in internal factors, such as the appointing and retaining of quality faculty and staff and offering academic programming consistent with the needs of the marketplace and our mission; the possibility of installing a Bachelor level program in Internet Technology as well as in Criminal Justice. Also, being discussed is the possible development of a new emphasis in Electronic Medical Records Management to our existing Medical Assisting Program. A stronger emphasis in entrepreneurship within the Business Administration Program is nearly completed.

External factors include, but are certainly not limited to, the ability of Forrest College to adequately deal with the myriad of compliance and regulatory issues; to continue to receive appropriate federal support; to remain distinctive and competitive in a changing marketplace; and to secure appropriate funding.

We believe that, despite the challenges that have presented themselves upon us, our plans, as stated in this brief account, will serve as the roadmap to successfully guide the College to even greater heights in the future.

References:

The following reports, surveys, and other data sources, including raw data and data summaries are on file and available for review in support of the 2014-2016 Campus Effectiveness Plan.

Reports

2015 IPEDs Data https://nces.ed.gov/globallocator/col_info_popup.asp?ID=218043
2014-2016 Campus Annual Report (CAR)
2016 Status Income Report
2016 Annual Report Accreditation Data Collection, MAERB Analysis (Medical Assisting)
ACICS Student Achievement Standards
2014-16 SC Department of Health and Human Services (DHHS) Annual Report (Nurse Aide)
2014-16 CGPA by Program and Status
2014-2016 Grade Distribution Report

Surveys

2016 Graduation Satisfaction Exit Surveys
2014-2016 Employer Satisfaction Surveys
2016 Student General Assessment Satisfaction Survey
2016-4 and 2017-1 Student Opinion Survey

Publications

2017 Forrest College Catalog



June 21, 2017

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00011232

Main Campus ID: 00011232

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

Application ID: 72597

VISIT RESPONSE DUE DATE: July 6, 2017

Mr. Davis Scott Peterson
Administrative Dean
Forrest College
601 East River Street
Anderson, SC 29624
acicsfc@forrestcollege.edu

Dear Mr. Peterson:

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
FORREST COLLEGE
601 E River Street
Anderson, SC 20624
ACICS ID Code: 00011232

Mr. Davis Scott Peterson, Administrative Dean (scottpeterson@forrestcollege.edu)
(acicsfc@forrestcollege.edu)
<https://forrestcollege.edu>

May 24 and 25, 2017

Chair	Spencerian College	Louisville, KY
Student-Relations Specialist	Zenith Education Group	Los Angeles, CA
Educational Activities Specialist	Florida Career Colleges	Denver, CO
Medical Programs	Heald College	Concord, CA
Business and IT Programs	Intelligent Education Solutions	Tracy, CA
Accreditation Coordinator	ACICS	Washington DC

**PROGRAMS OFFERED BY
FORREST COLLEGE
ANDERSON, SOUTH CAROLINA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement (%)			
						2016		2015	
						Ret.	Pla.	Ret.	Pla.
Associate of Applied Science	Academic Associate's Degree	Business Administration	1050	100.5	24/0	72	71	73	100
Associate in Science Degree	Academic Associate's Degree	Criminal Justice	995	96	14/0	85	88	95	100
Associate of Applied Science	Academic Associate's Degree	Medical Assisting****	1290	103.5	22/0	70	82	74	100
Associate of Applied Science	Academic Associate's Degree	Information Technology**	1250	100.5	0/0	N/A	N/A	N/A	N/A
Diploma	Diploma	Phlebotomy	595	43.5	18/0	81	75	91	N/A
Certificate	Certificate	Nurse Assisting	352	27	1/0	75	N/A	70	100
Diploma	Diploma	Network Repair and Service Technician**	875	69	0/0	N/A	N/A	N/A	N/A
Diploma	Diploma	Computer Repair and Service Technician**	930	73.5	0/0	N/A	N/A	N/A	N/A
Certificate	Certificate	Criminal Justice**	450	45	0/0	100	N/A	N/A	N/A
Diploma	Diploma	Medical Office Assistant**+	875	52.5	0/0	00	00	00	00
Diploma	Diploma	Medical Clinical Assistant*+	740	52.5	0/0	00	00	00	00
Diploma	Diploma	Patient Care Technician**+	824	48	0/0	00	00	00	00
Diploma	Diploma	Administrative Office Assistant**	725	55.5	0/0	00	00	00	00
		TOTAL ENROLLMENT			79				
TOTAL CAMPUS RETENTION		72%		TOTAL CAMPUS PLACEMENT				81%	

** Programs with no enrollment. The computer repair and service technician and medical office assistant programs have not enrolled students in two years. The network repair and service

technician, medical clinical assistant, and patient care technician programs have not had enrollment in three years. While the team was on site the administration informed the team that there should have been one enrollment reported in the network repair and service technician program, but it was mistakenly left off the 2016 CAR. Although there were no students enrolled in the information technology program, the institution informed the team that there are nine (9) students currently in the business administration associate degree program who will be matriculating to information technology associate's degree program, effective the end of the spring term, June 17, 2017. Thus the program was reviewed by a content specialist.

The administration informed the team that they did not want to terminate the programs without enrollment for 2+ years because they have wanted to make either substantive or non-substantive changes, and begin re-enrolling in September 2017, but haven't been able to. They were under the impression that the Department of Education's notice sent to schools in December 2016 regarding the loss of recognition for ACICS had informed them that they would be unable to submit any changes to their programs. This was not the case, however. Further, because the notice was sent approximately six months ago, even if that were the situation, it does not address the fact that programs had been without enrollment for an extended amount of time prior to the notice being sent. The administration stated their desire to submit substantive/non-substantive change applications with their response to this report in order to avoid having the programs terminated. If applications are submitted and subsequently approved, the institution will have until the deadline for the submission of the 2017 CAR to evidence enrollment in each of the programs.

- **** The medical assisting associate degree program was granted continual programmatic accreditation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in January 2016.

- + **(Section 2-2-121(a)(b)):** The credits and contact hours could not be verified for all programs. The total credits and contact hours last reported to ACICS do not match the metrics on the academic credit analysis submitted with the renewal of accreditation application for the medical office assistant, medical clinical assistant, patient care technician, or administrative office assistant programs. The institution did not provide evidence of approvals for these changes.

INTRODUCTION

Forrest College was founded in January 1946 by [REDACTED] and was known at that time as the Carolina School of Commerce. The college was located on East Benson Street. [REDACTED] purchased the school in 1951, and in 1954 the College moved to 500 North McDuffie Street. In 1963, a new facility was constructed and opened at its present location of 601 East River Street. The new facility became known as Forrest College. In April 1985, [REDACTED] purchased Forrest College. For a period of time, the institution did business as Forrest Junior College. The current facility also has an additional small building, the Betty Campbell Annex, which houses the nursing assistant program. Adjacent to the campus is a computer repair business owned by the college that partners with the college and their computer repair program by allowing the college to provide training at this facility. This provides the students with a real-world, hands-on training opportunity. Forrest College also provides a day care for their students during class hours. This, along with allowing students to utilize Office 365 Skype for Business to participate in class when attending classes is difficult, has had a positive impact on the college's retention.

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

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

(Section 3-1-203 and Appendix L): The team was not able to verify all graduates reported as not available for placement on the 2016 CAR. One student, [REDACTED] was reported as unavailable for placement due to pregnancy. The placement waiver for [REDACTED], signed December 2015, indicated that she was 7 ½ months pregnant as the time the waiver was completed. During the months following the closing of the 2016 CAR reporting period, and up until the November 2016 submission, the campus did not contact [REDACTED] to see if her placement status had changed. When asked on site about the length of time between the signing of the waiver and the submission of the CAR, the campus contacted [REDACTED]. They were informed that although she had been able to go to work after the birth of her child, she had chosen not to. The campus confirmed that [REDACTED] should have been reported as "not placed" on the CAR, rather than not available for placement.

A second student, [REDACTED] was reported as not available for placement due to military service. No documentation of her military status was provided to the team during the visit. However, the institution was able to send appropriate documentation to the ACICS staff member on the team a few days following the visit.

Placement Verification Program (PVP)

Institution ID	Total Number of Placements	Response Rate	% Verified
0001123	24	83%	79%

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.). Approximately 38 percent (9 out of 24) of the graduates are reported as placed by the same employer, AnMed Health. AnMed Health is South Carolina's largest independent, non-profit health system, and is the 8th largest employer in the region.

Two of the reported placements have been marked as invalid. No other anomalies or significant observations are apparent.

Licensure Pass Rates

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

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

Although the campus currently uses the CAR to track students' scheduled graduation dates, they do not track actual graduation rates. When first asked about graduation rates, which are not currently included in the campus's CEP (see Section 1 for additional detail), the administration revealed that they did not calculate the rates because they did not know how to do so. They informed the team that they did not understand the difference between graduation rates and retention rates. When the team attempted to explain the difference and give guidance on different ways that the rates can be calculated, it became apparent that the campus was also not accurately reflecting scheduled graduation dates. Instead of utilizing the revised schedule to graduate column on the CAR to document changes due to failed/withdrawn classes, etc., the original graduation date would just be changed.

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

The campus does not currently have any students documented on leaves of absence. As stated above, however, cohort transfers are not sufficiently documented. Graduation dates are simply changed. The

campus did not have documentation detailing the changes, and could only explain the differences in dates if they remembered a particular student's specific situation.

REPORT QUESTIONS

1. MISSION

1.01 What is the mission statement of the institution?

The mission of Forrest College is to provide an environment that inspires students to more fully develop the confidence to reach their personal and professional goals. The College strives to attain its mission by providing appropriate educational experiences that stress personal and academic goal attainment and emphasize the importance of learning as a life-long process through both individual and group work.

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 college employs individuals who model behaviors consistent with its mission to demonstrate the qualities and characteristics that students need to acquire. These qualities include self-reliance, self-direction, self-discipline, responsibility, and dependability. The college has a tradition of providing personal attention and individualized instruction on a small, close-knit academic setting.

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

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

(Section 3-1-110, 3-1-111, and Appendix K): On page 26 of the 2014-2016 CEP there was a section identified as "Graduation Rates." However, the information in this section pertained to retention and retention rates. There were no data, summary and analysis, or goals set for graduation rates and included in the CEP.

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

Forrest College uses multiple measures to assess students learning outcomes, including cumulative GPA, grade distribution, and certification examination results. Benchmarks are established where appropriate. In addition, employer satisfaction surveys, student assessment surveys, and a student evaluation of instruction survey assist in the analysis of learning outcomes.

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

(Section 3-1-111 and Appendix K): The 2014-2016 CEP does not contain the required data, goals, or assessment of graduation rates. The college administrators did not understand the definition of graduation rates or how to calculate them. They were of the understanding that retention and graduation rates were the same metric; and, therefore, the information in the CEP for graduation rates was the same information as that for retention rates. The CEP contained the required data, goals, and assessments for the other required elements.

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 faculty meeting minutes reflect various CEP sections as topics for discussions, and interviews with faculty and staff reflect the implementation of some of the plans set forth in the CEP.

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

Through faculty meeting minutes and discussions with faculty and staff, the team was able to determine that mid-term and end-of-term grade meetings designed to identify students at risk had been held, and plans were developed to assist students in obtaining their goals. Students also confirmed the implementation of Skype for Business, which allows students to attend class from home in the case of an emergency.

(c) That periodic progress reports have been completed?

The team could not confirm that periodic progress reports had been completed.

If there was no documentation, or if insufficient documentation was available, for any item, insert the section number in parentheses and explain:

(Section 3-1-112): There was no evidence of documented progress reports. Further, the administration stated there were CEP meetings, but the minutes were not reflective of CEP discussion or progress; and meeting minutes did not contain sign-in sheets, only a list of committee members.

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

██████████ monitors the plan. ██████████ has 40 years of experience in education administration and curriculum development. The team noted that ██████████ resides in New York and is not on campus. The on-site administrators, ██████████ Academic Dean; ██████████ Administrative Dean; and ██████████, Finance and Records Office Coordinator; work with ██████████ to see that the plan is implemented and monitored. However, they appear to have very little autonomy and authority to implement any changes without approval from ██████████ first. Academic program coordinators are responsible for survey data collection. The CEP is reviewed by a committee comprised of the president, secretary/treasurer of the board, on-site administrators, finance and records office coordinator, all program directors, librarian, and three students.

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

(Section 3-1-113): The school provided meeting minutes for February 3, 6, 13, 17, and 21, 2017. However, the minutes only contained a list of the committee members with no sign-in sheets, and the minutes were strictly pages copied directly from the 2014-2016 CEP. There was no discussion of the required elements reflected in the meeting minutes. The team could not verify previous meeting minutes where data, goal setting, and outcomes were discussed and reviewed.

2. ORGANIZATION

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

██████████ is the on-site administrative dean and IT services manager. ██████████ has been with the college in this position since February 2014. He was originally hired by the college in 2012 as the lead technician and assisted with the operations of a computer repair facility open to the public. ██████████ holds an associate of science degree in business administration from Forrest College and is currently pursuing a bachelor's degree from Western Governor's University. He has also achieved the following IT certifications: CompTIA A+ certification, MOS certification, MTA certification, Net+, and Project +certification. Prior to coming to Forrest College, ██████████ worked for CVS drugstores as the photo lab manager, ██████████ Photography as owner, and American Fast Photo in sales and management. ██████████ also served in the United States Marines from 1992-1998.

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 has an administrative dean and an academic dean to manage the day-to-day activities; however, the team concurred that the leadership team did not have sufficient authority and/or autonomy to make daily managerial decisions. Changes of any nature had to be vetted by ██████████ president, who resides in New York. According to ██████████, all purchases are submitted to ██████████ business office coordinator, for a purchase order and then sent to ██████████ secretary/treasurer of the board, who also lives in New York, for approval.

If the campus is not being managed appropriately, insert the section number in parentheses and explain:
(Section 3-1-301): The on-site administrators do not have sufficient autonomy and authority to manage the campus effectively. All decisions have to be vetted by the president and/or secretary/treasurer of the board for approval.

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

The campus trains employees through a one-on-one onboarding method. It was reported to the team that the academic dean and/or program chair conducts regular classroom evaluations for faculty. However, the administration and staff do not have formal evaluations, only informal communication through e-mails to assess if they are performing their jobs appropriately.

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

(a) Clearly understand their duties and responsibilities.

All faculty and staff sign a letter of agreement that includes an acknowledgement that they have received the employee handbook, which outlines all duties and responsibilities.

(b) Know the person to whom they report.

All employees sign a letter of agreement, which outlines their job duties and to whom they report.

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

The letter of agreement and addendum signed by the employee outlines how their work is measured.

- 2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff. In all faculty files reviewed there was evidence of classroom evaluations, conducted by students, that were administered on a regular basis. However, the staff files did not contain any documentation of formal evaluations completed by an administrator/supervisor. When asking about lack of documentation, the team was informed that formal evaluations are not conducted. [REDACTED] who resides in New York, sent an e-mail stating that his method of assessment was informal and continuous through conversations and e-mails. He stated this was the only type of evaluation he was "comfortable with."

If there is no such documentation, insert the section number in parentheses and explain:

(Section 3-1-202(b)): There was no documentation of formal evaluations for staff members.

- 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 is located in the faculty and staff handbook. All employees sign a letter of agreement, which states they have received a copy of the faculty and staff handbook. The published grievance policy states all complaints are brought to the attention of the administrative dean. However, during the interview with the administrative dean he stated that faculty first went to their academic department chair and then to the academic dean if there was a faculty complaint. This is not how the written policy is stated.

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

The business office coordinator, [REDACTED] has final oversight of all financial aid processing at the institution, which also uses Weber and Associates Inc. as its third party servicer [REDACTED] holds an associate's degree in business administration from Forrest College. In 1998, while still a student, she was hired as a teaching assistant and job placement coordinator for the Job Training Partnership Act (JTPA) program. She was promoted to the business office in 2000. Thus, she has worked in financial aid processing and business office management for 17 years.

GENERAL COMMENTS:

The team noted a very positive atmosphere amongst the faculty, administration, and students.

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

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

(Section 3-1-303(f)): Current student records are maintained on campus in fire-resistant, locked cabinets. However, inactive students' and graduates' records were housed at an off-site facility. The team was unable to verify the adequacy of protection for the inactive and graduate students' files.

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 visit, the team reviewed 5 active, 5 graduate, and 5 withdrawn student files for a total of 15 files, approximately 20 percent of the total current enrollment. All contained the appropriate paperwork and were consistently well organized.
- 4.02 How does the campus ensure that its student relations reflect high ethical standards?
All of the institution's managers have clearly defined processes for complying with ACICS, state, and U.S. Department of Education regulations. These processes were articulated by the management staff and validated in documentation of the most recent Veteran's Administration review, the South Carolina renewal, and only one minor finding on the most recent student financial aid compliance audit. The previous year's audit had no findings.
- 4.03 Describe the admissions criteria.
As outlined in the school catalog and restated by the admissions representatives, the criteria to enroll include completing an online application for admission, paying a non-refundable \$25 application fee, providing evidence of graduation from high school or passing the GED, meeting with an admissions representative followed by an interview with the applicable program coordinator, and receiving final acceptance by the Admissions Committee. Background checks are conducted on all applicants to ensure that they will not have issues with externship certifications and other job requirements upon graduation.
- 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)?
Each of the student files reviewed consistently included evidence of high school graduation or GED, a signed enrollment agreement with tuition, a completed application for admission, math and English evaluations as applicable, a copy of the acceptance letter, and evidence of the application fee paid.
- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:

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

Yes No

(b) Outlines all program-related tuition and fees?

Yes No

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

Yes No

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

A copy of the Notice of Award Tuition Planning Worksheet/Enrollment Agreement is given to each enrollee as indicated by the sentence "Moreover, I have received a copy of this worksheet." The enrollment agreement also includes the financial aid funding sources for which the student qualifies.

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

The academic dean, [REDACTED] supervises the two admissions representatives. He holds a bachelor's degree in criminal justice from The University of the State of New York, Albany, and a master's degree in management from Webster University. [REDACTED] has had a 35-year extensive career in law enforcement as a police officer and subsequently as a special agent-criminal investigator in the US Army. He also worked as an adjunct instructor at a variety of colleges for 22 years prior to being hired as an adjunct instructor at this institution in 2010. He was promoted to the criminal justice program coordinator position in 2012 and finally to the academic dean position in December 2016.

4.11 Describe the recruiting process for new students.

Many students learn about the school through referrals by family or friends, newspaper ads, billboard signage, or through referrals by program advisory committee members. Each quarter the admissions representatives and program coordinators make presentations in local high schools. Presentations have included building a computer out of Legos and teaching high school students how to take fingerprints. The institution provides free childcare on campus, which is an important factor for many potential students. Prospective enrollees complete an admissions application, meet with an admissions representative, meet with the applicable program coordinator, and finally meet with a finance office assistant to apply for financial aid. The acceptance committee reviews all of the applicable paperwork and recommendations and sends out a letter of acceptance. Then the enrollee returns to the finance office to finalize a payment plan and to sign the Notice of Award Tuition Planning Worksheet/Enrollment Agreement. New student orientations are held during the first week of classes.

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 representatives have a packet of forms that they instruct the enrollee to complete. As they review the forms with the enrollees, much of the required information is presented. All financial information is presented by the finance team, other than the general cost of tuition, which the admissions representatives provide. The admissions representatives give a general overview of the programs offered, but during the admissions process the enrollee also meets with the applicable program coordinator to get a more in-depth view of the program, its requirements, and outcomes.

- 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.).

The admissions group meets regularly and discusses areas of concern, improvement, or expanded product knowledge. The team reviewed the minutes from several recent meetings that discussed issues such as how to use GradPro, the school's software program to track students and their progress; cross training with other departments to better understand those functions; and the differences between the Nurse Assisting program and the shorter Nursing Assisting CEU offering. Training materials include the admissions representatives having to sign an Expectation of All Forrest College Employees form that includes a specific section on the ethical behavior and responsibilities of an admissions representative to comply with state, accreditor, and federal regulations. Since the administrative area where the admissions representatives work is in close proximity to all of the senior managers, there is constant oversight of all that is presented to a prospective enrollee.

- 4.14 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

The admissions representatives sit at the front desks in the reception area immediately adjacent to their supervisor and the administrative dean. Thus, they are informally monitored on a continual basis. Any concerns are brought to the attention of the admissions representatives on a timely basis, providing an opportunity for immediate coaching or advising.

- 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?

The business office coordinator, Ms. Kathryn Childress, has final oversight of all financial aid processing at the institution, which also uses Weber and Associates Inc. as its third party servicer. As previously stated, Ms. Childress holds an associate's degree in business administration from Forrest College. In 1998, while still a student, she was hired as a teaching assistant and job placement coordinator for the JTPA program. She was promoted to the business office in 2000. Thus, she has worked in financial aid processing and business office management for 17 years.

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:

Students desiring to have previous college credits evaluated for transfer must have earned at least a C in an equivalent course at an accredited postsecondary institution. As part of the enrollment process, the student completes a request to secure an official transcript that is mailed to the school. Transfer of credit is evaluated and approved by the assistant to the academic and administrative deans, Ms. June Peterson. Evidence of transfer credit and the supporting official transcripts were included in several of the student files reviewed.

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.)

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 are published on pages 38-41 of the 2016-2017 Catalog.

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:

While the team was on site, the catalog was corrected to include the effect of non-letter grades on the quantitative component of SAP.

- 4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.
- Three of the student files reviewed contained the appropriate SAP warning letters to correspond with outcomes on the transcripts reviewed. Additionally, the institution provided the tracker generated at the end of the last term that was used to identify any student requiring SAP notification and examples of the letters appropriately generated to the students informing them of their SAP status.
- 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 (All programs are less than two years.)

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

Yes No

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

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

If Yes, is the student informed of this policy?

Yes No

Students are informed of this policy in the school catalog and also in the letters generated informing them of their SAP status.

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.)

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.)

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

Yes No Not Applicable (There is no such student and/or the campus does not have such a policy.)

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

Yes No

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

Satisfactory academic progress is administered by Ms. June Peterson, finance and records office coordinator/assistant to academic and administrative deans. She holds a bachelor's degree in human development from Sonoma State University. She worked as a human resources representative for 7 years, as a real estate agent for 10 years, and was hired as an adjunct instructor at this college in 2013. She was promoted to administrative dean in 2014, later that year moved to academic dean, and in 2016 was made the finance and records office coordinator and assistant to the academic and administrative deans.

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?

Faculty, program coordinators, and management staff meet regularly to assess student progress, and individual tutoring and monitoring is provided to students in need. The institution utilizes Skype for Business (Office 365), which allows an absent student to participate in class via the computer so that they do not miss classroom lectures and activities. Everyone in the school has an open door policy to assist students as needed. Free childcare on campus also assists students with their attendance.

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.*)

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

Yes No

- 4.43 Are tuition and fees clearly stated in the catalog?

Yes No

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

(Section 3-1-432, 3-1-703, and Appendix C): Although the tuition and fees are correctly stated in the catalog, the same information is inconsistent on the school's website.

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

A review of student ledger cards clearly demonstrated all of these items.

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.

Upon a review of student ledger cards, refunds and dates of processing were in compliance. Additionally, the student financial aid compliance audit indicated there had been no incorrect or late refunds issued within the past two years.

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 business office coordinator, Ms. Kathryn Childress, has final oversight of all financial aid processing at the institution, which also uses Weber and Associates Inc. as its third party servicer. As previously stated, Ms. Childress holds an associate's degree in business administration from Forrest College. In 1998, while still a student, she was hired as a teaching assistant and job placement coordinator for the JTPA program. She was promoted to the business office in 2000. Thus, she has worked in financial aid processing and business office management for 17 years.

- 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:

Ms. Childress is a member of the South Carolina Association of Student Financial Aid Administrators.

- 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.

Ms. Childress has worked in financial aid for this institution for 17 years; and in her staff file is evidence of multiple trainings, conference attendance, and webinars attended throughout her tenure. Most recently she has participated in an extensive webinar provided by Weber & Associates, Inc. regarding campus-based aid, a webinar entitled Challenges in a New Age of Technology, and a webinar entitled effective Income-Driven Repayment Plan Counseling.

- 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 87.
The ending enrollment reported on the previous year's CAR is 87.

- 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

(Section 3-1-203 & Appendix L): Although representative student files selected from data on the 2016 CAR all indicated that the statuses input were correctly represented, the institution informed the team on the last day of the visit that one student was mistakenly left off the CAR as a student in the network repair and service technician diploma program. Currently, the program reports no enrollment. The institution did not provide the name of the student and no documentation was provided to evidence the enrollment. Thus, the team was unable to verify the retention rate for the diploma in network repair and service technician program.

- 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.)

The institution has a rigorous plan to advise students regarding their student loan repayment obligations. This begins with the required entrance counseling, which is reinforced during the enrollment process when the enrollee meets with the financial aid advisor. Ms. Childress meets with the students in Business 116 Personal Finance to instruct students on effective financial planning, and then she meets

with students prior to graduation to do the exit counseling one-on-one to ensure that the students are clear about repayment processes. Additionally, the institution utilizes Champion Colleges Services, Inc. for default management. The three-year default rates have been reduced from 23.9 percent in 2011 to 19.5 percent in 2013 and Champion College Serices, Inc. has indicated that the 2014 default rate will be reported at approximately 10 percent.

COMMENDATIONS:

The team would like to commend the entire management staff for their commitment to effectively providing the necessary services and educational atmosphere to help their students succeed. This is evidenced in excellent retention and placement outcomes and by individual comments made during staff interviews, who all spoke about the school as a family. One student even wrote about the "caring" attitude in his enrollment essay, prior to actually attending any classes.

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. Jesse Harris is the academic dean for the criminal justice programs. Mr. Harris received his bachelor's degree in criminal justice from University of New York at Albany, and his master's degree from Webster University. In addition, Mr. Harris has certificates from the following: Tri-County Technical College, FBI National Academy., University of Virginia., South Carolina Justice Academy, and Whiteville Community College.

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 program coordinators meet with faculty on a regular basis to discuss student issues and the programs in general. Textbooks and syllabi are reviewed and, if necessary, suggestions are made to the coordinators, who in turn meet with the academic department to discuss any changes. Faculty are permitted to make changes to the syllabi as long as the course objectives are completed.

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.*)

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)

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

(b) Student placement rate of 70 percent?

Yes No

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?
Advisory board meetings are held on a regular basis so that the programs are kept up to date. New curriculum may be added and old curriculum skills may be removed, keeping programs updated. Student recommendations are reviewed by faculty members and coordinators, and if they contain merit, are discussed with the administration.
- 5.14 What provisions are made for individual differences among students in the learning environment?
Students having difficulties with specific courses or concepts are referred the program coordinators. Faculty then meet with the students on an individual basis to plan for appropriate assistance. The institution also employs a tutor to assist students.
- 5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The institution has regular meetings, where the faculty report to the program coordinators to discuss curriculum and textbook changes. It is the program coordinators who meet with the academic administrators to discuss any suggestions or changes.
- 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, and the syllabi reflected the outside homework assignments. The catalog, on pages 34 – 35, defines quarter credit hours, and how each credit hour equals 10 hours of lecture, 20 hours of lab, or 30 hours of externship.
- 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.
On pages 43-45 in the catalog, the institution offers the following options to transfer credits: Credit by Examination, where students are given the course by examination, as long as they meet the criteria established in the catalog; and Credit by Experience, where there has been previous work experience, current certification, or acquired job-related skills. Students are required to provide proper documentation, and if necessary, comprehensive examinations are used to validate their experience.

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 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.

Classrooms are equipped with smartboards, and students unable to attend class are able to utilize Office 365, so that they can attend class from home.

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?

During in-services, programs address topics that enhance and promote effectiveness. Faculty members are encouraged to pursue professional growth in their respective teaching areas.

- 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 institution utilizes program coordinators for each program, as well as adjunct faculty. The number of faculty members needed is determined by the number of students enrolled.

- 5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.

There are no contracts with other institutions.

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 general education courses include the following: English Composition I & II, Ethics, Introduction to Research and Statistics, Principles of Mathematics, Principles of Psychology, Introduction to Sociology, Professional Communications, and Economics I: Microeconomics. The above courses are identified in the catalog and meet the Glossary definition.

- 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.
The institution has a full-time GED tutor on staff . Further, students needing assistance with specific subject material meet with the program coordinators, and a mutual time and date is set up for tutoring sessions. The student services officer meets with students having school difficulties, as well as personal issues, which are referred to outside agencies.
- 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. Janie Turmon is the student services officer. Ms. Turmon received her associate's degree in business from Forrest College and has been employed with the institution since 1997. In addition to working with students, Ms. Turmon was employed as the Assistant Clerk of the Court and was a supervisor for the Disabilities and Needs Board.
- 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.)
Students getting ready to graduate meet with Ms. Turman and she assists in resume writing and interviewing skills. In addition, there is a job board posted outside of the administration office with current job listings.
- 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).
Extracurricular educational activities include pizza parties, outdoor cookouts, open houses, community fundraisers, holiday parties, monthly socials, academic ceremonies, and participation in annual community parades.

6. PUBLICATIONS

- 6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)
The team reviewed Forrest College's 2016-2017 catalog.
- 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.*)

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

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

(Section 3-1-432, 3-1-703, and Appendix C): Upon review of the Forrest College website, and in comparison to the most recent campus catalog, the team noticed several discrepancies with regard to the list of tuition and fees:

a. The website has a non-U.S. resident tuition rate (\$275 per credit hour) as well as a \$250 international application fee. The campus is not approved by SEVIS to accept interational students.

b. Cost variations are also found for the following fees:

-Phlebotomy certification exam

-Microsoft Office specialist exam

-Criminal background check

-Graduation fee for the associate's-level programs

-Hepatitis B shots (2)

-Late fee

-Physical exam fee for medical students

-TB test

-Interruption of program/withdrawal fee

c. The following fees are missing from the website:

-TDAP

-Uniform fee (criminal justice students)

-Urine drug screening

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:

The team notes that Forrest College was once known as Forrest Junior College, although all campus advertising materials state the current name, local street signs and a number of internet sites still refer to the school's "Junior College" name.

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

Campus advertisements can be found in both digital and print format. In addition to the website, the campus utilizes a Facebook page. Print media include program brochures, flyers, newspaper ads, postcards, and press releases. The campus was also featured in an article in the Spring 2017 edition of *EdTech* magazine.

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 website currently has testimonials from two students, Ms. Marcie Cain and Ms. Chanean Lee. According to Mr. Scott Peterson, they are actually graduates of Forrest College. The names of three other students are listed on the website, but no testimonials are attached to their names.

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:

(Section 3-1-703 and Appendix C): The campus was unable to provide documentation to evidence that the statements provided online are factual representations of the students' comments.

6.15 Does the campus utilize services funded by third parties?

Yes No (*Skip to 6.16.*)

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

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:

(Section 3-1-701, 3-1-703, and Appendix C): The phrase "for those who qualify" is not found in any advertising that references financial aid. The team reviewed the catalog, website, and other campus advertisements. Financial aid is only referenced in the catalog and on the website and the team was unable to find evidence that the required phrase is utilized.

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.)

Where is this information published? Describe any additional information that the campus provides. The campus website has a link under "Academics," where visitors can find the campus accountability report (CAR).

Gainful employment disclosures are also provided on the website.

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:

(Section 3-1-703, 3-1-704, and Appendix C): The performance information provided by the campus does not match the 2016 CAR. Currently, the only information available is the 2015 CAR summary sheet.

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.

The librarian visits all of the classes at the beginning of each term to introduce the students to the online library and review the benefits of research. In addition, the librarian reviews the textbooks and other search materials, and familiarizes the students with access to the Anderson Public Library system.

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:

(Section 3-4-401): There is no trained librarian to manage the library or support students in the evening. The librarian leaves at 5:00 pm, but the institution has evening classes until 10:00 pm. Therefore, the evening students do not have access to adequate library support.

7.05 Describe the campus's continuous assessment strategy for library resources and information services.

Faculty and staff members are in contact with the librarian to request new publications and textbooks on an as-needed basis. In addition, on Bookstore Day, students may donate old textbooks to the library for new students.

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 \$45,000.00.

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

The institution has spent \$31,484.00 so far.

How has the money been allocated?

The money has been used for the following: Software, repairs and maintenance, professional development, supplies, travel, communications, and equipment.

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:

(Section 3-4-401): The librarian is available only from 8 am to 5 pm. There is no trained individual on duty to assist evening students.

- 7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.
During the term, students are given research assignments and students are encouraged to visit the library for their necessary research.

Are these methods appropriate?

Yes No

- 7.21 Describe how the faculty have involvement in the selection of library resources.
The faculty are encouraged to review new books and publication and discuss them with their coordinators, who in turn order new materials.

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 college's librarian is Ms. Brandy Roscoe. Ms. Roscoe received her bachelor's degree in psychology and communications from Coker College and her master's degree in library science from the University of South Carolina. Ms. Roscoe is a current member of the South Carolina Library Association and American Library Association, and has been with the institution since 2015.

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 from 8 am to 9pm. Ms. Brandy Roscoe, the institution's librarian, is available during the hours of 8-5 only. The institution does not have a person designated to oversee the library after 5 pm.

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

8. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration (ABA)

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. Joseph Chester is the coordinator of the business administration program. Mr. Chester has been working in his current position at Forrest College (FC) since September 2014. Prior to his employment at Forrest College, Mr. Chester worked as a manager/trainer in in three different technology companies for seven years. He worked as a teacher/tutor in two high schools and one technical college over a period of nine years. Mr. Chester received a bachelor's degree in mathematics from Voorhees College and a master's degree in secondary education from Grand Canyon University. He was awarded an MBA by Ashford University.

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 question of sufficient authority and responsibility was brought up in the meetings with the program administrator, the administrative dean, and the academic dean. The responses to the question confirmed that the program administrator has adequate responsibility and authority to function effectively. The position description for program coordinator also indicates that the program administrator has sufficient responsibility and authority.

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.

1. Every year, guest speakers address students in the business administration program. These presentations are beneficial for students and faculty in the context of new learning and professional networking. Five guest speakers came to business administration program classes during the last eighteen months. Local businesses, banks, government agencies, and community services organizations were represented by these speakers.

2. During the last twelve months, students in the ABA degree program went on two field trips and participated in two job fairs.
3. Students and faculty in the ABA program provided business and IT consultation to members of the local community.
4. The business administration program has a 12-member program advisory committee (PAC). This committee has ten external members who represent a cross-section of local business entities, government agencies, employers of graduates in the ABA program, and other educational institutions.

The community resources utilized in the ABA degree program enhance and enrich the program by facilitating the employment-market relevance of the academic program, and providing the students and faculty opportunities for productive interaction with successful professionals and concerned community leaders.

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 externship sites/hosts are chosen deliberately with the intent of matching the in-class learning with the activities and responsibilities an extern will experience at the externship site. The process for evaluating the externship experience and performance is focused on the effectiveness of the externship with respect to in-class learning and acquired job skills.

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 reviewed several samples of graded out-of-class assignments, and gradebooks evidence the recording of these grades into 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) Systematic planning.

The future plans and the ongoing planning process documented by the administration of Forrest College confirm that the operations of this institution are based on systematic planning. The scheduling of courses, course assignments for instructors, acquisition of additional equipment, and other instructional resources are planned well in advance.

(b) Well-defined instructional objectives.

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 selection and use of appropriate and current learning materials.

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) Appropriate modes of instructional delivery.

The mode of instruction in on-ground classes incorporates the utilization of state-of-the art techniques and technology. The classrooms and laboratories are equipped adequately with instructional-technology devices.

(e) The use of appropriate assessment strategies.

The assessment strategy for evaluating the performance of students in the ABA degree program is appropriate. The assessment methodology includes credit for assigned work, individual and/or group projects, participation in graded on-line discussion conferences, and research papers.

(f) The use of appropriate experiences.

The students in the ABA degree program are encouraged to share their relevant out-of-class experiences with their class mates and instructors. Students are also advised to utilize their in-class learning, and work experience, for the benefit of the community and FC.

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 for the associate degree at Forrest College is comparable to that at numerous other well-recognized institutions with regard to:
 Total number of credit hours required for completing the degree program.
 The required number of credit hours of general education coursework.
 The required number of credit hours associated with core courses.
 The academic content of a typical course.
 The quality of in-class activities, and out-of-class assignments and activities.
 The assessment methodology for evaluating student performance.
- 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

GENERAL COMMENTS:

Students interviewed during the site visit indicated the high quality of instruction at the institution, and praised the instructors and administrators for being very accessible and responsive. They appreciated the hands-on experience of the instructors, and the employment-market focus of the ABA degree program.

COMMENDATIONS:

The environment at Forrest College is undeniably positive for students, faculty, and staff. The administrative dean and academic dean deserve commendation for keeping everyone associated with Forrest College enthusiastic and energetic.

8. PROGRAM EVALUATION**Academic Associate's Degree in Information Technology (AIT)****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. John Moore is the acting coordinator of the Information Technology program. Mr. Moore was initially employed as an adjunct instructor at Forrest College in April 2015. He was designated as the acting coordinator for the information technology program in January 2017. Between 2008 and 2014, Mr. Moore worked as a teacher of mathematics, business, and computer science in three different high schools. Mr. Moore received a bachelor's degree in mathematics education from the University of Georgia and a master's degree in information technology from American Intercontinental University. He is currently pursuing the specialist degree in education leadership at Liberty University.

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 question of sufficient authority and responsibility was brought up in the meetings the program administrator, the administrative dean, and the academic dean. The responses to the question confirmed that the program administrator has adequate responsibility and authority to function effectively. The position description for program coordinator also indicates that the program administrator has sufficient responsibility and authority.

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 program does not have any enrolled students. Nine students currently in the business administration program will be matriculating in the information technology program on June 17, 2017.

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. Field trips are being planned for students in the AIT program.

2. The information technology program has a 10-member Program Advisory Committee (PAC). This committee has eight external members who represent a cross-section of local business entities, government agencies, major IT users, and other educational institutions.

The community resources utilized in the AIT degree program enhance and enrich the program by facilitating the employment-market relevance of the academic program, and providing the students and faculty opportunities for productive interaction with successful professionals and concerned community leaders.

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 externship sites/hosts are chosen deliberately with the intent of matching the in-class learning with the activities and responsibilities an extern will experience at the externship site. The process for evaluating the externship experience and performance is focused on the effectiveness of the externship with respect to in-class learning and acquired job skills.

- 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 program does not have any currently enrolled students. Nine students will be starting the program in June.

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.

The future plans, and the ongoing planning process documented by the administration of FC confirm that the operations of this institution are based on systematic planning. The scheduling of courses, course assignments for instructors, acquisition of additional equipment and other instructional resources are planned well in advance.

(b) Well-defined instructional objectives.

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.

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

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) Appropriate modes of instructional delivery.

The mode of instruction in on-ground classes incorporates the utilization of state-of-the art techniques and technology. The classrooms and laboratories are equipped adequately with instructional-technology devices.

(e) The use of appropriate assessment strategies.

The assessment strategy for evaluating the performance of students in the AIT degree program is appropriate. The assessment methodology includes credit for assigned work, individual and/or group projects, participation in graded online discussion conferences, and research papers.

(f) The use of appropriate experiences.

Faculty interviews indicate the plan for students in the AIT degree program, as with all programs, to share their relevant out-of-class experiences with their classmates and instructors. All students at Forrest College are advised to utilize their in-class learning, and work experience, for the benefit of the community and the institution.

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 for the associate degree at Forrest College is comparable to that at numerous other well-recognized institutions with regard to:
Total number of credit hours required for completing the degree program.
The required number of credit hours of general education coursework.
The required number of credit hours associated with core courses.
The academic content of a typical course.
The quality of in-class activities, and out-of-class assignments and activities.
The assessment methodology for evaluating student performance.
- 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 environment at Forrest College is especially positive for students, faculty, and staff. The administrative dean and the academic dean deserve commendation for maintaining an enthusiastic and energetic environment.

8. PROGRAM EVALUATION

Academic Associate's Degree in Medical Assisting
Diploma in Phlebotomy
Certificate in Nurse Assisting

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. Theresa Pearson is the medical assisting program coordinator. She has an associate degree in nursing from Greenville Technical College and an associate degree in medical assisting from Forrest College. She is also a registered nurse in the state of South Carolina and a certified medical assistant (CMA) by the American Association of Medical Assistants (AAMA). She is an adjunct faculty member, as she works at another job during day. She is responsible for the administrative aspect of the program as well as teaching in the program and is responsible as the externship coordinator. She is assisted by Ms. Celina Chastain as the assistant medical assisting program coordinator.

Ms. Patricia Thompson is the lead instructor for the phlebotomy program. She is a licensed phlebotomist by the American Society of Clinical Pathologists (ASCP). She has many years of experience as a phlebotomist.

Ms. Teresa Morgan has been the lead instructor for the nurse assisting certificate program since April 2017. She holds a bachelor's degree in nursing from the University of the State of New York and a practical nursing degree from Anderson School of Practical Nursing. She is a registered nurse in the State of South Carolina.

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).

Reading the last advisory board meeting minutes, it is apparent that curriculum changes were discussed, and the program coordinator has taken the necessary steps to implement these changes. This was

evidenced by the following meeting's minutes and was reflected on the date printed on the current course syllabi.

- 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.

A variety of guest speakers were invited, at different times to address students about various relevant topics. Topics included medical insurance, personal finance, retirement, drug substance abuse at the workplace, etc. A job fair was arranged by the college to present job opportunities to the graduating students. The last one was held a week before the on-site visit. The advisory board meets twice a year, and the last meeting was held on May 18, 2017. Local healthcare facilities are used as externship sites and some of the graduates secure starting jobs at these sites.

- 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 medical assistant program includes an externship, but due to the program's programmatic accreditation, the externship was not visited by the team.

- 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.

Students have confirmed that homework is a regular class assignment, and that assignments are graded and returned back to the students. This, in turn, is a component of the course final grade. The breakdown of the course grade components is apparent in course syllabi. Students interviewed showed samples of completed and graded homework.

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.

All faculty members meet regularly on a weekly basis to discuss issues pertaining to the various programs offered. These meetings include all faculty from different departments and then divide into separate sections. Textbook selections are reviewed and a consensus is needed to make revisions to text selection. Various teaching modalities are used in the classroom that include lecture, PowerPoint presentations, handouts, research projects, quizzes, etc. All faculty are experienced in their fields and bring their own experiences to the classroom discussions.

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 for the phlebotomy program is 6:1.
The current student/teacher ratio for the nurse assisting certificate is 1:1.
- 8.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 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 medical assisting program is programmatically accredited by CAAHEP, following their standards and guidelines. The number of credits required is 103.5 credit hours, which exceeds the required minimum. The major component of the credit hours is 57 credit hours.
- 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:

1. The availability of free childcare program for the student's children is a major marketing tool to assure students with small children a peace of mind to enroll.
2. All students interviewed in different classes spoke very highly of the school and are very pleased with the individual attention they receive from every faculty member as well as other personnel.

RECOMMENDATIONS:

The medical assistant program coordinator has a day job, and is only available one day a week for students, because she also teaches and is the externship coordinator. This schedule is very tight; and while sufficient based on current enrollment numbers, the team recommends, as the program grows and enrollment increases, that she pass some of her responsibilities to her assistant or to other faculty members.

8. PROGRAM EVALUATION**Academic Associate's Degree in Criminal Justice****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. Jesse Harris is the coordinator for the criminal justice programs. As previously stated, Mr. Harris received his bachelor's degree in criminal justice from University of New York at Albany, and his master's degree from Webster University. In addition, He has certificates from the following: Tri-County Technical College, FBI National Academy, University of Virginia, South Carolina Justice Academy, and Whiteville Community 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).

The team reviewed minutes from faculty meetings and curriculum review committee meetings, in which Mr. Harris plays an integral role. His role as an instructor and responsibilities as academic dean add to his authority and responsibility for the development and administration of the program. He is assisted by a number of other highly qualified criminal justice instructors, and meeting minutes provide evidence that the other instructors submit suggestions to Mr. Harris to make appropriate changes to the curriculum.

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.

The college has affiliations with agencies and systems within the criminal justice system. These affiliations provide opportunities for class field trips, course guest lecturers, and input relevant to program enrichment.

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 internship for the criminal justice program is offered in the emphasis in law enforcement only. The internship provides learning experiences that include on-the-job training in the necessary areas of criminal justice.

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 reviewed gradebooks to evidence 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.

(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.

Systematic planning is evidenced through faculty meetings and advisory boards, curriculum review committees, and strategic planning. The instructional objectives are well defined and consist of measureable learning outcomes that lead to employment in the criminal justice field. The classrooms contain appropriate equipment resources and textbooks, and the learning materials include up-to-date textbooks and hands-on equipment for activities such as fingerprint and footprint analysis. Assessment strategies include group projects, investigative research, and competency-based reviews. In addition, the classes utilize community resources that include trips to the county courts to view trials, and to the local police departments.

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 criminal justice program is taught at three local colleges in the area, and a review of their catalogs indicated the same or similar courses. However, the team discovered that there is one positive difference, and that is the fact that the institution's program allows for specific concentrations.

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

GENERAL COMMENTS:

Students in the criminal justice program are provided with the structure, function, and procedures that may lead to specific areas within the field. Further, the students are offered three separate elective options that include: an emphasis in enforcement, emphasis in corrections, and an emphasis in private security, enabling the student to focus on their specific interest.

SUMMARY

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

Number	Section	Summary Statement
1	2-2-121(a)(b)	The credit and contact hours do not match ACICS approvals for the medical office assistant, medical clinical assistant, patient care technician, or administrative office assistant programs (page 3).
2	3-1-110, 3-1-111, 3-1-112, 3-1-113, and Appendix K	The CEP does not contain all required elements (pages 7 and 8). The institution does not provide evidence of documented CEP progress reports (page 8). The institution does not provide sufficient documentation to evidence the annual evaluation of the CEP (page 9).
3	3-1-202(b)	The campus does not provide evidence of performance evaluations for staff members (page 10).
4	3-1-203 and Appendix L	One placement waiver for the 2016 CAR cannot be verified (page 4). The retention rate for the diploma in network repair and service technician cannot be verified (page 20).
5	3-1-301	The on-site administration does not have sufficient authority and autonomy to manage the campus effectively (page 9).
6	3-1-303(f)	The safety of off-site student records could not be verified (page 11).
7	3-1-432, 3-1-701, 3-1-703, 3-1-704, and Appendix C	The institution's website does not accurately describe tuition and fees (pages 18 and 29). The institution does not provide documentation to evidence the validity and accuracy of graduate testimonials (page 30). The institution's advertisements do not utilize the phrase "for those who qualify" in references to financial aid (page 30). Current performance information is not provided to the public (page 31).
8	3-4-401	The library is not staffed by a trained individual during evening hours (pages 31 and 33).

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 14, 2017

ACICS ID: 00011232

Surveys Between:

May 24, 2017 and May 25, 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?

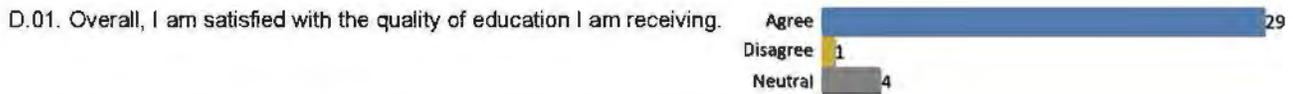
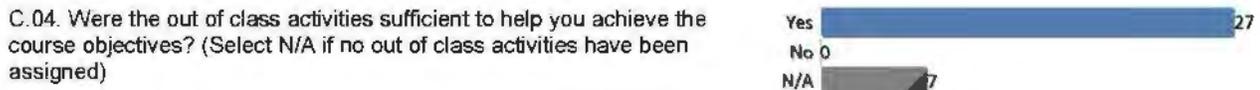
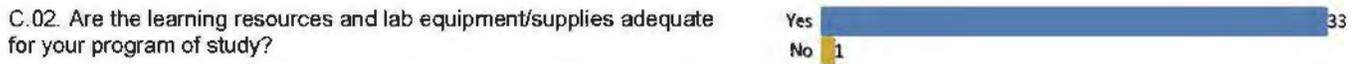
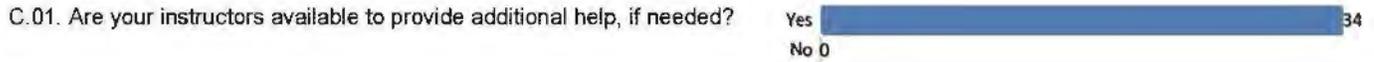


B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)





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-154



October 29, 2015

Evaluation Team Report – RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00011332

Main Campus ID: 0011332

Staff Contact: Ms. Karly Zeigler – Phone: (202) 336-6846

Application ID: 60772

VISIT RESPONSE DUE DATE: November 8, 2015

Ms. Rebecca Scales
Campus Director
Ridley-Lowell Business & Technical Institute
116 Front Street
Binghamton, NY 13905
bingaa@ridley.edu

Dear Ms. Scales:

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. This response must be submitted 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)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development
Enclosures



750 First Street, NE, Suite 980
Washington, DC 20002-4241
TEL: (202) 336-6780
FAX: (202) 842-2593
www.acics.org

PREPARING THE INSTITUTIONAL RESPONSE

Upon receipt of an evaluation team report or Council motion letter that includes findings, the institution is invited to respond before the Council takes action on the respective application. This document provides guidelines for preparing and uploading that response to your institutional account.

FORMAT

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.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

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.

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" (if responding to a visit report) or "Deferral Documents" (if responding to a Council motion letter) and upload each response document as described below. (Please see the enclosed document "Citation Upload Process" 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

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Narrative 1
Supporting Document 1
Narrative 2
Supporting Document 2
Narrative 3
Supporting Document 3
Narrative 4
Supporting Document 4
Narrative 5
Supporting Document 5

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

CONTENT

It is important to prepare a response that clearly identifies institutional changes and includes documentation to support the institution’s explanation. *Failure to provide adequate documentation may result in the deferral or denial of the institution’s application.*

When areas of noncompliance and/or concerns are identified, the campus must provide the Council with documented evidence of their correction. Examples of documentation include the following:

- Copies of official transcripts;
- Completed forms (i.e., counseling, refund calculation, library sign-in/sign-out forms, student acknowledgement of receipt of catalog, or information about campus);
- Minutes of meetings held since the visit or last Council review (i.e., faculty, staff, advisory board);
- Refund calculation sheets, canceled checks, account cards, and last day of attendance determination sheets;
- Roster of all students who graduated that includes entries such as employment status, name of program, graduation date, and, if employed, the place of employment, job title, placement category, and evidence of employment;

- Continuing education grade reports or certificates of attendance at professional conferences or trade shows;
- Photographs, invoices, and delivering receipts to evidence the acquisition of equipment, books, or materials.

Note: Documents should not include any personal information (i.e. bank account numbers, social security numbers, etc.).

These are just a few examples of documentation considered acceptable by the Council. Responses will vary depending on the findings of the team and/or Council. Please note that in a majority of all findings, submission of supporting documentation will be necessary in order to sufficiently evidence that the campus is in compliance and that the citation has been remediated.

If you need assistance in preparing the response, contact the ACICS staff representative who coordinated the visit to your campus.

RESPONDING TO THE TEAM REPORT

Read the entire report carefully. The response must address each finding identified on the summary page. If the campus deems it necessary to respond to areas of the report outside of this summary page, please contact the ACICS coordinator conducting the visit or Ian Harazduk at iharazduk@acics.org. In addition, the campus may respond and provide information about any areas in the team report in which the campus disagrees.

COUNCIL ACTION AFTER REVIEW OF THE RESPONSE

A response received in a timely manner prior to the Council meeting will be reviewed at that meeting. The response due date will be provided on the cover page of the team report or the accompanying letter. If the Council does not feel that the response is complete, sufficiently detailed, or properly documented, the decision of the Council on the application will be to take an action that requests additional information or to deny the application. The letter from the Council will list specific information that must be submitted to answer the Council's concerns. The campus may submit additional items not requested by the Council if it believes the materials further support the campus's compliance with the *Accreditation Criteria*. The format used to respond to the action letter from the council should follow the guidelines identified in responding to an evaluation team report.

All questions about responding to the Council should be directed to the ACICS staff representative who coordinated the on-site evaluation visit.



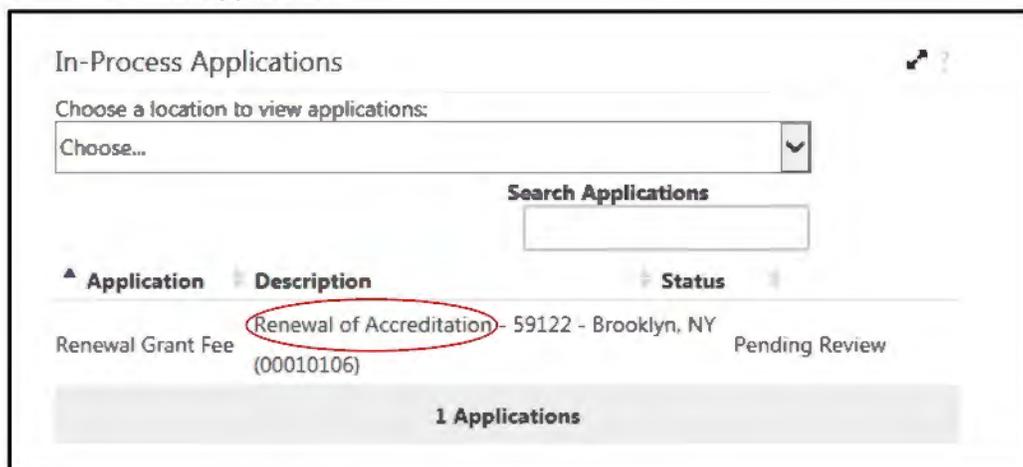
Citation Upload Process

Step 1: Login

From the ACICS website (www.acics.org) click on “Login” and enter the corporate or campus (main or branch) ACICS member center username and password when prompted.



Step 2: Click the appropriate “In Process Application” to upload the response documents into that application



Once in the application, click "Citation Documents," if responding to a visit report, or "Deferral Documents," if responding to a Council motion letter.

Application Status

Application Title: Renewal of Accreditation
Application Status: INPROCESS
Linked Application: No
Assigned To: Unassigned
Number of Citations: 10
Comments:
No comments at this time

Associated Forms:
There are no application web forms for this application

[Citation Documents](#)
[Deferral Documents](#)

Step 3: To upload a document for your response, 'drag and drop' the document onto the web page OR click [+ new document](#) to browse for the document. Please make sure that you label the document with the respective "Document Type" (i.e. Narrative 1). Upload each document (separately or all at once) and label each document with the appropriate finding.

Instructions

Use this page to upload citation documents that have been requested by an analyst. Drag and drop the documents into the section below to upload them. Once the documents are uploaded, choose the corresponding Citation Type for each document.

Upload completed (1 added) DISMISS

Name	Document Type	Modified By	Modified	Version
Narrative 1 - CEP	Narrative 1 Supporting Document 1 Narrative 2 Supporting Document 2 Narrative 3 Supporting Document 3 Narrative 4 Supporting Document 4 Narrative 5 Supporting Document 5 Narrative 6 Supporting Document 6 Narrative 7 Supporting Document 7 Narrative 8 Supporting Document 8 Narrative 9 Supporting Document 9 Narrative 10 Supporting Document 10	pat.mcgowan@statuspeer.com	A few seconds ago	1.0

Note: Each citation task should include only one uploaded document. If there are multiple documents in response to a citation, then the documents should be combined into one document. In addition, the system has a maximum capacity of 100MB per document upload. If the document is unable to be compressed to less than 100MB, please separate the document and upload each of these documents separately with different file names, but label them with the same "Document Type."

For additional assistance with uploading documents, please contact Ian Harazduk at iharazduk@acics.org or the ACICS Help Desk at ebiz@acics.org.



RENEWAL OF ACCREDITATION VISIT REPORT

RIDLEY-LOWELL BUSINESS & TECHNICAL INSTITUTE
116 Front Street
Binghamton, New York 13905
ACICS ID Code: 00011332

Ms. Rebecca Scales, Campus Director (bgdirector@ridley.edu)
(bingaa@ridley.edu)

October 1 - 2, 2015

Ms. Dianna Murphy	Chair	Morehead State University	Morehead, KY
Dr. Kelly Moore	Student-Relations Specialist	Westwood College	Chicago, IL
Dr. Vicki Wise	Network & Technical Support Specialist	National University/Retired	Attica, OH
Ms. Ebony Lawrence	Medical Administrative Specialist	ECPI University	Lakeland, FL
Ms. Rita Kendall	Cosmetology Specialist	Miller-Motte College	Clarksville, TN
Ms. Karly Zeigler	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
Ridley-Lowell Business & Technical Institute
Binghamton, NY**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%)			
					2014		2013	
					Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Administrative Assistant (Day)	960	4/0	70	66.67	62.5	87.5
Diploma	Diploma	Medical Administrative Assistant (Evening)	720	0/4	50	60	65.91	66.67
Diploma	Diploma	Networking & Technical Support Specialist	960	7/0	70	80	70	75
Diploma	Diploma	Cosmetology	1,000	12/28	73	65	73.43	75
Diploma	Diploma	Medical Assistant (Day)*	1,260	15/0	90	72.73	73.91	68.75
Diploma	Diploma	Medical Assistant (Evening)*	1,260	0/5	74	60	73.68	66.67
Total Enrollment:				75				

- * The Medical Assistant (Day) and Medical Assistant (Evening) programs were not reviewed by the team because they are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Their last review was in 2013, from which they received a 10-year grant expiring in 2023.

INTRODUCTION

Having started as separate schools of business instruction, the Ridley and Lowell schools were associated in 1968. In 1976 the schools were incorporated under the Ridley-Lowell Business & Technical Institute (Ridley-Lowell), and later that same year became accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The Ridley-Lowell Business & Technical Institute is currently owned by the Ridley-Lowell School of Business, Inc., which now operates eight campuses located in New York, Connecticut, and, most recently, Rhode Island. The Officers of the Corporation are Mr. W.T. Weymouth, president, and Ms. Norma Weymouth, vice president. The campus is located in downtown Binghamton, New York. The campus is comprised of two buildings within walking distance of one another. The cosmetology program is located on the first floor of a modern office building and its professional salon area is visible to pedestrian traffic. The remaining programs are housed in a two-story historic building located in a mixed zone of small businesses and residential dwellings. The campus is easily accessible by bus, and there are public and private parking lots nearby. Eighty percent of students are between the ages of 18-39, and half of those students are under the age of 25. The student body is approximately 75 percent Caucasian, 20 percent African American, and 82 percent female.

The campus has experienced a significant drop in enrollment from a high of 390 students in 2012-2013 to the present 75 students. Since 2014 several programs have been discontinued and two newly approved programs, esthetics and electrical systems technician, have yet to enrolled any students. The city of Binghamton has an unemployment rate above 20 percent.

MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission appears on page 12 of the Ridley-Lowell Business and Technical Institute's Catalog Volume XV effective August 11, 2015, and Catalog Addenda Volume XV.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
 Yes No
(b) The modes of delivery.
 Yes No
(c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
 Yes No
(b) The characteristics of the student population.
 Yes No
(c) The types of data that will be used for assessment.
 Yes No
(d) Specific goals to improve the educational processes.
 Yes No

(e) Expected outcomes of the plans.

Yes No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new branch only)

(e) Student learning outcomes.

Yes No

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

(Section 3-1-111): There is no documentation to evidence that the campus measures employer satisfaction, graduate satisfaction, and student learning outcomes. Although the CEP states that surveys will be sent to employers and graduates at 90-day intervals, the documentation does not provide results of the surveys or any analysis of the survey data. The team was told by the administrative staff that an insufficient number of surveys had been returned by graduates and employers. The campus director explained that the campus continues to encounter healthcare privacy issues in tracking employer satisfaction, especially for graduates of the medical programs. Consequently, graduate and employer survey results were not documented, summarized, or analyzed; and there was no description of how the results were to be used to improve the programs and outcomes. Although the CEP states that pass rates on certification exams will be used to measure student learning outcomes for the medical assisting and cosmetology programs, it does not identify how and when the pass rate results will be collected for the National Center for Competency Testing (NCCT) exam for medical assisting students, and the Appearance Enhancement exam for the cosmetology students. While the campus reported some pass rates, there was no documentation summarizing and analyzing the exam results; and, therefore, there was no written explanation of how the results were to be used to improve the programs and outcomes.

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

(Section 3-1-111): As mentioned above, the campus does not assess its student learning outcomes. The CEP lists four measures of student learning outcomes: (1) student grade point average, (2) certification exam pass rates, (3) satisfactory academic progress (SAP), and (4) pre-test and post-test. However, there was no documentation to evidence that any of the four measures were being systematically collected at regular set intervals. There was no documented summary and analysis of the outcomes, and no explanation of how the results are used to improve the educational processes. The campus director stated that the outcomes were being monitored and analyzed informally in frequent meetings among the administrative staff, which she described as small enough to meet at frequent intervals. For example, the campus director explained that in talking about the results of the Wonderlic pre-test and post-test, the campus was having discussions about the effectiveness of the measure.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

 Yes No Not Applicable

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

 Yes No Not Applicable

(b) How the data was collected.

 Yes No Not Applicable

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

 Yes No Not ApplicableIf *No* for any applicable item, insert the section number in parentheses and explain:

(Section 3-1-111): The CEP does not identify how data is collected, analyzed, and used to improve the educational processes. While the CEP does identify data to be collected, it does not always specify how and when the data is collected. As previously noted, there is no documented summary and analysis of the data identified in the CEP that is used to measure student learning outcomes, employer satisfaction, and graduate satisfaction. For example there was Lundberg no analysis of the employer surveys, graduate surveys, the Wonderlic pre-test and post-test, or pass rates on certification exams for the medical assisting and cosmetology programs. Also, there is no documentation explaining how the data will be has been used to improve the educational processes.

1.13 Has the campus published annual placement and retention goals in its CEP that demonstrate its ability to maintain or improve retention and placement outcomes?

 Yes No

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

 Yes No

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

To meet its placement goal, in 2011 the campus introduced the College System website where employers can post job openings and students and graduates can upload resumes. As of the writing of the CEP, 65 employers and 360 students and graduates from the campus had registered on the website. To assist students with job search skills, the career services office coordinates student workshops to provide preparation for resumes and job interviewing. These skills also are reviewed in the Career Development course that most students must take.

To reach the retention goal the campus conducts a mandatory orientation for new students that reviews the services and resources available to assist students with academic tutoring. The members of the faculty maintain daily office hours for academic advising and additional instruction. The administrative office monitors daily attendance to identify students who need advising to promote attendance. Mid-term grades are reviewed to identify students who are in need of counseling to encourage them to use the academic assistance offered by the faculty.

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

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

(Section 3-1-112): There is no documentation to evidence that the specific activities identified in the CEP have been implemented. The CEP does not assign specific individuals or offices the responsibility for monitoring and completing each activity, and there are no progress reports to evidence if and when activities were completed. For example, in reference to placement the CEP states under its "Outreach" section that career fairs are a good idea; however, there is no plan to hold or attend career fairs and no progress reports to document completion of the plan. Similarly, the CEP states on page 12, "Students are always encouraged to volunteer for an internship program during or immediately following the final term"; however, there was no documentation of how this is implemented, tracked for completion, how often students volunteer for internships, or how the campus makes these available to students outside of the medical assisting program. On page 11 of the CEP a plan to improve retention in the medical administrative assistant evening program includes "contacting students whose attendance is of concern, targeting students who are experiencing academic difficulties and encouraging them to take advantage of the free tutoring services available to them and work with students to accommodate scheduling needs." It then states that the current retention rate for that program is 77 percent showing that the plan is working. However, there are no progress reports that the plan was implemented and no specific person is identified to monitor and document completion of the plan. With reference to student learning outcomes (SLOs), the CEP identifies measures, but there is no plan to improve the outcomes. The last paragraph under the SLOs section reads, "Attention needs to be given to any items that cannot be viewed in a positive light, and a plan formed to correct the problems found."

- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
 Ms. Rebecca Scales, campus director, is responsible for implementing and monitoring the CEP. Ms. Scales holds a diploma in medical assisting from Ridley-Lowell Business & Technical Institute and a bachelor's degree in music education from Wilkes University. She worked as a medical assistant for over three years and has taught at the campus for five years prior to assuming the campus director position in October 2014. She is assisted by the administrative offices.

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

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

(Section 3-1-113): There is no documentation that the CEP is evaluated annually. While the CEP is mentioned in some meeting minutes, there was no documentation that data were collected, summarized, and analyzed for graduate and employer satisfaction, as well as for student learning outcomes. There also was no evidence of progress reporting for activities identified for these elements.

GENERAL COMMENTS:

Most elements of the CEP are not being assessed, specifically graduate satisfaction, employer satisfaction, and student learning outcomes. There is no documentation of the systematic collection, summary, or analysis of data to measure the effectiveness of the educational processes.

2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.
 Yes No
 - (b) Names of the trustees, directors, and/or officers.
 Yes No
 - (c) Names of the administrators.
 Yes No
- 2.02 Does the campus:
- (a) Adequately train its employees?
 Yes No
 - (b) Provide them with constant and proper supervision?
 Yes No
 - (c) Evaluate their work?
 Yes No
- 2.03 Is the administration of the campus efficient and effective?
 Yes No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?
 Yes No
 - (b) Know the person to whom they report?
 Yes No
 - (c) Understand the standards by which the success of their work is measured?
 Yes No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. W. T. Weymouth, president, is responsible for the financial oversight of the campus. Mr. Weymouth has a bachelor's degree from Husson College, a master's degree from Syracuse University, and a certificate of advanced study from Fordham University. In 1976, Mr. Weymouth acquired the Ridley-Lowell Business & Technical Institute schools, which he placed under one corporate structure. Prior to operating the schools he worked with ITT Technical Institute.

3. ADMINISTRATION

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

Yes No

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

Yes No

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

Ms. Rebecca Scales is the on-site administrator, having assumed the position of campus director October 2014. As noted previously, Ms. Scales holds a diploma in medical assisting from Ridley-Lowell Business & Technical Institute and a bachelor's degree in music education from Wilkes University. She worked as a medical assistant for over three years and has taught at the campus for five years prior to assuming the campus director position.

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

Yes No

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

Yes No

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

(a) Financial aid activities.

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

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

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

(Section 3-1-303(a)): Adequate records are not maintained for the admission of all students. For students enrolled in the medical administrative assistant and medical assistant programs, the enrollment agreements, transcripts, and notice of dismissal conflict with the admissions policy stated in the campus catalog. For a detailed explanation, see 4.08 in the Student Relations section of the team report. As a consequence of the campus's admissions practice for students in the medical assistant and medical administrative assistant programs, student transcripts do not always correlate to the program of study identified on the student's enrollment agreement.

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

Yes No (*Skip to Question 3.11.*)

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

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

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

(Section 3-1-303(e)): Appropriate transcripts are not maintained for some students. For the medical administrative assistant program, some student transcripts included course numbers that did not match those listed for the program in the catalog. The discrepancies are specifically identified in the Section 9 program report for the medical administrative assistant. Also, the student transcripts do not reflect an accurately calculated grade point average. A full explanation of the calculation errors appears in the response to question 4.27 in the team report.

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

GENERAL COMMENTS:

The admissions records, transcripts, and documentation related to the medical administrative assistant and medical assistant program proved challenging to review. As described in the Student Relations section of this report, the dual enrollment of students in these two programs resulted in documented discrepancies across multiple records.

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

While on-site, the team reviewed 21 student files including unofficial transcripts, 21 student ledger cards, and 14 financial aid files. The selection of files for review included students who started, dropped, transferred programs, graduated, and were enrolled at the beginning of the 2014 Campus Accountability Report reporting period. Files of two students not meeting Satisfactory Academic Progress were evaluated.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

4.03 Does the campus have appropriate admissions criteria?

Yes No

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

Yes No

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

Yes No

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

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

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

(Section 3-1-411(b)): The admissions policy is not administered as written. Students who express an interest in enrolling in the medical assistant program are informed during the admissions interview that they will start in the medical administrative assistant program. If they achieve a 2.5 GPA after their first term of enrollment, students may be transferred out of the medical administrative assistant program into the medical assistant program. During the enrollment process, students complete enrollment agreements for both the medical administrative assistant and medical assistant programs. Additionally, students will complete a "Medical Assistant Program Entrance Agreement" that specifically states that they "...understand that in order to be accepted into the Ridley-Lowell Medical Assistant program, I must achieve at least a 2.5 GPA at the end of the first semester. If a 2.5 GPA is not achieved in the first semester, a cumulative GPA of at least a 2.5 will be required for entrance into the Medical Assistant program." This practice was shared and confirmed during interviews with campus staff but is not stated in the campus catalog. Moreover, as shared in interviews with campus staff, once a student completes their first term, the enrollment agreement for the program the student will not be staying in is destroyed. Some student file and CAR issues related to this practice include the following: (1) Student [REDACTED] shows as a new enrollment in the medical administrative assistant program on the most recent CAR last submitted to the Council. Additionally, she shows as a transfer-out from the same program and a transfer-in to the medical assistant program on the same CAR. However, the only enrollment agreement in the student's file is for the medical assistant program and the unofficial transcript in the file shows enrollment in the medical assistant program. (2) Student [REDACTED] shows as a new enrollment in the medical administrative assistant program on the CAR. However, her enrollment agreement in the file and her ledger card show her enrolled in the medical assistant program. (3) Student [REDACTED] shows as a new student enrollment in the medical administrative assistant program on the CAR. However, her file contains two enrollment agreements, one for medical assistant and one for medical administrative assistant, both signed on 9/18/13. The file contains a letter dated November 12, 2013 that the student was dismissed "for lack of attendance" with a last day of recorded attendance on October 28, 2013. It is not stated which program she was dismissed from.

Page 16 of the Ridley-Lowell Business & Technical Institute - Binghamton, New York campus academic catalog, Volume XV, dated 8/11/15 notes that incoming students "must remit a non-refundable \$30 deposit towards the \$100 application fee payable to Ridley-Lowell Business & Technical Institute." During an interview with campus staff, incoming students are not required to make this deposit. Additionally, student ledger cards reviewed by the team showed a \$100 application fee charge, but did not show a student payment of a \$30 deposit.

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

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

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

Mr. Jeff Swan, admissions representative, is responsible for the oversight of student recruitment at the campus. Mr. Swan has been in his current position at the campus since June 2015. He holds a diploma in medical assistant from Ridley-Lowell Business & Technical Institute.

- 4.11 Describe the recruiting process for new students.

Recruitment for new students at the campus begins with marketing and advertising, which are handled by the campus director and president. A variety of advertising is used to generate interest in the college including TV, bus advertising, the Internet, and referrals. Prospective students will contact the campus and schedule an interview with the admissions representative. During the interview, the campus will provide program information and conduct a tour of the campus. The application process to Ridley-Lowell is the same for all prospective students. Applicants for admission to the diploma programs are required to have an interview with the admissions representative, be over the age of 17, and provide proof of high school diploma or GED.

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

Yes No

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

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

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

Yes No

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

Yes No

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

Yes No

- 4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

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

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

Mr. Richard Griffis, financial aid director, is responsible for the final decisions regarding financial aid eligibility, packaging, and awarding. Disbursement of financial aid is handled through the president's office. Mr. Griffis has been with the campus for 36 years and in the financial aid field for 35 years. In addition to his financial aid experience, Mr. Griffis has taught at the campus and served as a campus director. He holds a bachelor's degree in accounting from Binghamton University and professional membership in the National Association of Student Financial Aid Administrators (NASFAA).

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?
 Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
The standards of satisfactory academic progress policy are published on pages 42-43 of the Ridley-Lowell Business & Technical Institute - Binghamton academic catalog, Volume XV, effective 8/11/2015.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No

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

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

(Section 3-1-421 and Appendix D): The satisfactory academic progress (SAP) policy published in the catalog does not contain all of the required components. The catalog contains two schedules, one on page 37 and one on page 43, that designate 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. However, the two charts contain conflicting information regarding minimum cumulative grade point average (CGPA). The chart on page 37 requires a minimum 1.5 CGPA at the end of the individual term, but the chart on page 43 requires a minimum 1.2 GPA, but does not indicate if this is a cumulative GPA requirement. As explained by the campus, the language on page 37 of the catalog is a New York State requirement for satisfactory academic progress and the policy on pages 42-43 is the U.S. Department of Education's policy. However, as confirmed in multiple interviews with campus staff, the campus utilizes and follows a 2.0 minimum GPA requirement.

The SAP policy does not contain procedures for re-establishing satisfactory academic progress.

The catalog does include definitions of withdrawals, incomplete grades and repeated courses on the effect of CGPA and successful course-completion, but not in the standards of satisfactory academic progress policy on pages 42-43 of the catalog, but on page 36 of the same catalog.

The catalog notes a probationary period on page 36, but also includes contradictory language of a warning period on page 43.

The team interviewed the director, Ms. Rebecca Scales, who is responsible for the administration of SAP. During the interview, Ms. Scales noted that the campus does not utilize an extended enrollment status, but the catalog contains language on page 37 of such a status: "If the standards for satisfactory academic progress are not achieved after the probationary period, the student will be dismissed, or may continue in an extended enrollment status, if eligible."

The SAP policy in the catalog does not contain language of the effect when a student seeks to earn an additional credential.

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

Yes No

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

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

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

(Section 3-1-422 and Appendix D): Students who are not making satisfactory academic progress are not properly notified. Student [REDACTED] medical administrative assistant program, earned a grade point average of 1.96 in her first term of enrollment. At the end of her second term of enrollment, the student earned a term grade point average (GPA) of 1.84 and a cumulative grade point average of 1.90. The student was put on probation and notified via a probation notice signed and dated 9/22/15. However, the notice informed the student that they were being placed on probation for unsatisfactory academic progress for a term GPA of 1.84, not for failure to meet the cumulative requirement of 2.0. Additionally, the unofficial transcript for the student shows that the student earned a term GPA of 2.04 instead of the correct term GPA of 1.84. The campus explained that the student database system, STARS, used by the campus does not include the calculation of "F" grades in the term GPA, but does include the calculation in the cumulative GPA. Consequently, the unofficial transcript shows an incorrect term GPA for the student's second term of enrollment.

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

Yes No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?

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

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

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

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

(Section 3-1-422 and Appendix D): Qualitative components are not evaluated cumulatively for all periods of a student's enrollment. Student ██████████ enrolled in the medical administrative assistant program, earned a 1.90 cumulative grade point average after her second term of enrollment. She was notified of probationary status for earning a 1.84 term grade point average.

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

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

Yes No

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

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

(Section 3-1-421 and Appendix D): The satisfactory academic progress (SAP) policy published in the catalog does not contain all of the required components. The SAP policy does not include appropriate procedures for reestablishing SAP. The academic catalog's "Appeal Policy" section located on page 37 of the catalog states, "To appeal a decision regarding satisfactory academic progress, please follow the appeal policy stated in this catalog on page 37." There is no such policy on page 37. There is, however, an appeal policy located on page 35 of the catalog. Said policy does not include any language or definition of mitigating circumstances for appealing the action of being placed on probation or warning. Additionally, the satisfactory academic progress policy is on pages 42-43 of the catalog.

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

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

(Section 3-1-421 and Appendix D): The satisfactory academic progress (SAP) policy does not include appropriate procedures for reestablishing SAP. The catalog language on page 37 regarding extended enrollment does not include information on student financial aid eligibility in an extended enrollment status or the impact if mitigating circumstances exist. In interviews with the campus staff, the team was

informed that they do not offer an extended enrollment. Because of the conflicting information, the team was unable to determine if the campus is meeting this criteria.

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

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

(Section 3-1-421 and Appendix D): Satisfactory academic progress could not be determined with respect to the extended-enrollment status. As noted previously, the catalog language on page 37 regarding extended enrollment does not include information on student financial aid eligibility in an extended enrollment status or the impact if mitigating circumstances exist. In interviews with the campus staff, the team was informed that they do not offer an extended enrollment status. Because of the conflicting information, the team was unable to determine if the campus is meeting this criteria.

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

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

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

Ms. Rebecca Scales, campus director, is responsible for the administration of satisfactory academic progress. Ms. Scales has been with the campus for six years holding positions of faculty member and department chair before assuming her current position. Ms. Scales holds a bachelor's degree in music education from Wilkes University and a diploma from Ridley-Lowell Business & Technical Institute.

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

The campus encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs by requiring faculty members to submit mid-term grades, which are reviewed by the campus director. Any student who receives failing grades is required to meet with her to discuss strategies for improvement. Some of those strategies include tutoring and a reduced course load for the next term.

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

- (a) Scholarships.
 (b) Grants.
 (c) Loans.
 (d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

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

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

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

Yes No Not Applicable

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

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

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

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

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

Yes No

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

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (Skip to question 4.57)

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

As previously noted, Mr. Richard Griffis, financial aid director, is responsible for the on-site administration of student financial aid. Mr. Griffis has been with the campus for 36 years and in the financial aid field for 35 years. He holds a bachelor's degree in accounting from Binghamton University

and professional membership in the National Association of Student Financial Aid Administrators (NASFAA).

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
 Yes No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
 Yes No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
 Yes No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The financial aid office stays current with regulation and policy changes in financial aid through Mr. Richard Griffis' membership in the National Association of Student Financial Aid Administrators (NASFAA). He receives daily e-mail updates regarding on-going changes in the industry.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No

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

(Section 3-1-434(c)): There is no evidence on file that the financial aid administrator regularly participates in professional awareness activities. While Mr. Griffis, the financial aid director, holds active membership in the National Association of Student Financial Aid Administrators (NASFAA), the last professional development activity that was documented occurred on April 14 and 15, 2014, for participation at the Mid-Atlantic 11th Annual Conference Workshop of Regions I, II and III Private Career Colleges and Schools.

- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
The campus offers a variety of student services. Tutoring is available for all students. The campus maintains outside resources available to assist students with transportation, childcare, and other services. Additionally, the campus offers new student orientation. During this event, the campus director

welcomes the new students, department chairs are introduced to the students, student handbooks are distributed, and students complete their financial aid entrance loan counseling.

- 4.59 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:

(Section 3-1-441(c)): Follow-up studies on graduate and employer satisfaction are not conducted at specific measuring points following the placement of the campus's graduates. The campus effectiveness plan does include sample survey instruments used in collecting graduate and employer information, but no survey results were included. Additionally, in interviews with the staff, the team was informed that the campus received an insufficient number of responses and had difficulty in getting graduates and employers to complete the surveys.

- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Ms. Donna Wells, career services advisor, is the person on staff responsible for the oversight of counseling students on employment opportunities. Ms. Wells has been with the campus since January 2015. Prior to joining the campus, Ms. Wells had 14 years of experience in financial aid with proprietary schools in Massachusetts and New Hampshire.

- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No

- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 150.
 The ending enrollment reported on the previous year's CAR is 150.

- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): The team was not able to verify the retention rate for the campus and for the medical assistant and medical administrative assistant programs as reported on the Campus Accountability Report (CAR) last submitted to the Council. As noted previously, students interested in enrolling in the medical assistant program are enrolled in the medical administrative assistant program and must achieve a 2.5 GPA to be transferred into the medical assistant program after their first term of enrollment. Student [REDACTED] shows as a new enrollment in the medical administrative assistant program on the CAR last submitted to the Council. Additionally, she shows as a transfer-out from the same program and a transfer-in to the medical assistant program on the same CAR. However, the only enrollment agreement in the student's file is for the medical assistant program, and the unofficial

transcript in the file shows enrollment in the medical assistant program. Student [REDACTED] shows as a new enrollment in the medical administrative assistant program. However, her enrollment agreement in the file and her ledger card show her enrolled in the medical assistant program. Student [REDACTED] shows as a new student enrollment in the medical administrative assistant program. However, her file contains two enrollment agreements, one for medical assistant and one for medical administrative assistant both signed on 9/18/13. The file contains a letter dated November 12, 2013, that the student was dismissed "for lack of attendance" with a last day of recorded attendance on October 28, 2013. The team was unable to determine which program she was dismissed from.

- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)

- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The campus begins the process of educating students regarding their student loan repayment obligations when the students have their initial meeting with financial aid. Students will complete an entrance counseling at new student orientation. Exit counseling is conducted two to three weeks prior to graduation. If the student stops attending prior to graduation, the campus will forward exit paperwork to the student via certified mail.

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?

The campus director, Ms. Rebecca Scales, oversees all the educational activities of all programs at this campus. Ms. Scales holds a diploma in medical assisting from Ridley-Lowell Business & Technical Institute and a bachelor's degree in music education from Wilkes University. Ms. Scales worked as a medical assistant for over three years and has taught at the campus for five years prior to assuming the campus director position in 2014.

- 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 has a designated department chair for each of its programs. The department chair conducts regular faculty meetings, monitors faculty in-service and professional development activities, and reviews student evaluations of instructors. The chairs also oversee the program advisory board meetings that allow input from local employers.

- 5.05 Is the time devoted to the administration of the educational programs sufficient?
 Yes No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
 (a) Development of the educational program.
 Yes No
 (b) Selection of course materials, instructional equipment and other educational resources.
 Yes No
 (c) Systematic evaluation and revision of the curriculum.
 Yes No
 (d) Assessment of student learning outcomes.
 Yes No
 (e) Planning for institutional effectiveness.
 Yes No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No *(Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion)*
- If Yes, does the campus:
- (a) Carry the programmatic accreditation or is 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)

FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No *(Skip to question 5.14)*

- 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 in length)?
 Yes No
- (b) Student placement rate of 70 percent?
 Yes No

- 5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable

How many calls to employers or graduates were attempted?

Nine calls were made to the graduates in the medical assistant programs.

How many calls to employers or graduates were successful?

Two calls were successful.

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

The two successful calls confirmed the employment of medical assistant graduates as reported on the 2014 CAR.

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

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): There was no documentation to verify the status of graduates reported as "not available for placement." The campus did not provide the requested documentation for any of the graduates reported as waived on the 2014 CAR. The graduates are:

 continuing ed
 health
 health
 health

The campus provided the team with each graduate's file containing a waiver form, but it had not been signed by the graduate in any of the four files. The files did not contain any external verification for the waiver reported. The team could not verify any of the four waivers reported on the CAR.

FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus's mission and the needs of its students?
 Yes No

- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
 Yes No
- 5.16 What provisions are made for individual differences among students in the learning environment?
Students are in small classes with easy access to their instructor for assistance. Student tutoring is also available.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Faculty are encouraged at faculty meetings to report and discuss any concerns with their courses/program. The program advisory board also reviews the curriculum. Text publishers are an additional resource that the faculty consults in evaluating the curriculum.
- 5.18 Does the faculty participate in this process?
 Yes No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
 Yes No Not Applicable (no student has made such a request)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.23)
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes No

- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
 Yes No Not Applicable (no faculty members hold foreign credentials)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No
- If Yes, how is this documented?
The schedule, minutes/program description, and signed attendance sheets were provided to the team. Each faculty member's file contains completion certificates for the in-services attended.
- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
 Yes No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
 Yes No

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
 The campus is located in downtown Binghamton, New York, conveniently located near numerous bus stops and residential areas within reasonable walking distance. There is access to both public and private parking in close proximity to the school. The campus consists of two buildings within walking distance to one another. The medical and technology programs are housed in an historic designated two-story brick building, while the cosmetology programs are on the first floor of a modern office building. The salon in the cosmetology building is visible to pedestrian traffic and gives a very professional and inviting impression. Both structures overlook the river. Both buildings have classrooms that are not currently in use that offer ample space to expand.
- 6.02 Does the campus utilize any temporary additional space locations?
 Yes No
- 6.03 Does the campus utilize learning sites?
 Yes No
- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?
 Yes No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment
 Yes No
- (b) Instructional tools
 Yes No
- (c) Machinery
 Yes No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

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

(Section 3-1-602): The fire extinguishers inside the cosmetology building were not in compliance with fire and safety codes. Although there was documentation that the cosmetology building had passed a fire department inspection in March 2015, the team noted the presence of expired fire extinguishers in the building.

COMMENDATIONS:

The facility that houses that Cosmetology program is well-lit, spacious, and provides a professional and modern impression to the public.

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The catalog reviewed on-site is the Ridley-Lowell Business and Technical Institute Volume XV and Catalog Addenda Volume XV, effective August 11, 2015.
- 7.02 Does the self-study or branch application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)
- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes No

(m) A definition of the unit of credit.

Yes No Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

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

(Section 3-1-701 and Appendix C): As addressed in Section 4, the campus's Satisfactory Academic Progress policy is not clearly explained in the catalog. Further, the admissions criteria in the catalog state that a \$30 deposit will be collected upon enrollment; however, this is not documented in the student files. Lastly, the medical administrative assistant and the evening medical administrative assistant programs are not fully disclosed as two separate programs, as described in Section 9.

7.05 Does the campus offer degree programs?

Yes No

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

Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes No (*Skip to Question 7.08.*)

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

Yes No

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

Yes No

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

Yes No

7.08 Is the catalog available online?
 Yes No (*Skip to Question 7.09.*)

If Yes, does it match the hard copy version?
 Yes No

7.09 Does the campus utilize a multiple-school catalog?
 Yes No (*Skip to Question 7.10.*)

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
 Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?
 Yes No

7.12 Where does the campus advertise (publications, online, etc.)?
The campus advertises via its catalog, television and radio spots, and on social media to include Facebook, Twitter, LinkedIn, Instagram, and Google+.

Are all print and electronic advertisements under acceptable headings?
 Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?
 Yes No (*Skip to Question 7.14.*)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
 Yes No

7.14 Does the campus utilize services funded by third parties?
 Yes No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
 Yes No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
 Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?
The campus publishes its placement rates and average completion rates.

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

The information above is published on the campus's website under the 'Consumer Information' link and is update annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

- 8.01 Does the campus develop an adequate base of library resources?
 Yes No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
 Yes No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
 Yes No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
 Yes No
- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
Faculty are encouraged to request items as part of curriculum review and to create an online research project as required in most courses.
- Are these methods appropriate?
 Yes No
- 8.06 Is the library staff adequately trained to support the library?
 Yes No

FOR NONDEGREE PROGRAMS ONLY

- 8.25 Are appropriate reference materials and periodicals available for all programs offered?
 Yes No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?
 Yes No
- 8.27 Is there a current inventory of instructional resources?
 Yes No

- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

GENERAL COMMENTS:

The library is left open when the building is open for classes. All staff have been trained in using the institution's on-line collection of 7,000 e-books, Gale and EBSCO databases, as well as Grolier on-line. Each classroom houses additional print resources to support the courses and programs.

9. PROGRAM EVALUATION

Diploma in Medical Administrative Assistant (Day)

Diploma in Medical Administrative Assistant (Evening)

FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Ms. Rebecca Scales, campus director, is responsible for the development and administration of the day and evening medical administrative assistant programs. Ms. Scales is licensed by the New York State Education Department to teach in both the medical assisting clinical and office programs. Ms. Scales has a bachelor's degree in music education from Wilkes University and a diploma in medical assisting from Ridley-Lowell Business & Technical Institute. She also is a Certified Medical Assistant (CMA). Ms. Scales is assisted by Ms. Jessica Stetts, lead instructor, for the medical administrative assistant diploma program. Ms. Stetts is licensed by the New York State Education Department in medical assisting- clinical (only).
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Branch Inclusion only)
 If no, please list programs that fall below the standards.
(Section 3-1-303(a)): Student retention rates reported on the CAR for the medical administrative assistant programs could not be verified. The campus director indicated that initially, upon admission, students are

dually enrolled in both the medical assisting and medical administrative assistant programs and they sign an enrollment agreement for both programs. See Section 4, page 21, for a more detailed description of this issue.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Branch Inclusion only)

If no, please list programs that fall below the standards.

Diploma in medical administrative assistant (Day)

Diploma in medical administrative assistant (Evening)

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

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

Yes No

If *No*, insert section numbers 2-1-809, 3-1-111, 3-1-512, and in parentheses and explain:

(Section 2-1-809, 3-1-111, 3-1-512): The Campus Effectiveness Plan (CEP) does not include improvement plans for the programs; consequently, the school is not documenting its activities for improvement and no one is assigned the responsibility for monitoring and reporting on the plans. The documentation provided to the team and the placement calls made by the team found that program graduates were reported as employed in healthcare facilities in roles unrelated to their course of study. The CEP does not include an improvement plan to meet or exceed Council requirements in the medical administrative assistant diploma programs, (Day and Evening), as it does not track the documentation of the recommended changes.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources are utilized to enrich the program of study and include participation in health fairs providing free blood pressure and glucose checks, and field trips.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No

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

(Section 3-1-513 (a), 3-1-701 and Appendix C): The program description in the catalog does not provide an accurate description of the medical administrative assistant evening program. The program description in the campus catalog states that enrolled students will obtain training in medical transcription. However, the ME109 Medical Machine transcription course is only offered to students enrolled in the day program. Also, for the MA119 Essentials of Pharmacology course there is a discrepancy between the hours listed in the catalog (60) and the hours listed in the credit analysis and syllabus (30). The MA 109 Medical Office Procedures is not listed in the catalog, although it is listed on the credit analysis report for the programs and appeared on student transcripts.

(Section 3-1-513 (b), 3-1-701 and Appendix C): Some course prerequisites are not accurately described in the campus catalog.

Specifically, for the course, MA119 Essentials of Pharmacology, no prerequisite is listed in the catalog, but one is listed on the course syllabus. Conversely, for the course, MA113B Anatomy and Physiology II, the catalog lists a prerequisite, but one is not required. Also, the prerequisites listed in the catalog and those identified on the syllabus do not match for the courses MA109 Medical Office Procedures (60 hours) and MA110 Medical Office Procedures (90 hours).

9.10 Does the program include an externship?

Yes No (*Skip to question 9.11*)

9.11 Does the program use independent studies?

Yes No (*Skip to question 9.13*)

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

Yes No

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

Yes No

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

(Section 3-1-513 (b)): Some course prerequisites are not accurately described in the campus catalog and are not being followed. Specifically, for the course, MA119 Essentials of Pharmacology, no prerequisite is listed in the catalog, but one is listed on the course syllabus. Conversely, for the course, MA113B Anatomy and Physiology II, the catalog lists a prerequisite, but one is not required. Also, the prerequisites listed in the catalog and those identified on the syllabus do not match for the courses MA109 Medical Office Procedures (60 hours) and MA110 Medical Office Procedures (90 hours).

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

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

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

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

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

Yes No

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

Yes No

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

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

Diploma in Medical Administrative Assistant (Day): 4

Diploma in Medical Administrative Assistant (Evening): 4

How many calls to graduates or employers were successful?

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

Diploma in Medical Administrative Assistant (Day): 3

Diploma in Medical Administrative Assistant (Evening): 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

Diploma in Medical Administrative Assistant (Day): 2

Diploma in Medical Administrative Assistant (Evening): 0

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303 (a)): Students recorded as successfully placed on the CAR are not working in the field of study. The following students were not working in the field, but were classified on the CAR as working in the field: (1) [REDACTED] are working as teacher's aides in general education for local high schools, (2) [REDACTED] is employed in housekeeping for a senior living center, (3) [REDACTED] is employed in a business office that coordinates the sales and service for powered

industrial trucks, and (4) [REDACTED] could not be verified as employed by the organization provided. Successful placement in the field was confirmed for [REDACTED] but at the time of the call, both had been terminated from employment.

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

FOR RENEWAL OF ACCREDITATION AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.23*)
- 9.21 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

FOR ALL VISITS

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

FOR NONDEGREE PROGRAMS ONLY

- 9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?
 Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No

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

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.32 What is the current student/teacher ratio?
Diploma in Medical Administrative Assistant (Day): 7:1
Diploma in Medical Administrative Assistant (Evening): 3:1
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

9. PROGRAM EVALUATION**Diploma in Cosmetology****FOR ALL PROGRAMS**

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

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. Ridley-Lowell Business and Technical Institution requires 1000 clock hours for the cosmetology program. The University of the State of New York Education Department for hairdressing and cosmetology requires 1000 clock hours in order to sit for the state licensing exam.

- (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?

The minimum pass rate is 70 percent.

- (b) What are this program's pass rates for the past three years?
 Year: 2013 Pass Rate: 100 Not Available
 Year: 2014 Pass Rate: 80 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

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

Ms. Gina Stacconi was appointed department chair of the cosmetology program on November 1, 2014. Ms. Stacconi holds an associate's degree in liberal arts and science from Tompkins Cortland Community College and has over 10 years of experience as a licensed cosmetologist.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

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

Yes No

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

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Branch Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Branch Inclusion only)

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

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

Yes No

If *No*, insert section numbers 2-1-809, 3-1-111, 3-1-512, and in parentheses and explain:

(Section 2-1-809, 3-1-111, 3-1-512): The CEP does not include an improvement plan for the cosmetology program.

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
The cosmetology program brings in guest speakers from the cosmetology industry to educate students on product knowledge. Students in the cosmetology program participate in the community health fair giving free haircuts and manicures.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (*Skip to question 9.11*)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

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

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

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

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

Yes No

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

Yes No

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

There were six calls made to employers or graduates.

How many calls to graduates or employers were successful?

There were six successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls confirmed the employment of the graduates as reported on the 2014 CAR.

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

Yes No Not Applicable

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): Graduates reported as "not available for placement" on the Campus Accountability Report could not be verified. No documentation was provided for the graduates [REDACTED] and [REDACTED] both of whom were classified as "not available for placement" on the 2014 CAR. Both of

the graduates' files were reviewed and contained a waiver form; however, the forms had not been signed by the two graduates. The file did not contain any external documentation to verify the recorded classification of the students.

FOR RENEWAL OF ACCREDITATION AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.23*)
- 9.21 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

The team reviewed a file for all students of graded homework and projects. The students' grades are logged and kept both in hard copy and excel gradebook.

FOR ALL VISITS

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

FOR NONDEGREE PROGRAMS ONLY

- 9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?
 Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No

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

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.32 What is the current student/teacher ratio?
The student teacher ratio is 7:1
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

9. PROGRAM EVALUATION**Diploma in Networking and Technical Support Specialist****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Sean Lewis is the assigned department chair. Mr. Lewis holds a diploma in Networking and Technical Support Specialist (NTTS) from Ridley-Lowell Business and Technical Institute and has over 10 years of professional experience in technical support prior to joining the campus in 2014. Mr. Lewis also provides technical support for the campus.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Branch Inclusion only)
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Branch Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
In addition to the program advisory committee, students have participated in a field trip to the cosmetology building to see all of the server/network equipment that provides internet and communication services to the original campus building. Students shadow their instructor, Mr. Lewis, in any help desk requests during the time they are on campus.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (Skip to question 9.11)
- 9.11 Does the program use independent studies?
 Yes No (Skip to question 9.13)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

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

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

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

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

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

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

Yes No

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

Yes No

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

There were two calls made to graduates.

How many calls to graduates or employers were successful?

There were two calls that were successful.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

Both successful calls confirmed the employment of the graduate as reported on the 2014 CAR.

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

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): There was no documentation to verify the classification for the one program graduate classified as "not available for placement" on the 2014 CAR. The campus did not provide the requested documentation for [REDACTED] reported as waived on the CAR. The campus provided the team with the graduate's file containing a waiver form, but it had not been signed by the graduate nor did the file contain any external verification for the waiver reported. Therefore, the team could not verify the waiver as reported on the 2014 CAR.

FOR RENEWAL OF ACCREDITATION AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
- Yes No (*Skip to question 9.23*)
- 9.21 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
- Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
- Yes No Not Applicable (Clock hour programs only)

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?

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

FOR NONDEGREE PROGRAMS ONLY

- 9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?
 Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No

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

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.32 What is the current student/teacher ratio?
The student/teacher ratio is 3:1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

SUMMARY

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

Number	Section	Summary
1.	2-1-809, 3-1-111, 3-1-512	The Campus Effectiveness Plan (CEP) does not include improvement plans for the medical administrative assistant programs or the cosmetology program (pages 33 and 39).
2.	3-1-111	There is no documentation to evidence that the campus measures employer and graduate satisfaction, and student learning outcomes (page 5). Additionally, the CEP does not identify how data is collected, analyzed, and used to improve the educational processes (page 6).
3.	3-1-112	There is no documentation to evidence that the activities listed in the CEP have been implemented (page 7).
4.	3-1-113	There is no documentation to evidence that the CEP is evaluated annually (page 7).
5.	3-1-303(a)	Adequate records are not maintained for the admission of all students (page 10).
6.	3-1-303(a)	The team was not able to verify the retention rate reported on the 2014 Campus Accountability Report (pages 21, 32, and 33). There was no documentation to verify the status of graduates reported as "not available for placement" (pages 24, 40, 41, and 45). Students recorded as successfully placed on the CAR are not working in the field of study (page 35).
7.	3-1-303(e)	Appropriate student transcripts are not maintained for some students in the medical administrative assistant program (page 10).
8.	3-1-411(b), 3-1-701 and Appendix C	The admissions policy is not administered as written in the campus catalog (pages 12 and 29).
9.	3-1-421 and Appendix D, Section 3-1-701 and Appendix C	The satisfactory academic progress (SAP) policy does not contain all of the required components and does not include appropriate procedures for reestablishing SAP (pages 15, 16, 17, and 18). Satisfactory academic progress could not be determined with respect to extended-enrollment status (page 18 and 29).
10.	Section 3-1-422 and Appendix D	Students who are not making satisfactory academic progress are not notified (page 16). Qualitative components are not evaluated cumulatively for all periods of a student's enrollment (page 17).
11.	3-1-434(c)	There is no evidence that the financial aid administrator regularly participates in professional awareness activities (page 20).

12.	3-1-441(c)	Follow-up studies on graduate and employer satisfaction are not conducted at specific measuring points following the placement of the campus graduates (page 21).
13.	3-1-513 (a), 3-1-701 and Appendix C	The program description in the catalog does not provide an accurate description of the medical administrative assistant evening program (pages 29 and 33).
14.	3-1-513 (b), 3-1-701 and Appendix C	Some course prerequisites are not accurately described in the campus catalog and are not being followed (page 34).
15.	3-1-602	The fire extinguishers are not up to code in the cosmetology building (page 27).

RECOMMENDATIONS:

Any recommendations provided in this report are not included in the report seen by the Council:

Publications:

The team suggests that only the modified items be included in the addendum rather than reprinting each section in its entirety in the addendum.

Medical Administrative Assistant:

- Review the eligibility criteria requirement for registration for the following industry-specific certification exams: CCA, CCS, and CCS-P certifications through AHIMA as well as the CMAA through NHA. Students enrolled in the Medical Administrative Assistant Diploma programs are one to two courses short of eligibility. These certifications would assist in student placement following program completion.
- The addition of an externship component would provide students with practical field experience and possible placement upon program completion.
- Better utilization of community resources can create relationships between the school and local employers. These organizations should be used as resources in various areas, (i.e. guest speakers, field trips, health fairs, job placement).
- Better alignment of the Medical Administrative Assistant Day and Evening programs. When offering the same credential, these programs should be better aligned in order to comparably market graduates to potential employers.
- All Medical Administrative Assistant students should be enrolled in the MA120 course and trained in both First Aid and CPR/AED. Employers across this industry will also look for basic competencies in HIPAA, ICD-10 coding guidelines, Patho-physiology, and Public Speaking.

Networking and Technical Support Specialist:

- Review each syllabus, especially for course description consistency with the current catalog, and for references to outdated exams and technology in course descriptions and objectives.
- Adding at least one Apple terminal/laptop and toolkit for students to be able to explore and compare/contrast with windows equipment/environment
- Consider expanding the curriculum to include cloud, mobile/internet of things hardware support and software development.
- Investigate becoming the local certification exam testing site to not only make the tests accessible to students but to attract new students from the community who want to get additional certifications closer to Binghamton.
- Encourage local computer clubs to meet on campus for student networking.
- Provide students with more guest speakers, field trips, virtual professional meetings, technology demonstrations
- Develop a pool of potential working professionals to bring in as instructors, guest speakers, and externship/job shadowing resources.
- Have students develop a portfolio of projects they complete in classes, "trouble sheets" to describe tasks they shadow/fix, and practice/certification test results (i.e.: brainbench.com).



June 14, 2016

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00023814

Main Campus ID: 00023814

Staff Contact: Ms. Katie Morrison – Phone: (202) 336-6783

Application ID: 66298

VISIT RESPONSE DUE DATE: June 24, 2016

Ms. Debra Hooper
Vice President/Director
Living Arts College @ School of Communication Arts
3000 Wakefield Crossing Drive
Raleigh, NC 27614
acics.lac@living-arts-college.edu

Dear Ms. Hooper:

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)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Enclosures

RENEWAL OF ACCREDITATION VISIT REPORT

LIVING ARTS COLLEGE @ SCHOOL OF COMMUNICATION ARTS
3000 Wakefield Crossing Drive
Raleigh, NC 27614
ACICS ID Code: 00023814

Ms. Debra Hooper, Vice President/Director (dhooper@living-arts-college.edu)
(acics.lac@living-arts-college.edu)

May 16-17, 2016

Dr. Tommy Mosley	Chair	Alabama State Department of Education – Retired	Boaz, AL
Ms. Bonnie Marsh	Student-Relations Specialist	Laurel Business Institute – Executive Director	Uniontown, PA
Ms. Iris Harrell	Educational Activities and Medical Billing and Coding Specialist	Miller-Motte Technical College – Medical Assistant Program Director	Augusta, GA
Mr. Russell Poteat	Interior Design Specialist and Data Integrity Reviewer	Warren Allen LLC – Retired Interior Design Instructor	Frederiksted, VI
Mr. Joseph Aranyosi	Digital Animation/Game Design/Filmmaking/Photography Specialist	University of Phoenix – Assistant Program Dean	Phoenix, AZ
Ms. Katie Morrison	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
LIVING ARTS COLLEGE @ SCHOOL OF COMMUNICATION ARTS
RALEIGH, NORTH CAROLINA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Hrs.	Enroll: Full-time	CAR Retention & Placement (%)			
						2015		2014	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Arts	Bachelor's Degree	Digital Filmmaking	2340	180	21	80	64	72	57
Certificate	Certificate	Digital Filmmaking I	480	32	1	90	50	85	67
Certificate	Certificate	Digital Filmmaking II **	480	32	0	100	N/A	100	N/A
Bachelor of Arts	Bachelor's Degree	Animation and Game Design	2360	180	35	82	30	78	92
Certificate	Certificate	Digital Animation	480	32	1	N/A	N/A	100	N/A
Certificate	Certificate	Advanced Digital Animation **	480	32	0	N/A	N/A	N/A	0
Bachelor of Arts	Bachelor's Degree	Digital Audio Production and Design	2380	180	49	79	62	78	92
Certificate	Certificate	Digital Audio Production and Design I	480	32	4	79	N/A	79	0
Certificate	Certificate	Digital Audio Production and Design II **	480	32	0	33	N/A	100	100
Bachelor of Arts	Bachelor's Degree	Interactive Media Arts	2320	180	27	79	77	85	76
Certificate	Certificate	Digital Media Arts	480	32	1	100	50	100	100
Certificate	Certificate	Internet Site Development **	480	32	0	100	100	100	0
Bachelor of Arts	Bachelor's Degree	Digital Photography	2340	180	10	77	67	84	80
Certificate	Certificate	Digital Photography and Digital Video	480	32	2	100	40	100	100

Continued from page 2

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Contact Hrs.	Qtr. Hrs.	Enroll: Full-time	CAR Retention & Placement (%)				
						2015		2014		
						Ret.	Pla.	Ret.	Pla.	
Bachelor of Arts	Bachelor's Degree	Interior Design	2360	180	4	83	67	57	0	
Certificate	Certificate	Interior Design I **	480	32	0	100	N/A	100	100	
Certificate	Certificate	Interior Design II **	480	32	0	N/A	N/A	N/A	0	
Diploma	Diploma	Medical Billing and Coding Specialist	1024	63	20	81	50	80	58	
Diploma	Diploma	Medical Assistant ***	1114	70	13	78	76	71	47	
Diploma	Diploma	Animation and Special Effects Production **	1080	76	0	N/A	N/A	N/A	N/A	
Diploma	Diploma	Medical Administrative Specialist **	892	59	0	67	50	100	75	
Diploma	Diploma	Digital Audio **	1080	76	0	N/A	N/A	N/A	N/A	
Diploma	Diploma	Digital Filmmaking **	1040	76	0	N/A	N/A	N/A	N/A	
Diploma	Diploma	Digital Photography **	1060	76	0	N/A	N/A	N/A	N/A	
Diploma	Diploma	Game Design and Animation Production **	1060	76	0	N/A	N/A	N/A	N/A	
Diploma	Diploma	Interactive Media Arts **	1040	76	0	N/A	N/A	N/A	N/A	
Diploma	Diploma	Interior Design	1080	76	0	N/A	N/A	N/A	N/A	
		TOTAL ENROLLMENT				188				
CAMPUS RETENTION (%)			79		CAMPUS PLACEMENT (%)				62	

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.

** The campus reported to the team that all programs with no students enrolled will be offered when approvals from other agencies have been received.

*** The diploma program in medical assisting is programmatically accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The accreditation status will expire on September 30, 2018.

INTRODUCTION

Living Arts College @ School of Communication Arts is a proprietary, non-sectarian, educational institution founded in Raleigh, North Carolina, on January 31, 1992, as a North Carolina "S" Corporation by Ms. Debra Hooper, Mr. Roger Hauge, and Mr. Roger Klietz. The legally constituted governing board is the Board of Directors. Originally located in a leased space in Raleigh, the college built its own campus in 2003. The new space is uniquely structured to enhance learning experiences. The majority of the students are from North Carolina, South Carolina, and Virginia, but students are recruited and attend from across the United States and internationally.

As shown in the table on pages 2 and 3, the campus currently has 188 students enrolled in 5 certificate degree programs, 2 diploma programs, and 6 bachelor's degree programs. Also, the diploma program in Medical Assisting is programmatically accredited by the Commission for Accreditation of Allied Health Education Programs (CAAHEP). Approximately 61 percent of those enrolled are female, and 39 percent male. Based on information self-reported by current students, the ethnic composition for females is 59 percent Black/African/American, 30 percent Caucasian, 5 percent Hispanic/Latino, and the remainder distributed between Asian, American Indian/Alaska Native, two or more races, and race undisclosed. The ethnic composition for males is 47 percent Black/African American, 35 percent Caucasian, 8 percent Hispanic/Latino, and the remainder distributed between Asian, American Indian/Alaska Native, two or more races, and race undisclosed. The median age of the students is 31.

Further, as indicated above, the placement rates reported on the 2015 Campus Accountability Report (CAR) for the following programs fell below the student achievement standard required by the Council: bachelor's degree in Digital Filmmaking (64 percent), certificate in Digital Filmmaking I (50 percent), bachelor's degree in Animation and Game Design (30 percent), bachelor's degree in Digital Audio Production and Design (62 percent), certificate in Digital Media Arts (50 percent), bachelor's degree in Digital Photography (67 percent), certificate in Digital Photography and Digital Video (40 percent), bachelor's degree in Interior Design (67 percent) diploma in Medical Billing and Coding Specialist (50 percent), and diploma in Medical Administrative Specialist (50 percent). In addition, one program, certificate in Digital Audio Production and Design II (33 percent), fell below the Council standard for retention. The Campus Effectiveness Plan (CEP) included an appropriate Program Improvement Plan (PIP) for each of these programs.

COMPLAINT INVESTIGATION

Dr. Tommy Mosley, team chair, and Ms. Katie Morrison, staff representative, were asked to conduct an investigation into a student grievance filed with ACICS by Mr. Ola Samuel, student at Living Arts College @ School of Communication Arts. Dr. Mosley and Ms. Morrison met with Mr. Samuel on day one of the visit. He was asked to explain, in his own words, the set of events that led him to file a grievance with ACICS. Mr. Samuel reported that he had asked, early in the term in question, if he could be allowed to test out of a class in which he felt he had already received adequate training. He was told to get together with the instructors in the program to determine if the skills learned in his prior courses were fairly equivalent to those which he would acquire in the IC140 course. The instructors concluded that curriculum in the IC140 course would review items previously learned by the student. In approaching Mr. Shannon, director of education, the instructors reached a decision that Mr. Samuel should submit work he would create for the course to determine if he would be allowed to test out of the class; the instructors found his completed projects to be satisfactory. Mr. Samuel interpreted the response to be a positive one and did not return to the class but was directed to attend another class. During this process he had met with Mr. Shannon, Ms. Lynn McGee, director of operations, and instructors Mr. Covington and Mr. Pearce. At the end of the term, Mr. Samuel found that he had received a W for withdrawal for the class he thought he had tested out of and no grade for the class he took for the remainder of the term. He was upset when he found this out and spoke with both Ms. McGee and Mr. Shannon. He felt the response he received from them was not fair and he sent the grievance letter to ACICS.

Dr. Mosley and Ms. Morrison also met with the campus officials involved in the matter. Ms. Debra Hooper, campus director/vice president, attended the meeting along with Mr. Shannon, Ms. McGee, Mr. Covington, and Mr. Pearce. At this meeting, campus officials were asked to describe the events as they remembered them pertaining to their interactions with Mr. Samuel. As they described the events, there appeared to be no discrepancies between the administrative side and the student. The campus was asked to prepare a written response to the situation that would include their recommendations for resolution. The campus felt that this situation could have been handled if Mr. Samuel had followed the grievance policy in its entirety: Ms. Debra Hooper had not met with Mr. Samuel at any time. The campus officials did admit that there were communication issues between the director of education, director of operations/registrar, and the faculty members with regard to the situation.

The campus officials presented a written response to the team that included the following items to remedy:

- (1) The campus will offer the IC140 course and the additional course that Mr. Samuel had been attending at no cost to the student;
- (2) Senior management will work to communicate more effectively in order to address any reoccurrence or similar situation, making sure that all parties involved are followed up with, and the campus director is included in the communication;
- (3) The campus will incorporate training regarding academic content within the catalog, including Satisfactory Academic Progress, course progression and parameters for students for transfer credit in meetings with faculty; and
- (4) The campus plans on adding information to address the absence of a 'test-out policy' during the section of the new student orientation covered by the operations director/registrar on advanced standing in programs and transfer credits.

The team feels that the campus's proposal is fair, reasonable, and equitable with the noted grievance.

A summary and analysis of the Data Integrity Review is provided below.

DATA INTEGRITY REVIEW

Number of total graduates as reported by campus: 114

PROGRAM	TOTAL NUMBER OF PLACED STUDENTS	TOTAL NUMBER OF CALLS	SUCCESSFUL CONTACTS	NUMBER OF PLACEMENTS VERIFIED	PERCENTAGE OF SUCCESSFUL CALLS
Medical Assistant (01)	13	13	4	4	31%
Medical Billing and Coding Specialist (01)	3	3	1	1	33%
Medical Administrative Specialist (01)	1	1	0	0	0%
Interior Design (04)	2	2	2	2	100%
Digital Media Arts (01)	1	1	1	1	100%
Digital Photography (04)	5	5	2	2	40%
Digital Photography & Digital Video (01)	2	2	1	1	50%
Digital Filmmaking (04)	7	5**	1	1	14%
Digital Filmmaking I (01)	2	2	1	1	50%
Internet Site Development (01)	3	3	3	3	100%
Digital Audio Production & Design (04)	8	8	4	3*	38%
Animation and Game Design (04)	3	3	2	2	67%
Interactive Media Arts (04)	10	10	5	5	50%
TOTAL:	61	59**	27	26*	AVERAGE FOR CAMPUS: 43%

COMMENTS: * One placement could not be verified.

** The team placed only 5 calls to placed graduates because the campus did not provide information in the CAR back-up documentation for two placed graduates, as it had determined, just prior to the visit, that these graduates were misclassified and the CAR would need to be revised.

SUMMARY/ANALYSIS: The range of successful contacts varied from a high of 100 percent for the internet development program to a low of 29 percent for the medical assistant program. The average for all programs was 43 percent. There were 12 waivers reported and all were in compliance with Council standards.

REPORT QUESTIONS

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The campus mission statement is located on page 3 of the 2015-2016 Living Arts College Creative Arts Catalog and Page 18 of the 2015-2016 Living Arts College Medical Arts Catalog, both in effect between the dates of September 28, 2015, and September 9, 2016.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following:
- (a) The programs of instruction?
 Yes No
- (b) The modes of delivery?
 Yes No
- (c) The facilities of the campus?
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following:
- (a) The characteristics of the programs offered?
 Yes No
- (b) The characteristics of the student population?
 Yes No
- (c) The types of data that will be used for assessment?
 Yes No

(d) Specific goals to improve the educational processes?

Yes No

(e) Expected outcomes of the plans?

Yes No

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

(Section 3-1-111): The CEP does not adequately address specific goals to improve the educational processes or expected outcomes of the plans for all five areas that are required to be evaluated.

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new branch only)

(e) Student learning outcomes.

Yes No

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

The campus CEP utilizes the following student learning outcomes: mid-term academic reviews, which are reviewed by the student and instructor for grade and attendance; cumulative Grade Point Average (GPA), which is reviewed every term; average attendance, academic dismissal, and Satisfactory Academic Progress (SAP) rates, which are analyzed and compared with standards and goals; student/faculty evaluations, which are reviewed by administrators and results shared with faculty; portfolio contents, which are scored by the CEP team; and student externship evaluations, which are rated at the end of each term.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

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

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

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

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No

- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
 Yes No
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.
The campus has established a retention goal of 79 percent for 2016. Specific activities with regard to retention include: a formal mentorship program; industry guest speakers; career/networking fairs; chaperoned industry field trips to annual conferences and conventions; and student activities with an emphasis on team and community building.
- The campus has established a placement goal of 75 percent for 2016. Specific activities with regard to placement include: one-on-one sessions with students at various points in the program; assisting in preparing resumes, cover letters, and other employment documents; company and industry searches using internet tools; and referring students to part-time, freelance, and industry employment jobs.
- 1.16 Does the campus have documentation to show the following:
- (a) That the CEP has been implemented?
 Yes No
- (b) That specific activities listed in the plan have been completed?
 Yes No
- (c) That periodic progress reports have been completed?
 Yes No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized, please describe the committee.
Ms. Debra Hooper, campus vice president/director, is responsible for implementing and monitoring the Campus Effectiveness Plan (CEP). She is assisted with the CEP by a team consisting of the assistant campus director, director of education, operations director, assistant director of financial assistance, professional services director, student services director, assistant to the director, librarian, and bursar.
- Ms. Hooper has been with the college since its inception in 1992. Ms. Hooper holds a bachelor's degree in education from East Carolina University. She has almost 40 years of experience in education and the design, animation, and film industry. Ms. Hooper has produced a variety of films, videos, and multimedia presentations and been awarded the prestigious Women in Business Award.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
 Yes No Not Applicable (new branch or initial applicant only)

GENERAL COMMENTS:

The initial CEP sent to the team prior to the visit did not have the Program Improvement Plans (PIP) for the programs that were below Council standards for 2015 retention and placement rates. While on-site, the team was provided with the plans which the campus had prepared before the visit.

2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.
 Yes No
- (b) Names of the trustees, directors, and/or officers.
 Yes No
- (c) Names of the administrators.
 Yes No
- 2.02 Does the campus:
- (a) Adequately train its employees?
 Yes No
- (b) Provide them with constant and proper supervision?
 Yes No
- (c) Evaluate their work?
 Yes No
- 2.03 Is the administration of the campus efficient and effective?
 Yes No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?
 Yes No
- (b) Know the person to whom they report?
 Yes No
- (c) Understand the standards by which the success of their work is measured?
 Yes No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
 Yes No Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Ms. Hooper is responsible for financial oversight of the campus. As stated above, Ms. Hooper has served as vice president/director since the school began in 1992. She has over 40 years of experience in proprietary education.

3. ADMINISTRATION

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

Yes No

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

Yes No

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

Ms. Hooper is the on-site administrator. As previously stated, Ms. Hooper has served as vice president/director since the school began in 1992. She has over 40 years of experience in proprietary education and has a bachelor's degree in education. Ms. Hooper is supported on site by Mr. Matthew Kelly, assistant campus director.

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

Yes No

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

Yes No

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

(a) Financial aid activities.

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

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

- 3.06 Does the campus admit ability-to-benefit students?
 Yes No (If No, skip to Question 3.11.)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No
- 3.12 Are appropriate transcripts maintained for all students?
 Yes No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
 Yes No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.15 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
 Yes No

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?
A total of 46 files were reviewed. Files from each program were selected for graduates, withdrawn students, and students who are still enrolled. The files included students who had transferred credits as well as files of students documenting satisfactory academic progress (SAP) concerns.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?
 Yes No
- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No

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

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

Yes No

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

Mr. Robert Thornton, director of admissions, is responsible for the oversight of student recruitment at the campus. Mr. Thornton worked for 10 years as director of admissions, regional director of admissions, and regional vice president of admissions at three other proprietary post-secondary schools prior to his accepting the position of director of admissions at Living Arts College.

- 4.11 Describe the recruiting process for new students.

Students may respond to advertising, hear about the school from students or former students, or find out about the school through community events. The school has memberships in the Carolinas Association of Collegiate Registrars and Admissions Officers (CACRAO) and Virginia Association of Collegiate Registrars and Admissions Officers (VACRAO). These organizations arrange regional week-long recruiting events every year from September through November where representatives from 75 colleges attend up to four recruiting events a day. Many high school students are recruited through these events.

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

Yes No

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

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
 Yes No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?
 Yes No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
 Yes No Not Applicable (campus does not participate in financial aid)

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

Ms. Vicki Wilkinson, financial aid director, makes final decisions regarding financial aid, eligibility, packaging, awarding, and disbursement. She has served in her current position since 2013. Ms. Wilkinson holds associate's degrees from Forsyth Technical College and Randolph Technical College.

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)

FOR ALL PROGRAMS

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

Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published.
 The standards of satisfactory academic progress (SAP) policy is published on pages 52-54 of the creative catalog and pages 24-25 of the medical arts catalog.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes No

(c) Procedures for re-establishing satisfactory academic progress.

Yes No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes No

Incomplete grades.

Yes No

Repeated courses.

Yes No

Non-punitive grades.

Yes No Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes No Not Applicable (campus does not offer)

A warning status.

Yes No Not Applicable (campus does not use)

A probationary period.

Yes No

An appeal process.

Yes No

An extended-enrollment status.

Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

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

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

Yes No Not Applicable (campus only offers one program)

The implications of transfer credit.

Yes No

- 4.26 Does the campus apply its SAP standards consistently to all students?
 Yes No
- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?
 Yes No Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
 Yes No Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student and/or the campus does not have such a policy)

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

Yes No

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

Ms. Maria Martin, director of student services, is responsible for the administration of SAP. Ms. Martin has a bachelor's degree in social work from Saint Leo University, and a master's degree in social work from the University of South Florida. She initially was employed as the director of student services at Living Arts College in 2011, but administration of SAP was not included in her job description at that time. After a brief hiatus, she returned to the same position in fall of 2015, at which time Ms. Lynn McGhee, operations director, trained her on the administration of SAP policy. Ms. McGhee and Ms. Martin work together at the end of each quarter to assess the status of student achievement for compliance with the school's qualitative and quantitative SAP policy.

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

The team reviewed evidence of academic counseling and goal-setting plans in student folders. Although the college has historically scheduled individual tutoring opportunities (known as learning labs) for at-risk students, in fall of 2015 the operations director and student services director launched a formal learning lab scheduling system to officially assign students identified on an at-risk list to a tutoring time in a learning lab. The institution has noted marked academic improvement since this scheduled remediation time has been included in the at-risk students' schedules.

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

(a) Scholarships.

(b) Grants.

(c) Loans.

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

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

Yes No

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

Yes No

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

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

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

Yes No Not Applicable

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

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

While the team was on site, the campus corrected student ledger cards that had previously shown incorrect balances posted after transactions due to a program error by changing the order in which the balances were posted. The institution was able to show correct balances on student ledger cards by adjusting the order in which the transactions were posted. The institution should adopt a procedure to prevent future occurrences of this issue.

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

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

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

Yes No

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

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No

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

Ms. Wilkinson, financial aid director for the Raleigh campus, is responsible for on-site administration of student financial aid. As previously noted, Ms. Wilkinson earned associate's degrees from Forsyth Technical College and Randolph Technical College.

Prior to her employment at Living Arts College, she worked for 25 years in the finance department at US Airways. Her job there included supervisory and management responsibilities. Ms. Wilkinson was initially employed by Living Arts College in 2009 at the institution's Winston-Salem branch campus and received training as a financial aid officer from the assistant financial aid director at the Raleigh campus. She was promoted to financial aid director for both the Raleigh and Winston-Salem campuses in 2013.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
 Yes No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
 Yes No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
 Yes No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
Ms. Wilkinson is a member of the North Carolina Association of Student Financial Aid Administrators (NCASFAA). She attends annual spring and fall conferences to stay current with regulation and policy changes in the administration of financial aid. She also receives electronic financial aid-related memos from the Department of Education and receives and reviews the annual financial aid handbook from the Department of Education.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (Skip to question 4.58.)
- 4.58 The beginning enrollment on the most current Campus Accountability Report (CAR) is 249.
The ending enrollment reported on the previous year's CAR is 249.
- 4.59 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable

- 4.60 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.61 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
During students' initial financial assistance counseling session, loan repayment obligations are reviewed with the students, and they acknowledge their understanding of their responsibilities by their signature on the student loan entrance counseling form. When a student graduates or withdraws from the school, the financial planner reviews with the student the amounts that he/she has borrowed and gives him/her an estimate of his/her monthly payments. This is acknowledged by the student's signature on the student loan exit counseling form. A copy of this form is given to the student and placed in the student's file. Exiting students who are not able to meet with a financial planner are mailed the exit counseling form along with instructions on how to complete exit counseling online.

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. LaMar Shannon, director of education, is assigned to oversee the educational activities of all programs at the campus. He has served in his current position since March of 2011. Mr. Shannon holds a bachelor's degree in biology and chemistry from the University of North Carolina and an MBA from the University of Phoenix. Prior to his employment with Living Arts, he worked as a health educator and instructor in the North Carolina community college system. He is currently completing requirements for a doctorate in health administration.
- 5.03 Does this person have appropriate academic or experiential qualifications?
 Yes No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Mr. Shannon is assigned full-time to the position and has the responsibility and authority for the development and administration of the programs. He is assisted by seven program coordinators who provide expertise in their subject area. The program coordinators are allocated sufficient time in their schedule for administrative purposes.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?
 Yes No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No

- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
- (a) Development of the educational program.
 Yes No
 - (b) Selection of course materials, instructional equipment and other educational resources.
 Yes No
 - (c) Systematic evaluation and revision of the curriculum.
 Yes No
 - (d) Assessment of student learning outcomes.
 Yes No
 - (e) Planning for institutional effectiveness.
 Yes No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No

FOR RENEWAL OF ACCREDITATION ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No
- 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 in length)?
 Yes No
 - (b) Student placement rate of 70 percent?
 Yes No
- 5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable

How many calls to employers or graduates were attempted?

There were 13 calls made to employers or graduates for the medical assistant program.

How many calls to employers or graduates were successful?

Four calls to employers or graduates were successful.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

All of the successful contacts confirmed the employment of the graduates as reported on the 2015 CAR.

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

FOR ALL CAMPUSES

- 5.14 Was the team able to verify the backup documentation to support the placement rate for the program(s) that had placements as reported on the last Campus Accountability Report submitted to the Council but are not being reviewed (no enrollment, discontinued, etc.)?
 Yes No Not Applicable

How many calls to employers or graduates were attempted?

Certificate program in Internet Site Development: 3

Diploma program in Medical Administrative Specialist: 1

How many calls to employers or graduates were successful?

Certificate program in Internet Site Development: 3

Diploma program in Medical Administrative Specialist: 0

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

All of the successful contacts confirmed the employment of the graduate as reported on the 2015 CAR.

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

- 5.16 Are the educational programs consistent with the campus's mission and the needs of its students?
 Yes No

- 5.17 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
 Yes No

- 5.18 What provisions are made for individual differences among students in the learning environment?
Students with a documented disability who self-report are provided with reasonable accommodations to assist in their academic training area. The campus has a structured tutoring program, learning labs in which tutoring is provided by faculty, and a mentoring program that assists students with non-academic issues. The campus has a test-out policy where medical program students who successfully pass an examination can receive credit for the class. Instructors utilize diverse teaching methods to enhance learning opportunities for all students.

- 5.19 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum evaluation, revision, and change is a process that can begin at different levels within the organization. Instructors present to their program coordinator a need to revise or make a change to the curriculum. After a review by the program coordinator, the request is forwarded to the campus curriculum committee.

The curriculum committee consists of all program coordinators and the general education program coordinator. The committee makes a recommendation to accept or deny the change or revision and, if approved, forwards the request to the vice president/director for final approval. Input from students and advisory boards is also considered in curriculum revision and change.

- 5.20 Does the faculty participate in this process?
 Yes No
- 5.21 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.22 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?
 Yes No *(If No, skip to Question 5.23.)*
- 5.23 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.24 Are the following appropriate to adequately support the number and nature of the general education courses?
Facilities.
 Yes No
(a) Instructional equipment.
 Yes No
(b) Resources.
 Yes No
(c) Personnel.
 Yes No
- 5.25 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.26 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.27 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.28 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No

5.29 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

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

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

Yes No

If Yes, how is this documented?

The instructor signs a roster at the in-service activity which he/she attends. The instructor documents the activity on his/her faculty development plan, and attaches a copy of the agenda or activity material, which is then placed in the instructor's personnel folder.

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

Yes No

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

Yes No

5.33 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes No

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

Yes No

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

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

Yes No

FOR BACHELOR'S DEGREES ONLY

5.41 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

Yes No

- 5.42 Do the programs' general education courses meet Council standards in that the courses meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation?
 Yes No
- 5.43 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

- 5.44 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
A full-day orientation is held where representatives of the institution's various departments speak to new students about the qualities of a successful student, job placement assistance, and other student services that are offered by the institution. Students are able to access tutoring in the learning lab, and academic counseling is conducted through the office of Ms. Martin, director of student services. The team heard anecdotes of personnel helping students through personal issues of transportation and housing, and in general, students felt supported by their instructors and program coordinators. The campus has an assigned vehicle which they use to pick up students who may need a ride to class.
- 5.45 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Nicole Langton, director of professional services, is responsible for the oversight of counseling students on employment opportunities. She was assigned to this position based on her extensive experience in resume and career consulting and other career services responsibilities in positions held at Career Champions, New Horizons Computer Learning Center, and the Art Institute of Atlanta.
- 5.46 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)
- 5.47 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?
 Yes No Not Applicable (there have been no graduates)
- 5.48 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 5.49 Describe the extracurricular educational activities of the campus (if applicable).
The campus holds American Red Cross blood drives on site twice a year. The student government organization is active in sponsoring student events; they are currently developing a fundraiser where students will donate work for a silent auction of student art to benefit the Make-a-Wish Foundation. They will also offer to make a gift in kind to have a child be a star in a personalized production or participate in any other type of activity the institution might be able to offer. In addition, a group of students attended the East Coast Game conference.

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information).

The campus is housed in a 44,000 square foot facility located at 3000 Wakefield Crossing Drive in Raleigh, North Carolina. The facility consists of three monolithic domes that serve its creative arts programs. In 2011, construction was completed on a 6,000 square foot addition dedicated to instruction in the medical arts. The interior of the facility was designed by the founders and built to its specifications. The entrance of the building includes an art gallery and reception area with art and sculptures credited and designed by current students and graduates of the college. The campus is housed in a facility that has been designed specifically for training in animation, graphics, art, filmmaking, advertising, interior design, and audio production.

Each program has studio labs specifically arranged for the area of study. In addition to specially furnished studio labs, the facility includes a state-of-the-art-equipped and operational 200-seat theatre. The theatre accommodates any type of lecture, award presentation, creative production, or live event. The medical arts addition has six classrooms and two administrative areas as well as cubicles for medical admissions staff.

Living Arts College's physical plant fosters a communal environment that encourages technical and creative use by students, faculty, and staff. The building is designed to minimize distraction but foster creativity and progress.

Located next to the campus, housing is available at Smartsuites. There are 37 suites in the complex and the housing is only available to students at the college. The ten-acre complex is beautifully landscaped and professionally cared for by a local landscape firm. Ample parking is provided for students and staff in a well-lit parking lot.

The team found the facility unique and vibrant, with beautiful examples of student work on hallways and classrooms. It is truly one of the most creative facilities ever visited by team members.

- 6.02 Does the campus utilize any temporary additional space locations?

Yes No

- 6.03 Does the campus utilize learning sites?

Yes No

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

Yes No

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

(a) Equipment

Yes No

(b) Instructional tools

Yes No

- (c) Machinery
 Yes No

- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume, if appropriate)?
 The campus utilizes two catalogs – one for their creative programs, and one for their medical programs. The catalogs used during the evaluation were the Living Arts College Creative Arts Catalog and the Living Arts College Medical Arts Catalog for the 2015-2016 academic year, specifically, September 28, 2015, to September 9, 2016, and revised May 2016.
- 7.02 Does the self-study or branch application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)
- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No

- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No
- (m) A definition of the unit of credit.
 Yes No Not Applicable (The campus does not award credit.)
- (n) A complete explanation of the standards of satisfactory academic progress.
 Yes No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
 Yes No
- (p) The transfer of credit policy.
 Yes No
- (q) A statement of the tuition, fees, and any other charges.
 Yes No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
 Yes No Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.
 Yes No
- (t) A statement describing the student services offered.
 Yes No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
 Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes No

If Yes, does the catalog contain the following?

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

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

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

Yes No (If No, skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

Yes No (If No, skip to Question 7.08.)

7.08 Is the catalog available online?

Yes No

If Yes, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (If No, skip to Question 7.10.)

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

Yes No

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

Yes No

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

The campus advertises online through its website and videos presented on YouTube, and with brochures and handouts given to interested students visiting the campus or at events like high school fairs, career fairs, and other events.

Are all print and electronic advertisements under acceptable headings?

Yes No

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

Yes No

If 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 such evidence), insert the section number in parentheses, list student names, and explain: **(Section 3-1-703 and Appendix C):** The campus uses commendations from many graduates in its paper advertisements and promotional videos, but does not maintain documentation of prior written consent. The campus did begin to have students sign a photograph release upon enrollment at one point, but does not currently have a general release form (for student photograph, video, statement, likeness) that it uses or documentation from students, graduates, or community members indicating approval of the use of their specific statements; specifically as follows:

Three commendations from Mr. [REDACTED] Roberts, Mr. [REDACTED] and Mr. [REDACTED] were used in the brochure titled "7 ways to become a global digital media star," two commendations from [REDACTED] and an unidentified graduate were included in the 8.5 x 11" size Living Arts College/Living Arts Institute booklet, and commendations were also used in videos provided on the flash drive, titled "Good Life" and "New Life," and "Real World Student Testimonials," among others, on the school's YouTube channel.

7.14 Does the campus utilize services funded by third parties?

Yes No (If No, skip to Question 7.15.)

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

Yes No

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

(Section 3-1-703 and Appendix C): The campus does not avoid making guarantees for job placement for graduates. A medical arts flyer contains the verbiage "Careers for Life in months, not years" and a medical brochure says "How to become a member of the Medical Team in months, not years" and "Medical Arts careers in months, not years." Two videos presented on an advertising flashdrive, "DARE 101" and "Art Career Expo commercial" place a focus on careers and not education or training. The DARE 101 video discusses what to expect in the creative arts professional field and how to act with clients, which may mislead viewing parties to believe that employment is involved, and the "Art Career Expo commercial," which is designed to engage and excite prospective students, speaks of career information to be presented at the expo, and does not highlight that the event is an informational event about attending the campus.

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

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

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

The institutional performance information that the campus routinely provides to the public includes program completion rates and placement rates.

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

This information is published on the institution's website using the U.S. Department of Education gainful employment disclosures template, and is being updated annually.

COMMENDATION:

Aside from the findings stated above, the team commends the campus for their vibrant and well-designed forms of advertising which highlight the work of students and faculty, a true testament to the school.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

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

Yes No

- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
 Yes No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
 Yes No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
 Yes No
- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The campus develops continuous assessment strategies for resources and information services by reviewing the usage of online full-text databases and physical circulatory resources, holding library advisory team meetings in which the librarian and individuals from each department discuss resources and services, in addition to conversation occurring at faculty meetings, accepting student feedback on desired resources, staying abreast of current resources through the reading of professional literature, resource catalogs and book reviews, and gleaning information from the librarian's professional development.
- Are these methods appropriate?
 Yes No
- 8.06 Is the library staff adequately trained to support the library?
 Yes No

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

- 8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
 Yes No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget, excluding personnel allocations, is \$81,300.00.
- 8.09 What portion of the current year's library budget has been spent?
To the date of the visit, \$20,419.00 of the current year's library budget has been spent.
How has the money been allocated?
The money has been allocated as follows: \$4,491 on Gnomon Workshop (animation); \$9,130 on ProQuest Ebrary ebooks; and \$6,798 on EBSCO subscriptions.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
 Yes No

8.11 Are the library hours adequate to accommodate the needs of all students?
 Yes No

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

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
The faculty inspire, motivate and direct student usage of the library resources by integrating assignments that require and encourage use of the library's physical and online resources into their course curriculums, utilizing the resources of the library themselves to lead by example, working with the librarian to place resources relevant to specific course topics or assignments on reserve in order to provide students with resources to start with, and hosting the librarian in the classroom during courses.

Are these methods appropriate?

Yes No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No

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

8.16 Summarize any full-text online collections available to students.
The full-text online collections available to students include databases covering numerous topics with scholarly and professional articles through Academic Search Complete, MasterFILE Premier and Professional Development Collection, on-line collections that provide medical information and research journals through MEDLINE, Health Source: Nursing/Academic Edition, and Health Source: Consumer Edition. The full-text online collections also provide information in the areas of media, news, film, and television through databases such as Newswires, Web News, Film & Television Literature Index with Full-Text, and Newspaper Source Plus, among others. There are 18 electronic resources and databases that are subscribed to by Living Arts College.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the professionally trained individual who supervises and manages the library on-site, and what are this person's qualifications?

Mr. Michael Cummings, librarian, is the professionally trained individual who supervises and manages the library on site. Mr. Cummings holds a master's degree in library science from the University of North Carolina at Chapel Hill and a bachelor's degree in literature from the University of North Carolina at Pembroke. He has nearly 20 years of experience in a variety of library settings that include government, corporate, public, proprietary schools, and archives. His experiences include work with reference materials, database delivery, cataloging, and inter-library loans. Mr. Cummings worked for the U.S. Environmental Protection Agency Library as an interlibrary loan/cataloging librarian for 10 years. He is a member of the American Library Association.

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

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

8.21 Have library staff transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes No Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes No

8.23 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 as follows:

- Monday: 8:00 a.m. to 6:00 p.m.
- Tuesday: 8:00 a.m. to 8:00 p.m.
- Wednesday: 8:00 a.m. to 9:00 p.m.
- Thursday: 8:00 a.m. to 5:30 p.m.
- Friday: 8:00 a.m. to 4:30 p.m.

Mr. Cummings is responsible for overseeing the library for the majority of these hours. When he is not on site during the evening hours, Ms. Collette George, the campus's publisher/graphic designer (whose office is located in the back corner of the library), assists students. There are also two work-study students available for assistance at different times.

- 8.24 Are the hours the library is open adequate to accommodate the needs of all students?
 Yes No
- 8.25 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 NONDEGREE PROGRAMS ONLY

- 8.26 Are appropriate reference materials and periodicals available for all programs offered?
 Yes No
- 8.27 Are the instructional resources organized for easy access, usage, and preservation?
 Yes No
- 8.28 Is there a current inventory of instructional resources?
 Yes No
- 8.29 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

9. PROGRAM EVALUATION

Bachelor's Degree in Interior Design

FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Jean Eitelman is the program coordinator for the interior design department. Ms. Eitelman holds a bachelor's degree in environmental design from North Carolina State University and a master's degree in fine arts from Cranbrook Academy. She has practiced in interior design since 1992 and also holds professional membership in the Association Society of Interior Designers (ASID).
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Field trips to design showrooms and designed spaces, and speakers from the design field are utilized to bring actual design applications to the forefront for the interior design students. These resources were documented in the community resources binder located in the team room.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (If No, skip to question 9.11)
- 9.11 Does the program use independent studies?
 Yes No (If No, skip to question 9.13)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
(a) Title and course descriptions
 Yes No
(b) Course numbers
 Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

Yes No Not Applicable (Clock hour program)

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

Yes No Not Applicable (Clock hour program)

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

Yes No

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

Yes No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

There were three graduates from the program reported on the 2015 CAR.

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

There were two calls attempted to graduates or employers.

How many calls to graduates or employers were successful?

Both calls to graduates or employers were successful.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?
All of the successful contacts confirmed the placement of the graduates as reported on the 2015 CAR.

- 9.20 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable
- 9.21 Does the campus participate in Title IV financial aid?
 Yes No
- 9.22 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

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

Faculty grade books and graded examples of out-of-class student work were on display in the interior design classroom area for the team’s review.

FOR ALL VISITS

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

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

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

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

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

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

- 9.31 Are teaching loads reasonable?
 Yes No

FOR BACHELOR'S DEGREES ONLY

- 9.44 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.45 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.46 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?
 Yes No Not Applicable (institution offers all four years of the degree)
- 9.47 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.48 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)

Although the interior design program has been active for several years, there were no students enrolled in the third and fourth years at the time of the team visit.

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

GENERAL COMMENTS:

The interior design program, while very small, seems to possess the capability to meet the needs of the student who wishes to become a practicing interior designer. The classroom is well equipped and conducive to learning and sparking the imagination.

9. PROGRAM EVALUATION

Bachelor's Degree in Animation and Game Design
Certificate in Digital Animation
Bachelor's Degree in Interactive Media Arts
Certificate in Digital Media Arts

FOR ALL PROGRAMS

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

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Kwame Hawkins, program coordinator, is assigned to administer the animation and game design programs. He has a master's degree in computer art from Savannah College of Art and Design and a bachelor's degree in technology education from North Carolina State University. His professional experience includes work as a motion graphic artist and compositing work at Breakiron Animation and Design, the iCreative Network, the Center for Justice, and WSAV (a news channel). Mr. Hawkins is also a member of the Autodesk Animation User Group Association, and participated in the Epic Games UX Lab and Carolina Game Summit.

Mr. Vincent Gardner, program coordinator, is assigned to administer the media arts programs. Mr. Gardner has a master's degree in industrial design from Pratt Institute and a master's degree in environmental design and bachelor's degree in product design from North Carolina State University. His professional experience includes programming instruction at ECPI College, helpdesk work at Tek Systems, and custom exhibition installation at R.H. Guest, Inc. Mr. Gardner is a member of the Triangle Advertising Federation and the American Institute of Graphic Arts (AIGA) and has been a guest lecturer on industrial design at Universidad Veritas in San Jose, Costa Rica.

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

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

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

Yes No

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

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

If no, please list programs that fall below the standards.

The following programs fall below the standards: Bachelor's Degree in Animation and Game Design - 30 percent; and Certificate in Digital Media Arts - 50 percent.

If No, does the campus provide the following:

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

Yes No

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

Community resources for the interactive media and animation and game design programs include an advisory board which met most recently on December 9, 2015, and September 4, 2015, during which time industry professionals discussed animation software, physically-based rendering workflows, Unity and Unreal game engines, virtual reality technology, user interface/user experience (UI/UX) jobs, 3D graphics, mobile application development, website development, and the Green Light Experience project currently underway at Living Arts College. Additional resources include professional development days held on April 27, 2016, and December 7, 2015, and attendance at events such as the East Coast Game Conference on April 21, 2016, the Game Developer's Conference in March 2016, the Mosaic Gallery Red Gala on September 4, 2015, the Siggraph 2015 conference in August 2015, a field trip to the North Carolina Museum of Art's Zoosphere installation by Allison Hunter on July 28, 2015, and a field trip to the Museum of Science Fiction on July 2, 2015.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 Does the program include an externship?

Yes No (If No, skip to question 9.11)

9.11 Does the program use independent studies?

Yes No

- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
 Yes No
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

The total number of graduates from the four design programs, as reported on the most recent CAR, was 27.

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

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

Bachelor's degree in Animation & Game Design: 3

Bachelor's degree in Interactive Media: 10

Certificate in Digital Animation: N/A (no graduates were reported as placed on the CAR)

Certificate in Digital Media Arts: 1

How many calls to graduates or employers were successful?

The following numbers of calls were successful for the following programs:

Bachelor's degree in Animation & Game Design: 2

Bachelor's degree in Interactive Media: 5

Certificate in Digital Media Arts: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

All of the successful contacts confirmed the employment of the graduates as reported on the 2015 CAR.

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

Yes No Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes No

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

Yes No Not Applicable (Clock hour programs only)

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

Yes No Not Applicable (Clock hour programs only)

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

Graded out-of-class work was reviewed and instructors verified the grading processes.

FOR ALL VISITS

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

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

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

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

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

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS ONLY

9.26 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes No

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

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

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No

- 9.33 What is the current student/teacher ratio?

The current student/teacher ratio is 1:1 in both the certificate program in digital animation and the certificate program in digital media arts.

- 9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR BACHELOR'S DEGREES ONLY

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

9. PROGRAM EVALUATION

Bachelor's Degree in Digital Audio Production and Design
Certificate in Digital Audio Production and Design I
Bachelor's Degree in Digital Filmmaking
Certificate in Digital Filmmaking I
Bachelor's Degree in Digital Photography
Certificate in Digital Photography and Digital Video

FOR ALL PROGRAMS

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

Yes No (If No, skip to question 9.02)

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

Four program coordinators, Mr. John M. Taylor III, Mr. Craig Brandwynne, Mr. Michael Pearce, and Mr. Todd Warnken, are assigned to administer the creative and technical arts programs as described below.

Mr. Taylor and Mr. Brandwynne, program co-coordinators, are assigned to administer the audio programs. Mr. Taylor has a master's degree in instructional technology from East Carolina University and a bachelor's degree in theatre arts from the University of South Florida. His professional experience includes over 15 years of sound design work at Busch Entertainment Corporation where he composed soundtracks and completed work in pre- and post-production, live sound, and system design. Mr. Taylor is a certified Avid Pro Tools HD7 operator, and is also Pro Tools 101 v11 and Pro Tools ACI User v12 certified. In addition, he is an active member of the Audio Engineering Society.

Mr. Brandwynne has a master's degree in music theory and composition; a bachelor's degree in music education from Long Island University at C.W. Post; and an academic associate's degree in liberal arts from Suffolk Community College. His professional experience includes production and management work at Center Sound Records, the Piano Center, LLC, and Frank & Camille's Piano. He is a certified Avid Pro Tools ACI User v12 and is certified to teach music in the State of New York. Mr. Brandwynne is also a member of numerous audio professional societies, has worked on multiple television and film productions, and is a voting member for the Grammy Awards.

Mr. Pearce, program coordinator, is assigned to administer the filmmaking programs. He has a master's degree in film and television from Savannah College of Art and Design and a bachelor's degree in film studies and English from the University of North Carolina at Wilmington. His professional experience includes production, editing, and videography work at WRAL/Fox 50, Explore!, New Century Digital Media, the Center for Human Science, and Discovery Health. During the past year, Mr. Pearce has attended the Full Frame Documentary Festival, the Cucalorus Film Festival, the Riverrun Film Festival, and several Triangle Advertising Federation events in the Raleigh-Durham area.

Mr. Warnken, program coordinator, is assigned to administer the photography programs. He has a master's degree in photography from Bennington College, a bachelor's degree in photography from Nicholls State University, and a certificate in graphics from Digital Media Arts College. His professional experience includes work as a director and owner at Todd James Gallery, photography instructor and technical director at Lawrence Academy and Cushing Academy, and gallery manager at Patty DeLuca Gallery and

Lovinger Gallery. He is a member of the Raleigh Photo Alliance and the Society for Photographic Education, has done freelance art direction for SALYSÉ Magazine, performed set and lighting design, and exhibited his photos at numerous galleries.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)

If no, please list programs that fall below the standards.

The following programs reported placement rates below the standards: Certificate in Digital Filmmaking - 50 percent; and Certificate in Digital Photography and Digital Video - 40 percent.

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

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

Yes No

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 Community resources for the audio, filmmaking, and photography programs include an advisory board that most recently met on December 9, 2015, and September 4, 2015, during which time industry professionals discussed Pro Tools and other audio software, sound reinforcement, location audio jobs, courses in audio acuity, high-end microphones and digital mixing consoles, virtual instruments, programming and coding skills, digital film genres (e.g. short fiction, public service announcements, documentaries, corporate videos), new technologies (e.g. drones, 4K cameras, steadicams), portrait and fashion photography, advanced lighting equipment, portable lighting systems with soft boxes, backdrops and modular studio walls, the need for additional studio space, wireless technology, and the history of photography.

Students attended professional development days on April 27, 2016, and December 7, 2015, and other events such as the Congressman G.K. Butterfield Film Event on April 22, 2016, the Mosaic Gallery Red Gala on September 4, 2015, a field trip to the North Carolina Museum of Art's Zoosphere installation by

Allison Hunter on July 28, 2015, a field trip to the Museum of Science Fiction on July 2, 2015, and a campus presentation by Grammy Award winners Alicia Warwick and Shannon Sanders on May 14, 2015.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (*If No, skip to question 9.11*)
- 9.11 Does the program use independent studies?
 Yes No
- 9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
 Yes No
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

Yes No Not Applicable (Clock hour program)

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

Yes No Not Applicable (Clock hour program)

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

Yes No

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

Yes No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

The total number of graduates from the six programs noted, as reported on the most recent CAR, was 52.

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

Yes No Not Applicable (there have been no graduates)

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

(Section 3-1-303(a)): The team was unable to verify the employment of two graduates from the bachelor's degree in digital filmmaking program, and one from the bachelor's degree in digital audio production and design program as reported in the 2015 CAR. Graduates Ms. [REDACTED] Mr. [REDACTED] and Mr. [REDACTED] were classified as placed based on skills; however, no backup documentation was available, and Mr. [REDACTED] confirmed that he was not employed in his field.

How many calls to graduates or employers were attempted?

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

Bachelor's Degree in Digital Audio Production and Design: 8

Bachelor's Degree in Digital Filmmaking: 5

Bachelor's degree in Digital Photography: 5

Certificate in Digital Audio Production and Design I: N/A (no graduates were reported as placed)

Certificate in Digital Filmmaking I: 2

Certificate in Digital Photography and Digital Video: 2

How many calls to graduates or employers were successful?

The following numbers of calls were successful for the following programs:

Bachelor's Degree in Digital Audio Production and Design: 4

Bachelor's Degree in Digital Filmmaking: 1
 Bachelor's Degree in Digital Photography: 2
 Certificate in Digital Filmmaking I: 1
 Certificate in Digital Photography and Digital Video: 1

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

Five of the eight successful contacts confirmed the employment of the graduates as reported on the CAR. The team was unable to confirm the employment of three of the eight contacts as described in the finding below.

(Section 3-1-303(a)): The team was unable to confirm the employment of two graduates from the bachelor's degree in digital filmmaking program, and one from the bachelor's degree in digital audio production and design program as reported in the 2015 CAR. Graduates Ms. [REDACTED] Mr. [REDACTED] and Mr. [REDACTED] were classified as placed based on skills; however, no backup documentation was provided, and Mr. [REDACTED] confirmed that he was not employed in his field.

- 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
 Yes No Not Applicable
- 9.21 Does the campus participate in Title IV financial aid?
 Yes No
- 9.22 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

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

Graded out-of-class work was reviewed and instructors verified the grading processes.

FOR ALL VISITS

- 9.24 Are the following appropriate to adequately support the number of students and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 9.25 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

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

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS ONLY

9.26 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes No

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

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

Yes No

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

9.31 Are teaching loads reasonable?

Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.33 What is the current student/teacher ratio?

The student/teacher ratio is 4:1 in the certificate program in digital audio production and design I, 1:1 in the certificate program in digital filmmaking, and 2:1 in the certificate program in digital photography and digital video.

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

FOR BACHELOR'S DEGREES ONLY

9.44 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?

Yes No

9.45 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.46 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (institution offers all four years of the degree)

9.47 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.48 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

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

Yes No

9. PROGRAM EVALUATION

Diploma in Medical Billing and Coding Specialist

FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Shannon, director of education, is assigned to administer the medical billing and coding specialist (MBCS) program. As noted previously, Mr. Shannon holds a bachelor's degree in chemistry and biology, and a master's degree in business administration and health care management. Mr. Shannon is currently pursuing his doctorate in health administration.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
The program utilizes several community resources that contribute to the enrichment of the student experience, including student participation in a Red Cross and LAC Blood Drive, Flu Clinic, Meals on Wheels, and the Career Network Fair. These resources enrich the MBCS curriculum through involvement with internal and external customers relating to indirect patient care, customer service, broadening skills and expanding knowledge. A program advisory board is utilized to enrich the MBCS program through discussions and recommendations from professionals.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No

(a) Does the institution have a written and mutually signed 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

(c) Is there evidence, based on observation, that the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives?

Yes No Not Applicable (site was not visited-please explain)

9.11 Does the program use independent studies?

Yes No

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes No

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

Yes No

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

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

Yes No Not Applicable (Clock hour program)

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

Yes No Not Applicable (Clock hour program)

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

Yes No

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

Yes No

9.18 What was the total number of graduates in all programs reported during the most recent Campus Accountability Report submitted to the Council?

There were seven graduates from the program as reported on the 2015 CAR.

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

There were 3 calls made to graduates or employers.

How many calls to graduates or employers were successful?

There was 1 successful call.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

The successful contact confirmed the employment of the graduate as reported on the 2015 CAR.

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

Yes No Not Applicable

9.21 Does the campus participate in Title IV financial aid?

Yes No

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

Yes No Not Applicable (Clock hour programs only)

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

Yes No Not Applicable (Clock hour programs only)

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

The team reviewed out-of-class assignments graded by both full-time instructors, Ms. Jane Mansell and Mr. Asam Sayeed, in hard copy and in the online gradebook, and the instructors verified the process.

FOR ALL VISITS

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

FOR NONDEGREE PROGRAMS ONLY

- 9.26 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?
- Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.27 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
- Yes No

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

9.28 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.29 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.32 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.33 What is the current student/teacher ratio?

The current student/teacher ratio is 7:1.

9.34 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

SUMMARY

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

Number	Section	Summary Statement
1	3-1-111	The CEP does not adequately address goals to improve the campus educational processes (page 8).
2	3-1-303(a)	The placement rate could not be verified in the bachelor's degree in digital filmmaking and digital audio production and design programs (pages 48 and 49).
3	3-1-703 and Appendix C	The campus does not maintain documentation indicating approval of the use of commendations in its advertising, and does not avoid making claims regarding job placement (pages 29 and 30).

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 1, 2016

ACICS ID: 00023814

Surveys Between:

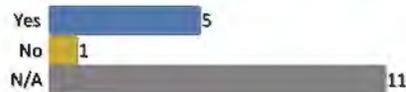
May 16, 2016 and May 16, 2016



A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?



A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel pressured into making the decision to enroll?



B.01. Do you receive federal financial aid?

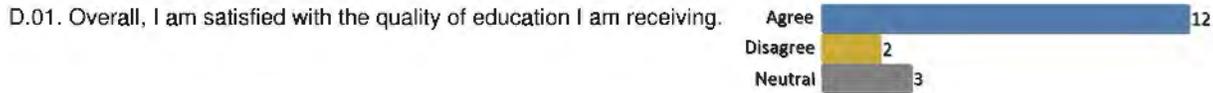
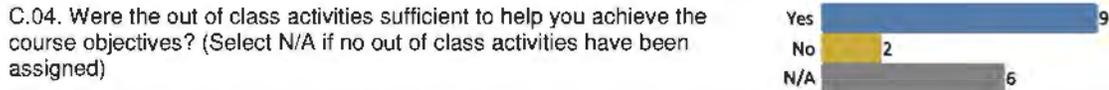
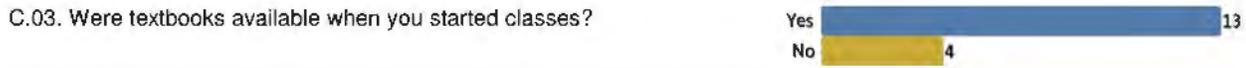
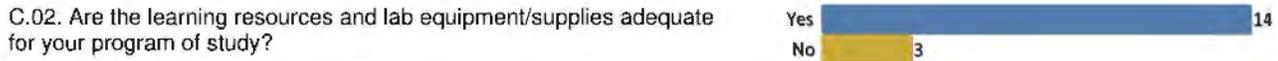


B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?







February 27, 2017

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00023818

Main Campus ID: 00023818

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

Application ID: 71481

VISIT RESPONSE DUE DATE: March 9, 2017

Ms. Khulan Och
Branch Director
California University of Management and Sciences
4300 Wilson Blvd., Suite 140
Arlington, VA 22203
acics@calumsva.edu

Dear Ms. Och:

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



RENEWAL OF ACCREDITATION VISIT REPORT

CAMPUS

CALIFORNIA UNIVERSITY OF MANAGEMENT AND SCIENCES

4300 Wilson Blvd. #140

Arlington, VA 22203

ACICS ID Code: 00023818

Ms. Khulan Och, Branch Director (khulan@calums.edu)
(acics@CALUMSva.edu)

February 2-3, 2017

Mr. Wyman Dickey	Chair	Fortis College	Orange Park, FL
Mr. Timothy Peterson	Student-Relations Specialist	Retired: Director of Education	Minneapolis, MN
Dr. David Teneyuca	Educational Activities & Computer Information Systems Specialist	DXT Consulting	San Antonio, TX
Dr. Shannon Groff	Library & English as a Second Language (ESL) Specialist	St. Augustine University	St. Augustine, FL
Ms. Lisa Bynoe	Business Administration, Business Management, and Healthcare Business Administration Specialist	Argosy University	Charlotte, NC
Ms. LaToya Boyd	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
CALIFORNIA UNIVERSITY OF MANAGEMENT AND SCIENCES
ARLINGTON, VA**

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/Contact Hrs.	Qtr. Hrs.	Enroll: Full-time/Part-time	CAR Retention & Placement (%)			
						2016		2015	
						Ret.	Pla.	Ret.	Pla.
Certificate	Certificate	English as a Second Language (ESL)	1200+	N/A	26/0	98	N/A	100	N/A
Associate of Science	Academic Associate's Degree	Healthcare Business Administration	980+	96	15/0	55	N/A	85	100
Bachelor of Science	Bachelor's Degree	Business Management	1830+	180	16/0	100	0	82	N/A
Bachelor of Science	Bachelor's Degree	Computer Information Systems	1910+	180	8/0	75	N/A	67	N/A
Master of Business Administration	Master's Degree	Business Administration (MBA)	630+	60+	54/0	87	100	86	100
Master of Science	Master's Degree	Computer Information Systems	650+	60+	475/0	96	N/A	99	100
TOTAL ENROLLMENT					594				
TOTAL CAMPUS RETENTION		98		TOTAL CAMPUS PLACEMENT			50		

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.

- + **(Section 2-2-121)** The total contact hours and/or total credit hours for these programs do not match the totals in ACICS approvals for these programs, and the institution provided academic credit analysis and program information tables that did not agree. The ESL program is not being offered as approved by ACICS. ACICS must be notified through the appropriate application process of any changes to approved programs and must approve/acknowledge these changes.

INTRODUCTION

California University of Management and Sciences (CALUMS) in Arlington was incorporated in 2007 as a non-profit, public-benefit corporation under the laws of the Commonwealth of Virginia. The following year, in 2008, the campus was included as a branch in the ACICS accreditation of the main campus under the same name in Anaheim, California. In October 2015, ACICS approved the reclassification of CALUMS in Arlington, Virginia, as a main campus. The current grant of ACICS accreditation expires in December 2017. CALUMS is governed by its Board of Trustees, which reserves the right to add, amend, or repeal any of its regulations, rules, resolutions, standing orders, and rules of procedures, in whole or in part, at its discretion. The campus director of CALUMS in Arlington reports to the vice president of CALUMS in California. Immediately reporting to the campus director are the academic dean, dean of administration, finance director, and personnel director. The campus does not provide financial aid. CALUMS offers a certificate program in ESL, one academic associate's degree program, two bachelor's degree programs, and two master's degree programs.

The campus leases approximately 18,000 square feet of classroom and office space on the first and second floors of an 11-story building. The location provides 8 classrooms and 3 computer labs with audio-visual equipment to accommodate between 18 to 35 students each. Each classroom is equipped with projectors and screens. A 1,500 square foot meeting area is available for students and faculty to hold educational activities that require additional work space for bigger audiences. The computer laboratories offer more than 100 desktop computers connected on a local area network with T-1 Internet access and a network printer. The first and second floors of the building are Wi-Fi ready, enabling Internet access especially for students and faculty with laptop and notebook computers. The library encompasses approximately 800 square feet and is primarily used for students to access the online library databases for their research needs. The library also provides a group discussion room where students have the opportunity to conduct group meetings or interactive learning. The building also includes separate lounges for students and employees. Parking is available in the underground parking garage. While the parking is convenient, the students voiced concerns about the \$10 per day parking fee for those driving to class.

The campus reported significant growth on the 2016 Campus Accountability Report (CAR), increasing from 219 to 642 students. The majority of the growth occurred in the master's degree in computer information systems program. At the time of the visit, this program had 475 of the 594 total students. As reported on the 2016 Campus Effectiveness Plan (CEP), 72.8 percent of the student body is male and 27.2 percent female. The campus is comprised of 99 percent international students. The majority of these individuals, 92.5 percent, reported as Asian while 4.4 percent identified as White. During the visit, the students reported high levels of satisfaction with the campus. The only consistent issue noted was the \$10 per day parking fee for those students driving to classes.

The campus has reported institutional retention rates on the CAR of over 90 percent for each of the last 4 years. Due to the large percentage of international students, very few graduates end up being available for placement. However, even with limited graduates, the team was unable to verify all of the placements reported on the Placement Verification Report (PVP). The CEP originally provided to the team did not include any retention or placement improvement plans based upon the 2016 CAR outcomes. In this report, CALUMS has been cited for the lack of having a current CEP. A number of the issues identified involve the *Memorandum to the Field* released on January 17, 2017. This release occurred only two weeks prior to the visit, which allowed minimal time for the institution to address any new CEP criteria.

The team observed high levels of satisfaction from the students and employees of CALUMS. The concerns noted during the visit centered upon the lack of a current CEP, placement verifications, and the ESL program.

Summary of Data Integrity Review

Table 1: Placement Rates

Program Name	Academic Credential	Reported as Placed on the Placement Verification Program (PVP)	Verified as Placed	Unable to Verify as Placed (No response from and unable to reach either employer or graduate + invalid placements)
Business Administration	Master's	1	0	1
Business Management	Bachelor's	2	1	1
	Totals	3	1	2

1. Was the team able to verify all of the graduates reported as placed in the PVP?
 Yes No Not Applicable (There have been no graduates reported as placed.)

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

(Section 3-1-203): The PVP was not able to be verified. The campus reported three graduate placements on the December 2016 monthly submission. One graduate, Mr. [REDACTED] was actually placed on April 9, 2016. However, the campus reported that they did not find out about the placement until December 2016. This student, a graduate of the MBA program, was placed by benefit as a customer assistant/supervisor at CVS. Although the campus provided an attestation from the student to support this placement, after reviewing the job description, the team determined that because the position does not require a degree, and the vast majority of skills acquired in the program are not being utilized, the placement could not be considered valid. A second graduate, Ms. [REDACTED] a graduate of the bachelor in business management program, was placed by benefit on December 27, 2016, as a cocktail waitress/customer service at Caffe Roma Restaurant. Again, the team agreed that this was not a valid placement. The only graduate that was able to be verified was Ms. [REDACTED]. Also a graduate of the bachelor's in business management program, the student was placed by title as a business/HCM analyst. It is important to note, however, that Ms. J. [REDACTED] was actually placed on January 11, 2016. Neither she nor Mr. [REDACTED] should have been part of the PVP submission for December as they were both placed far before the PVP became a requirement for campuses.

Additionally, it is important to note that Mr. [REDACTED] was also reported as placed on the 2016 CAR. Consequently, because his placement is invalid, the placement results on the CAR are also now invalidated. Ms. [REDACTED] was reported as not placed on the CAR.

REPORT QUESTIONS

1. MISSION

1.01 What is the mission statement of the institution?

The mission of the University is to provide high quality and affordable education to serve the intellectual and professional needs of individuals and organizations.

CALUMS endeavors to instill in students the value of lifelong learning and ethical choices. CALUMS also seeks to cultivate in its students the capacity for critical thinking, willingness to accept challenges, commitment to social responsibility, and ability to respond creatively to the ever changing global environment.

CALUMS prepares its graduates for personal and professional development and for careers in the administration and management of business, technology and healthcare programs and organizations. Its graduates can manage problems with confidence from an informed perspective, and can utilize the theories and concepts learned in their educational experiences to develop practical and innovative solutions.

CALUMS encourages the interplay of individual creativity and intellectual diversity as the source of true understanding. It cultivates an appreciation of human capabilities and cultural diversity as the pathway to individual achievement and self-esteem. Therefore, CALUMS is committed to creating and maintaining an intellectual and educational environment that reflects diverse values. It fosters appreciation of a multi-cultural society and seeks greater involvement with an increasingly interdependent world.

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 campus demonstrates a commitment to the implementation of its mission through the hiring, training, and evaluation of qualified personnel. CALUMS provides facilities and equipment to support the operations of its programs. Meetings are held regularly with administration, faculty, and employers to constantly review the outcomes of the campus and establish plans for improvement.

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

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

(Section 3-1-110 and Appendix K): The CEP does not evaluate all of the required elements at both the campus and program levels. While the CEP provided to the team adequately reviews the campus and program levels for retention and placement, it does not evaluate the programmatic results for graduate satisfaction, employer satisfaction, student satisfaction, or student learning outcomes. Additionally, the CEP does not review the outcomes for graduation rates at the campus or program levels.

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

The campus uses cumulative grade point average (CGPA) to measure student learning outcomes (SLOs) for the degree programs. However, the evaluation of CGPA only occurs at the campus level and does not include a program level review. Additionally, the CEP references how CALUMS intends to begin collecting entrance and exit exam course data for the ESL program as well as reviewing comprehensive exams for the degree programs. However, evaluation of these SLOs were not included in the CEP

reviewed by the team. The most recent CEP meeting minutes did reference the use of exam results for ESL students, but this was not included in the actual CEP.

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:

(Section 3-1-111 and Appendix K): Student learning outcomes have not been properly evaluated for all programs. The campus only reviews CGPA for the degree programs at an institutional level. There is no evaluation of program level information included in the CEP. Additionally, no SLOs were reviewed for the ESL program.

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 3-1-111 and Appendix K): The CEP does not include all of the required descriptions for each element at both the campus and program levels. Baseline data was not identified for any SLO at the campus level. Goals for each outcome were not included for retention or student learning outcomes at the campus level. The CEP also did not identify or describe any baseline data or goals at the program level for any of the seven required elements. An analysis and summary of the data collected as well as an explanation of how the data will be used to improve the educational processes at the program level were not included for graduate satisfaction, employer satisfaction, student satisfaction, SLOs, or graduation rates.

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 CEP for the team to review. This document did not include the most recent data from the 2016 CAR and did not meet the current *Accreditation Criteria* standards as released in the January 17, 2017, *Memorandum to the Field*. Detailed minutes were provided to the team showing 8 CEP committee meetings that were held over the prior 12 months. The minutes included sign-in sheets, photos, a review of recent outcomes, discussion points, and action plans.

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

Minutes of 8 CEP committee meetings held over the prior 12 months included a recap of previous activities as well as specifying action plans going forward.

(c) That periodic progress reports have been completed?

As previously stated, detailed minutes were provided to the team showing 8 CEP committee meetings that were held over the prior 12 months. The minutes included sign-in sheets, photos, discussion points, a review of recent outcomes, and action plans.

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

A committee is responsible for the implementation of the CEP. The committee is comprised of the president, vice president, campus director, academic dean, dean of administration, student services advisor, enrollment advisor, registrar, and librarian. The campus director leads the overall CEP activities of CALUMS.

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

Meeting minutes were provided to the team demonstrating regular updates of the CEP that reviewed student outcomes and plans for improvement. The documentation included a synopsis of discussion items, sign-in sheets, and photos. Eight of these meetings were held over the prior year.

2. ORGANIZATION

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

Ms. Khulan Och, campus director, is the on-site administrator. She holds a bachelor's degree in business administration and a master's degree in accounting from Strayer University. She worked as an accountant for 6 years before joining CALUMS in 2011. Prior to her current role, she held positions as the registrar and dean of administration before taking over as campus director in 2014.

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 is led by the campus president, Ms. Khulan Och, who oversees the operations of CALUMS. Ms. Och is supported by her management team, which includes the finance director, academic dean, and dean of administration. These department heads oversee the academic, financial, admissions, student service, library, career services, human resources, and records activities. The faculty and staff files provided to the team were thorough and demonstrated knowledge of the assigned job duties as well as a history of consistent training. Minutes provided to the team documented regular meetings for staff and faculty related to academics, the CEP, accreditation preparation, and interaction with the board of trustees. Action plans appropriate to the needs of the campus were identified in all meeting minutes. Due to the size of CALUMS, regular meetings provide the primary means for effectively and efficiently managing the campus.

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

Upon hire at the campus, each faculty and staff member is provided with a detailed job description. Training and orientation to the campus is given to each employee and is generally provided by the appropriate supervisor. The staff files reviewed by the team showed consistent supervision and

evaluation. Annual evaluations were identified for each appropriate employee. Policies and procedures are made available in the form of employee and faculty handbooks and manuals. All employees signed acknowledgements of CALUMS's policies.

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

(a) Clearly understand their duties and responsibilities.

Each faculty and staff member is provided with a detailed job description at the point of hire. The job description establishes the expected duties and responsibilities for each position. Signed job descriptions were reviewed by the team during the visit.

(b) Know the person to whom they report.

Signed job descriptions provided to the team also indicated the appropriate supervisor for each position. Additionally, the appropriate supervisor also completes an annual review on each employee.

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

The campus provided a signed job description for each employee. These job descriptions also included objectives which would be used to measure the success of each employee's work. Annual evaluations were completed on each appropriate employee.

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

The campus completes annual evaluations on all staff and faculty members. Copies of completed evaluations were provided to the team for review. The evaluations included ratings on effectiveness, organizing ability, creativity, working well with a supervisor, working well with colleagues/subordinates, work habits, and reliability.

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 is presented to employees as part of the staff and employee handbooks. All employees sign an acknowledgement stating that they understand the policies contained within the handbooks.

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

Ms. Khulan Och, campus director, is responsible for the financial oversight of the campus. As previously stated, she holds a bachelor's degree in business administration and a master's degree in accounting from Strayer University. She worked as an accountant for six years before joining CALUMS in 2011. Prior to her current role, she held positions as the registrar and dean of administration before taking over as campus director in 2014.

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

4.01 How many student files were reviewed during the evaluation?

A total of 92 student files were reviewed by the team while on campus. The files included 46 active student files, 26 active ESL student files, 6 withdrawn students, and 14 graduate files from the 2016 CAR. The team also reviewed documentation of 7 students that were identified on the most recent satisfactory academic progress report (SAP) as being academically dismissed, on probation, or on academic warning. The team also found numerous files where transfer credits were awarded for previous courses taken. In all cases, the transfer of credit was documented with an official transcript from the school and a transfer of credit analysis.

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

The team found that the campus took various steps to ensure that the relations with students reflects a high ethical standard. Admissions representatives participate in regular training sessions to ensure that correct information is being provided to the students. During the visit, the team also noted the collaboration of admissions, student services, and education in assisting both prospective students and continuing student with questions or needs. The team also noted in each file reviewed a student acknowledgement checklist identifying each requirement for enrollment that required the students signature and date.

4.03 Describe the admissions criteria.

Applicants applying for admission to CALUMS for undergraduate programs and the ESL program must have completed a high school education and must provide a copy of a high school diploma. In the absence of a high school diploma, the student must submit an attestation statement and documentation evidencing completion of high school education. All applicants also complete and submit an application form along with a non-refundable \$100.00 application fee.

Applicants to the graduate programs offered at CALUMS must have completed at least a bachelor's degree in an appropriate business or computer science related area with a minimum of 2.0 GPA from an institution accredited by an agency recognized by the U.S. Department of Education. Graduate applicants are also required to submit official transcripts of an appropriate bachelor's degree and at least one letter of recommendation.

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 reviewing the various files mentioned above, the team noted consistency in the files reviewed regarding admissions criteria described above. Students admitted into specific programs for the same start date were admitted under the same tuition and admissions criteria. The team also noted in each file reviewed a student acknowledgement checklist, completed and signed by each student, evidencing admissions criteria for all students, including international students, met all admissions requirements for the programs, and were consistent with the admissions criteria.

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

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

(Section 3-1-411 and Appendix F): The team did not find evidence that the campus consistently utilizes a nationally recognized entrance exam and did not consistently administer admissions policies. At the time of the visit, it was discovered that a different policy had been in place prior to the start of the winter quarter for the prospective ESL students. The campus had developed its own placement test and was administering it when prospective ESL students applied without the required entrance exam scores from a nationally recognized service. There were 26 students currently enrolled during the visit. All 26 files were reviewed and 5 folders were missing entrance exam scores. Of the five, an iTEP, a recognized nationally accepted test, was produced for one student. The additional four were scores from an unrecognized test (campus developed exam). The four students that did not have nationally recognized test scores were:

Ms. [REDACTED]

Ms. [REDACTED]

Mr. [REDACTED]

Mr. [REDACTED]

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 there is no evidence that a copy has been provided to the student, insert the section number in parentheses and explain:

(Section 3-1-414): The campus was not able to provide documentation to the team at the time of the visit that a copy of the enrollment agreement was provided to each student. During the team interviews, the campus stated they offered the students a copy of the enrollment agreement. However, there was no evidence that it was actually applied. While on the visit, the campus did provide the team with an updated student acknowledgement checklist that included a checkbox stating "received a copy of the enrollment agreement" to be used going forward.

4.10 Describe the recruiting process for new students.

The recruiting process at CALUMS for new students begins with an interview with an admissions representative either in person or over the telephone. The campus advertises through the campus website

but also relies on word of mouth, personal references, and walk-ins for leads. During the interview, the admissions representative will determine if there is a program offered that fits the interest of the student, and review all of the admissions requirements with the prospective student. They will also be provided a tour of the campus and if interested, complete an application for admissions. All applications are reviewed and evaluated for admissions on an individual basis. Once the student is admitted to a program, they will be assigned an academic advisor, who will assist the student with their academic planning. Prospective students are provided an enrollment packet that includes all enrollment requirements and fees for the program they are interested in pursuing.

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 evidenced:

Each prospective student is provided a current school catalog that explains and outlines all of the requirements for the each of the programs. The student is also provided a packet, specific to their program of interest, that outlines all required documents, tuition costs and fees, and an outline of the courses in the program with all course requirements. All students also receive information regarding student services, student expectations, library services, student conduct policies, and students rights and responsibilities.

4.12 Who is responsible for oversight of recruitment and does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

Ms. Imane Dahni, the dean of administration, is responsible for the oversight of recruitment at the campus. Ms. Dahni has a bachelor's degree in psychology from the University of Oran, Algeria, and an MBA from CALUMS. Ms. Dahni shared with the team that she meets regularly with the admissions advisor to ensure the activities are in compliance with all applicable standards.

4.13 Describe the documentation that the institution maintains to demonstrate that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

The campus shared with the team that Ms. Dahni and the admission advisor meet regularly to discuss recruitment activities and issues that may arise. Having their offices in very close proximity in an open office environment allows Ms. Dahni to observe enrollment activities during the day.

- 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:
New students wishing to transfer credits from another institution must have an official transcript sent to the admissions office of the campus. All transcripts are reviewed by the academic dean's office and credit is generally granted for courses comparable to those offered by the university that were successfully completed with a grade of "C" or above for the associate and bachelor's degree, and a "B" or above for master's degree programs. During the team visit, many of the files reviewed included transfer credits and in all cases, proper documentation was found in the student's file to evidence proper awarding of credit for the courses taken.
- 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

FOR MASTER'S DEGREE PROGRAMS ONLY

- 4.20 What is the maximum permissible number of transfer credits into the program?
The maximum number of permissible transfer credits into either of the master's programs is 16 credits.

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 SAP policy are published in the current 2016-2018 undergraduate and graduate catalogs on pages 39-50. The effective date of each catalog is July 1, 2016.

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 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:

(Section 3-1-420 & Appendix D): The SAP policy stated in the current catalog does not define the effects of non-credit or remedial courses on cumulative grade point average (CGPA). The campus offers English learning development courses taken in conjunction with regularly scheduled courses, but does not identify the effects these courses have on the CGPA.

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

In reviewing various files the campus provided to the team, it was noted that students that were in danger of not meeting attendance or academic standards had a letter from the campus in their student file outlining the academic or attendance issue.

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

Although it was evident that students in violation of SAP were properly notified, the campus did not provide evidence that it consistently notified students regarding their attendance progress, especially regarding SEVIS status. The team found the campus did have a letter in the student files identifying the issue and the consequences; however the team did not find evidence that the students had been notified of this attendance warning, including some that had a letter stating final attendance warning.

- 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.*)

4.34 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?

Mr. Ken Gordon, the academic dean at this campus, is responsible for the administration of SAP. Mr. Gordon has served in this capacity since December 2016. He holds a bachelor's degree in aerospace engineering from the University of Michigan, an MBA from the Wharton School at the University of Pennsylvania in entrepreneurial management and finance, and a master's degree in aerospace engineering from the University of Southern California. His work experience includes serving as president for the Granada Group LLC from 2013-present. Prior to 2013 he was the co-founder and chief executive officer for Zone2. Mr. Gordon is tasked with duties and responsibilities that also include the supervision of faculty, assessing the curriculum of all programs, assessing the quality of instruction, and conducting program reviews or outcome assessments.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the campus 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 campus has a very good program to encourage and assist students that may be experiencing difficulty with particular classes in their programs. Ms. Tatiana Dolottseva, the student services advisor, oversees the tutoring program at the campus. Ms. Dolottseva shared with the team that each quarter an e-mail is sent out to all students regarding the procedure for requesting a tutor. Once the request is received by the academic office, she will evaluate the request and find a tutor for the student. All tutors must be upper class students with a GPA of 3.5 or higher. Students are advised to direct all questions to Ms. Dolottseva regarding their tutoring experience.

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. (*If the campus does not offer (a), (b), or (c), skip to 4.39.*)

If Yes for any item, does the campus properly describe in the catalog all scholarship, grant, and loan programs?

Yes No

- 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
- 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 financial ledger sheets for each of the files reviewed and if a refund was due a student, it was properly noted on the ledger sheet as a refund with the date that the refund was given.
- 4.46 Does the campus participate in Title IV financial aid?

Yes No (*Skip to 4.50.*)

4.50 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)

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

Yes No (*Skip to 4.52.*)

4.52 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

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

Yes No Not Applicable

4.54 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.)

FOR MASTER'S DEGREES ONLY

4.55 Do all students enrolled in master's degree programs possess a bachelor's degree?

Yes No

4.56 Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.

Each applicant is required to provide an official transcript indicating they have completed a bachelor's degree with a minimum of GPA of 2.0 in either business administration or computer information systems, depending on which master's degree they choose to pursue. The applicant is also required to meet TOEFL standards for English proficiency and provide at least one letter of recommendation as to why they should be considered for a master's program.

Are these techniques appropriate?

Yes No

GENERAL COMMENTS:

The team found the files provided by the campus to be extremely well organized and accurate.

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 relative to his or her position?

Mr. Ken Gordon is the academic dean at this campus and has served in this capacity since December 2016. He holds a bachelor's degree in aerospace engineering from the University of Michigan, an MBA from the Wharton School at the University of Pennsylvania in entrepreneurial management and finance, and a master's degree in aerospace engineering from the University of Southern California. His work experience includes serving as president for the Granada Group LLC from 2013. Prior to 2013 he was the co-founder and chief executive officer of Zone2. Mr. Gordon is tasked with duties and responsibilities that include the supervision of faculty, assessing the curriculum of all programs, assessing the quality of instruction, and conducting program reviews or outcome assessments.

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 chairs are empowered to actively address the needs of students and faculty. Their focus is to create an environment for all to succeed at CALUMS. They have sufficient authority and responsibility for enhancement and administration of their programs. To illustrate, the chair meets regularly with the university leaders and management to discuss problems, challenges, and opportunities for success. In addition, the program chair is often reminded of the "open door" policy at the campus. A culture is established that permits and encourages program chairs and administrators to effectively develop and manage their respective programs of education.

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

Yes No

5.06 Has the institution adopted and published a 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?

The formation of policies and design of educational programs involve students, administrators, faculty, and the advisory committee. For example, an advisory board is in place. They meet on a regular basis. Appropriate documentation is provided as evidence. This practice serves as an assessment process to determine the usefulness and relevance of curricula, courses, courseware, or coursework.

5.14 What provisions are made for individual differences among students in the learning applications, learning environment, and modes of instructional delivery?

The faculty and staff communicated during interviews that the school is considerate of differences in the learning applications, learning environments, and modes of instructional delivery. The school is very supportive of any student that may require additional consideration to address differences in learning or comprehension. This includes students with hearing, seeing, or speaking impairments. Furthermore, tutoring is offered to any student that may require additional learning support.

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

Faculty participate in a systematic process of continuous evaluation and revisions to the curriculum. All instructors are encouraged to consider changes that are designed to serve the needs of the students. This is accomplished via community surveys, fact-finding, classroom experience, and the input of students. The information and requests are passed along to the school chairs and administrators for evaluation and if needed, greater discussion and analysis.

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?

Evidence is provided to confirm that credit is converted in relation to student contact hours for every class. Documentation reviewed and analyzed included the academic credit analysis, the catalog, and interviews

with the staff and faculty. The policy is in compliance with clock-to-credit hour conversion policies and regulations.

5.18 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?

Yes No (*Skip to 5.19.*)

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:

(Section 3-1-517): Courses in the ESL program are not scheduled in an educationally appropriate manner. Based on student interviews and as documented in student files, at least one student, Chinzoriga Tsetsgee, had to take a lower level ESL course because the one into which she was placed, according to her entrance exam test scores, was unavailable at the time of enrollment.

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) Support for modes of instructional delivery

Yes No

(e) Personnel.

Yes No

5.21 Describe how the campus provides an environment for its faculty, through academic freedom and other conditions, which is conducive to effective classroom instruction.

The campus provides a learning environment that is appropriate for effective classroom instruction. In particular, the faculty have the opportunity to revise the syllabi in the interest of academic freedom. The faculty are encouraged to utilize this freedom so long as the learning outcomes and objectives are satisfied. Other methods for effective classroom instruction is to utilize guest speakers or hands-on demonstrations and exercises.

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 Association of International Credential Evaluators (AICE), American Association of Collegiate Registrars and Admissions Officers (AACRAO), or 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?

Demonstrative documentation is evident for in-service training. Each instructor attending the training is required to sign an attendance sheet and a copy of the attendance list is placed in a binder for record keeping purposes. Detailed meeting minutes are appropriate and provided in a timely manner.

- 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.
 CALUMS demonstrated through outcomes, length of service, retention of faculty, and other measures that the core faculty ensures the campus will meet its stated mission and objectives. There is an adequate core of full- and part-time faculty to ensure sound direction and continuity of development for the educational programs. The campus promotes stability in the faculty through compensation, a pleasant and productive environment, professional growth opportunities, and other incentives.

- 5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.
 During an interview with the academic dean, Mr. Ken Gordon, it was confirmed that no contracts and/or agreements are in place with other organizations.

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

- 5.31 Summarize the general education courses (and/or applied general education for occupational associate's programs) 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 (or whether they are relevant to the chosen degree for applied general education in occupational associate's programs).
 The campus catalog identifies courses that satisfy the concentration and general education requirements.

It provides an explanation of the course numbering system. The general education courses place importance on principles and theory and not on practical applications associated with a particular occupation or profession. All general education courses give balance to the total program. The general education curriculum satisfies the criteria as outlined in the Council's Glossary. They are appropriate for the programs and the needs of the students.

- 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 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

- 5.35 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
- Yes No
- 5.36 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

- 5.37 Describe the student services offered by the campus to emphasize retention and program completion for all students and which take into account their academic and socioeconomic characteristics, such as structured tutoring, academic or personal counseling, and student orientation.
- Services are offered to emphasize retention and program completion. The student services department performs this duty. This team will consider academic and socioeconomic issues to make this effort a success. For example, tutoring and student orientation are provided. This is especially significant because the majority of students are foreign students. This helps to acclimate the student to CALUMS and ensure that the academic needs of all students are addressed appropriately and timely.
- 5.38 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications related to employment assistance?

Ms. Tatiana Dolottseva is the person responsible for the oversight of counseling students. She has earned a bachelor's degree and an MBA from Strayer University. Both degrees are in human resources. She has been working for CALUMS since January 2016. Ms. Dolottseva has 10 years of experience in the human resources arena with several organizations. This knowledge is useful in counseling and advising students on current and future expectations for success.

- 5.39 How does the campus ensure and document that employment assistance is offered to all students?
The campus demonstrated that they are very interested and supportive of all students whether they are full time or part time, day or night. All amenities, benefits, and services are provided to all students. This message is communicated to students in person and electronically via their website.
- 5.40 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.)
- 5.41 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 5.42 Describe the extracurricular educational activities of the campus which serve the educational needs of the students (if applicable).
Numerous extracurricular activities are provided to all students. Some of the activities include field trips and guest speakers for every program. Tutoring and academic advising is also available. In addition, information and guidance is available for student transportation, housing, and banking. This allows the student to focus on their school work.

GENERAL COMMENTS:

A suggestion by the students to enhance their learning experience is to provide some assistance with parking fees and public transportation. Ten dollars a day for parking can add up very quickly. Bus passes were also suggested.

6. PUBLICATIONS

- 6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)
The team reviewed both the 2016-2018 undergraduate and 2016-2018 graduate catalogs for CALUMS. Both catalogs are effective July 1, 2016, through June 30, 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-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 (*Include Section 3-1-202(d) in the finding below.*)

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 requirements. The catalog does not contain a complete explanation of the standards of satisfactory academic progress (SAP). As noted in section 4 of this report, the current SAP policy does not contain an explanation of non-credit or remedial courses, and their effect on SAP.

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.*)

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

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

(Section 3-1-703 & Appendix C): Not all of the information provided on the CALUMS website accurately reflects the current status of the campus. Specifically, the information about the ESL program is inconsistent with the catalog. The admissions requirements, English language proficiency test score ranges, and ESL level allocations all have variances. See the English as a Second Language section for additional details.

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.)?

CALUMS, supported by a department dedicated specifically to marketing, advertises in a variety of media. In addition to the campus website, the campus utilizes a number of online and social media outlets including Facebook, Twitter, Instagram, LinkedIn, and Slideshare. Several YouTube videos and commercials can also be found online. Print media advertisements are found in flyers, brochures, American and international newspapers, postcards, and *PULSE*, the CALUMS quarterly magazine.

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.

Many of the YouTube videos utilized by the campus include endorsements, commendations, and recommendations from students, faculty, and staff.

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 utilize services funded by third parties?

Yes No (*Skip to 6.16.*)

- 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
- 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.)
- 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.)

Where is this information published? Describe any additional information that the campus provides. Student achievement information is published on the campus's website under the tab "consumer information." Although the campus did not initially have current information available, the campus rectified the issue by posting a copy of the 2016 CAR summary page on the website during the visit.

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

- 6.19 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

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 CALUMS library offers training and orientation settings for both faculty and students during operating hours. Faculty are encouraged to assign projects that involve the library and research skills for students. The librarian and library assistant will aid students in research as well as any area that pertains to the library. During the visit, the team was able to see a sign-in sheets for both faculty and student attendance in library orientations.

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 sends out an e-mail to all faculty soliciting resources they may like to add to their program. While on site, the team was able to view the forms that have been filled out by faculty members. The databases used through InfoTrac 250 are renewed yearly, as are magazine and journal subscriptions. The academic committee meets quarterly to discuss requests. In the last year, the fiscal budget increased from \$25,000 in 2015/2016 to \$60,000 in 2016/2017. The library, faculty, staff, and administration are diligently working to improve resources for both faculty and students.

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 \$60,000.
- 7.18 What portion of the current year's library budget has been spent?
Of the current year's library budget, \$21,418.42 has been spent so far.
How has the money been allocated?
The current year's budget is as follows:
Journal and Magazine Subscriptions- \$360.93
Library Online Resources- \$1,043.52
Library Books- \$20,013.97
- 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 of the bachelor's degree in business administration, the MBA, and the associate's degree in healthcare business administration programs incorporate class projects that require utilization of the library resources. Faculty of the bachelor's and master's degree of computer information systems programs have library activities and assignments embedded within the courses. After speaking with students, they did confer that they do and are required to use the library facilities. Furthermore, the ESL certificate program encourages learners to check out leisure books to help improve reading skills.
- Are these methods appropriate?
 Yes No
- 7.21 Describe how the faculty have involvement in the selection of library resources.
During the fiscal year, the academic committee meets quarterly. The committee includes the librarian and program chairs who are all acting faculty members who meet to discuss additions to the library resource for each program. The list is then compiled and forwarded to the academic dean, who will approve or

deny. Once approved, the list is forwarded for purchasing of additional library resources. The librarian also mentioned that an e-mail is sent to all faculty asking for individual input to the addition of materials. There is a formal book, magazine, CD, and DVD request form that all faculty can access. The team was able to view evidence that faculty do take advantage of the opportunity to request additional 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?
 Ms. Amy Billerbeck supervises and manages the on-site library at CALUMS campus. She holds a bachelor's degree in history with a minor in communication from Purdue University. She also earned a master's degree in library science (MLS) from Indiana University. Ms. Billerbeck has been a librarian for over 19 years serving higher education facilities.

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 at CALUMS is open Monday through Friday, from 9:00 am until 6:00 pm, and it is open on Saturday from 9:00 am until 5:00 pm. During the hours that the library does not have staff on duty to assist students, it does remain open and students can still check out materials. There is a log so students may check out materials even when the librarian or assistant is not available. The librarian or library assistant e-mails the student within 24 hours to give them a due date for checked out items. The library is closed on Sundays and access is not available. The library supervisor, Ms. Amy Billerbeck, is available Monday through Friday from 2:45pm until 6:00pm. She will extend her hours until 7:00 pm when the need arises. Ms. Paola Fattorini is the library assistant and is available Monday through Thursday from 9:00 am until 6:00 pm. She is also available every other Saturday from 9:00 am until 5:00 pm.
- 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 CALUMS library subscribes to magazines and journals such as *American Journal of Public Health*, *National Geographic*, *Wall Street Journal*, *Forbes*, *Money*, *Bloomberg*, *Wired*, *MIT Technology*, and many more. The library uses InfoTrac 250 where students have access to numerous databases. Not only does the campus subscribe to numerous journals and magazines applicable to the programs offered, but also has shared resources agreement with six surrounding libraries: Arlington County Public Library, Mary Styles Riley Falls Church Public Library, Prince George's County Memorial Library, Fairfax County Public Library, Ashburn Public Library in Loudon County Public Library, and Silver Spring County Public Library in Montgomery County. The student population is diverse and having shared resources with other libraries where students only need their CALUMS ID to acquire a library card from the shared library agreement does open up additional avenues in which to access and acquire information. The librarian and the assistant librarian also work with individual students in the capacity of teaching skills necessary to research particular topics. The library houses examples of exemplary research projects from current students.

8. PROGRAM EVALUATION

Bachelor's Degree in Business Management

Master's Degree in Business Administration (MBA)

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. Alisher Akhmedjonov is the chair of business programs and has held this position since March 2015. In this capacity, Dr. Akhmedjonov is the person assigned to administer the academic programs of the bachelor's degree in business management and the master's degree in business administration, respectively.

Academically, Dr. Akhmedjonov earned a doctorate and master's degree in policy analysis from Pardee Rand Graduate School, and a master's degree in economics from the University of San Francisco. Additionally, Dr. Akhmedjonov is a Project Management Professional (PMP) with Project Management Institute (PMI). Experientially, Dr. Akhmedjonov has over eight years in postsecondary education in the

United States and abroad. He has held positions of increasing responsibility, such as: adjunct instructor, assistant professor, full-time faculty, and business programs chair. Dr. Akhmedjonov's experience in academia is coupled over 15 years in the private and government sectors primarily as an economist, analyst, and consultant.

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 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 of CALUMS. 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.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.

The bachelor's degree program in business management reports a placement rate of zero (0) percent on 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: **(Sections 2-1-809, 3-1-110, 3-1-111, 3-1-512, and Appendix K):** At the time of the team's visit, there was no improvement plan included in the CEP that satisfactorily detailed how the campus would increase the placement rate of the bachelor's degree in business management 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.

Via conversations with students, faculty, staff, and a review of documentation the team could ascertain the campus aptly incorporates a variety of community resources to enrich and enhance the business programs.

Industry professionals and graduates serve as guest speakers to share personal and professional insights respective of the career field. Specifically, on November 15, 2016, Mr. Dipen Bhakta, a business operations manager employed with Luzon Technologies, spoke to the students regarding "Best Tech Skills to Learn." Topics included in the discussion: "attracting, assessing and placing specialized expertise in the information technology (IT), finance, accounting and engineering fields," "the job interview process," and "the hiring process." On April 21, 2016, guest speakers, Ms. Abhaya Deuja and Mr. Mushfiqur Rahmant, professionals currently employed with Synchronisys, spoke to students regarding current job opportunities with the organization. The program also has an advisory board that meets semi- annually which includes employers from the local community who provide curriculum and program specific advice as it relates to current career trends.

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.*)
- 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
- 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.*)

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.

Interviews with faculty and staff, and the review of team room documentation aptly evidenced systematic planning on the behalf of the campus. Faculty members are expected to provide input to academic administrators in the systematic evaluation and revision of the curriculum and in planning for institutional effectiveness.

(b) Well-defined instructional objectives.

A team review of syllabi and course related materials demonstrated well-defined instructional objectives. Objectives were clearly stated and duly correlated to career preparedness of respective job duties within fields.

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

In accordance with campus policy, faculty members are encouraged to actively participate in program development and the selection of learning resources to augment student learning outcomes. This includes but is not limited to textbooks, instructional equipment, and library resources.

(d) Appropriate modes of instructional delivery.

The modes of instructional delivery utilized at the campus are varied in an attempt to reach different student learning styles. There is lecture for the auditory learner, PowerPoints and other audio-visual aides to address the needs of the visual learner, along with lab and practical learning opportunities for the kinesthetic learner. Moreover, additional accommodations are made to address the needs of students that require focused attention, in way of tutoring.

(e) The use of appropriate assessment strategies.

The campus demonstrates the use of appropriate assessment strategies. Syllabi contain well-defined course grading and policies elements including teaching strategies, course evaluation, grading scales, and grade categories. Student assessments are based on the stated parameters.

(f) The use of appropriate experiences.

Community resource activities allow students to gain exposure to local employers and practical learning experiences. The team observed classes in session and witnessed instructors and students incorporating subject-related personal anecdotes into the daily lessons.

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 bachelor's degree program in business management at CALUMS presents with curricula that quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree by course offerings and credits required for completion. Courses follow a logical sequence while building upon sound foundational concepts. Faculty members are duly qualified presenting with strong educational and professional backgrounds to support their instruction. The courses offered closely mirror that of comparable degree granting institutions with due rigor of the curriculum.

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 committee that oversees the development, modification, and maintenance of the graduate degree program meets at a minimum semi-annually and is comprised of the campus director, deans, program chairs, faculty members, local employers and students.

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.
Graduate faculty members are directly involved in the development and modification of master's degree policies, procedures, and curricula via academic committee membership. At a minimum, CALUMS holds semi-annual meetings of the graduate programs academic committee to share ideas on updating and improving the graduate programs. Moreover, informally, faculty members are petitioned to provide input, garnered for their time in industry on current trends in the global marketplace.
- 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 MBA program at CALUMS presents with curricula that quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree by course offerings and credits required for completion. Courses follow a logical sequence while building upon sound foundational concepts. Faculty members are duly qualified presenting with strong educational and professional backgrounds to support their instruction. The courses offered closely mirror that of comparable degree granting institutions with due rigor of the curriculum.
- 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 CALUMS campus encourages its graduate faculty members to engage in scholarly research and to publish in professional journals via monetary stipends in the amount of \$300 dollars to reimburse for any expenses incurred.

GENERAL COMMENTS:

The team's visit revealed sound business programs. Students were found to be enthusiastic about their field of study. The administration, faculty, and staff were found to be knowledgeable, caring, and committed to student success. Students interviewed in the bachelor's degree program indicated a desire for higher degree attainment with the campus. Furthermore, students stated they would recommend CALUMS to friends and family members for the educational needs.

8. PROGRAM EVALUATION

Bachelor's Degree in Computer Information Systems

Master's Degree in Computer 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?

Mr. Peter Smolianski is the program chair for the computer information systems program. His academic background consists of a bachelor's degree in theology from Ner Israel Rabbinical College in Baltimore and a master's degree in information systems from the University of Maryland-Baltimore County. Moreover, Mr. Smolianski has received a certification for project management (PMP) and Information Technology Infrastructure Library (ITIL). These credentials are highly recognized in the industry. His work experience compliments his education very nicely. To illustrate, he served as the director of information technology for the United States Courts from 2015 to the present. Before that he was the chief technology officer for the District of Columbia Courts (2006-2015).

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).
Sufficient evidence was provided to demonstrate appropriate responsibility is given to the administration of all programs. The documentation reviewed to determine sufficient authority included the ACICS data sheet, vita, college transcripts, job description, interviews with staff and faculty, and employee files.
- 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.
Community resources are being effectively utilized in the computer information systems (CIS) programs. For example, guest speakers and field trips are provided to the students in the interest of enriching their learning experience and developing potential career opportunities. Mr. Christophe Touret of Microstrategy provided a session in November 2016 on the topic of technology careers. Mr. Dipen Bhakta of Luzon provided a session on "Best Tech Skills to Learn" in November 2016. Field trips are also offered to students. For example, in October 2016 students visited the IT department of the U.S. District Court. Flyers, sign-in sheets, and photographs are captured and documented as evidence that these events are provided to the students. In addition, an advisory board is in place to help support the needs of the students, the university, and the 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
- 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.*)

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 is in place to support the needs of the students, faculty, and administration. The programs are well-structured and thought out. This process provides the opportunity to manage the programs effectively and efficiently.

(b) The curriculum is organized with well-defined instructional objectives for each course. The objectives serve as the mantra for learning and clearly communicate the expectations for each course.

(c) The institution uses a variety of learning materials to promote education for every student. The CIS program utilizes textbooks, hardware, software, networks, and the cloud to expand student knowledge.

(d) The modes of instructional delivery include lecture, discussion, hands-on exercises, and homework assignments. This approach provides the opportunity to address all learning styles in the classroom.

(e) The assessment strategies are appropriate and consistent. Students are tasked with demonstrating their level of comprehension via exams, homework, projects, and class presentations.

(f) The faculty for the CIS program has a diversified background and knowledge base. They use this as leverage in the classroom. The experience and talents of the instructors are shared with the students in the interest of expounding the learner's proficiency.

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 curriculum quantitatively and qualitatively approximates the standards at other collegiate institutions offering bachelor's degrees. Interviews with the CIS faculty provided some insight on how this is accomplished. For example, the department chair, Mr. Peter Smolianski, regularly reviews the programs of their competitors. He also mentioned that during the faculty hiring process he will review the transcripts and compare it to what CALUMS has in place. Much of the faculty are adjunct and work full time in the industry. This work experience provides the opportunity to examine the market niche for hiring college graduates and perform analysis on their observations.
- 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 school uses one advisory board for all programs. The committee is established to oversee the development, modification, and maintenance of the graduate degree program in computer information systems. The committee includes students, faculty, employers, and campus administration.

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.

Graduate faculty are directly involved in the development and modification of master's degree program policies, procedures, and curricula. The faculty are always encouraged to look for opportunities to enrich the learning environment. Flexible instructional approaches and scheduling patterns are promoted in developing innovative graduate programs. The intent is to serve varying student groups and their special needs. Moreover, there is an expectation to have the curriculum in line with their sister campus. Any suggestions or recommendations are passed to the program chair for review and examination. When the changes or updates are approved for implementation, the school will work with all stakeholders for a successful implementation.

- 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 curriculum quantitatively and qualitatively approximates the standards at other collegiate institutions offering master's degrees. Interviews with the CIS faculty provided some insight on how this is accomplished. As noted previously, the department chair, Mr. Peter Smolianski, regularly reviews the programs of their competitors. He also mentioned that during the hiring process he will review their transcripts and compare it to what CALUMS has in place. Much of the faculty are adjunct and work full

time in the industry. This work experience provides the opportunity to examine the market niche for hiring college graduates and perform analysis on their observations.

- 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 campus encourages graduate faculty members to engage in scholarly research and to publish in professional journals. A stipend of \$300 is provided by the campus leadership for promoting this expectation. During faculty meetings, the instructors are reminded and encouraged to publish in academic journals. Several of the instructors have doctoral degrees and are eager to take advantage of this monetary incentive.

8. PROGRAM EVALUATION

Academic Associate's Degree in Healthcare Business 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. Gaylon Crawford is the chair of health program and has held this position since March 2015. In this capacity, Dr. Crawford is the person assigned to administer the academic program of healthcare business administration.

Academically, Dr. Crawford earned a bachelor's degree in health care management from Southern Illinois University, an MBA from National University, a graduate certificate in strategic intelligence from National Intelligence College; a master's degree in computer information systems, a graduate certificate in information security from DeVry University; and a doctorate degree in public policy and administration from Walden University. Experientially, Dr. Crawford has over eight years in post-secondary education having held positions of increasing responsibility such as adjunct instructor, visiting assistant professor, and chair of a health program. Dr. Crawford's experience in academia is coupled with over 20 years in the private sector and military serving as a consultant and hospital administrator.

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 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 of CALUMS. 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 associate's degree program in healthcare business administration reported a retention rate of 55 percent as of the 2016 CAR.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

The program did not report any graduates on 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: **(Sections 2-1-809, 3-1-110, 3-1-111, 3-1-512, and Appendix K):** At the time of the team's visit, there was no improvement plan included in the CEP that satisfactorily detailed how the campus would increase the retention rate of the associate's degree in healthcare business administration 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.

Via conversations with students, faculty, staff, and a review of documentation, the team was able to ascertain that the campus aptly incorporates a variety of community resources to enrich and enhance the healthcare business administration program.

Industry professionals and graduates serve as guest speakers to share personal and professional insights, respective of the career field. Specifically, on November 30, 2016, Ms. Jennifer Lilley-Crowe, a professional employed with the federal government, spoke to the students regarding "Succeeding in Today's Job Market." Topics included: "what employers are looking for in recent graduates," "the job interview process," and "the hiring process." On November 29, 2016, Mr. Christophe Touret, a graduate of CALUMS, currently employed with Microstrategy, spoke to students regarding securing a job as a non-US professional. The program also has an advisory board that meets semi-annually which includes employers from the local community who provide curriculum and program specific advice as it relates to current career trends.

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 perspective 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.*)

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

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.*)

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.

Interviews with faculty and staff and a review of team room documentation aptly evidenced systematic planning on the behalf of the campus. Faculty members are expected to provide input to academic administrators in the systematic evaluation and revision of the curriculum and in planning for institutional effectiveness.

(b) Well-defined instructional objectives.

A team review of syllabi and course related materials demonstrated well-defined instructional objectives. Objectives were clearly stated and duly correlated to career preparedness of respective job duties within fields.

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

In accordance with campus policy, faculty members are encouraged to actively participate in program development, selecting learning resources to augment student learning outcomes. This includes but is not limited to textbooks, instructional equipment, and library resources.

(d) Appropriate modes of instructional delivery.

The modes of instructional delivery utilized at the campus are varied in an attempt to reach different student learning styles. There is lecture for the auditory learner, PowerPoints, and other audio-visual aides to address the needs of the visual learner along with lab and practical learning opportunities for the kinesthetic learner. Moreover, additional accommodations are made to address the needs of students that require focused attention, in way of tutoring.

(e) The use of appropriate assessment strategies.

The campus demonstrates the use of appropriate assessment strategies. Syllabi contain well-defined course grading and policies elements including teaching strategies, course evaluation, grading scales, and grade categories. Student assessments are based on the stated parameters.

(f) The use of appropriate experiences.

Community resource activities allow students' exposure to local employers and practical learning experiences. The team observed classes in session and witnessed instructors and students incorporating subject-related personal anecdotes into the daily lessons.

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 healthcare business administration program at CALUMS presents with curricula that quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree by course offerings and credits required for completion. Courses follow a logical sequence while building upon sound foundational concepts. Faculty members are duly qualified presenting with strong educational and professional backgrounds to support their instruction. The courses offered closely mirror that of comparable degree granting institutions with due rigor of the curriculum.

- 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

GENERAL COMMENTS:

The team's visit evidenced a well-run healthcare business management program. The administration, faculty, and staff were found to be caring, knowledgeable, and supportive of student needs. Many of the students interviewed spoke highly of the campus's faculty and administration and felt there was collective effort on the part of the campus to ensure student success. Students also stated a willingness to recommend CALUMS to friends and

family for their educational needs. Students interviewed remarked the school more than adequately prepared them with suitable skills, academic and professional. Students were also secure regarding post-graduate employment and performing well in respective careers.

ENGLISH AS A SECOND LANGUAGE

F.01 Who is assigned to administer all academic programs, and what are this person's qualifications?

Mr. Kenneth Gordon is the academic dean at this campus and has served in this capacity since December 2016. He holds a bachelor's degree in aerospace engineering from the University of Michigan. He also holds a master's degree in aerospace engineering from the University of South California, and an MBA from the Wharton School at the University of Pennsylvania in entrepreneurial management and finance. His work experience includes serving as president for the Granada Group LLC from 2013-present. Prior to 2013 he was the co-founder and chief executive officer for Zone2. Mr. Gordon is tasked with duties and responsibilities that include the supervision of faculty, assessing the curriculum of all programs, assessing the quality of instruction, and conducting program reviews or outcome assessments.

F.02 Does this individual possess appropriate academic or experiential qualifications?

Yes No

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?

Mr. James Gaines is the program chair for the ESL certificate program. He was appointed to this position in January 2017. He holds a bachelor's degree in political science with a minor in history from James Madison University. He holds a master's degree in military studies-land warfare international perspective from American Military University. Mr. Gaines then went on to receive teacher certification from George Mason University. In September of 2016, Mr. Gaines successfully completed TEFL-TESOL training and received a certificate from the Teflen Training College. Prior to working for CALUMS, Mr. Gaines worked as an assistant director for Educate Virginia, where he oversaw alternative certification programs preparing future teachers including ESL training. Mr. Gaines has been working in the field of education for over 20 years.

F.04 Does this individual possess appropriate academic or experiential qualifications?

Yes No

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.

Mr. Gaines holds bi-weekly meetings with the ESL faculty and since his arrival, curriculum changes have been instituted. They are working on increasing community support and opportunities. After speaking with faculty, the team discerned that course improvements or suggestions are welcomed and administration works will faculty to modify and improve curriculum.

- 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.

Mr. Gaines holds both a teaching and an administrative role at the campus. He teaches from 8:30 am until 1:30 pm Monday through Thursday, and has sufficient time to lead the ESL faculty. Mr. Gaines is currently only teaching ESL 111, Level I. According to the data sheet, Mr. Gaines divides his time with 70 percent allocated to teaching, 20 percent is allocated to administration, 5 percent is designated for counseling, and 5 percent for professional organization work.

FOR STAND-ALONE ESL PROGRAMS ONLY

- F.07 Does the curriculum support the mission of the program?
 Yes No
- F.08 Does the campus administer a nationally recognized entrance and exit examination of English comprehension?
 Yes No

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

(Section 3-1-411 and Appendix F): The team did not find evidence that the campus consistently utilizes a recognized entrance exam for placement, and that they are not consistently adhering to their admissions policy. At the time of the visit, it was discovered that a different policy had been in place prior to the start of the winter quarter. The campus had developed its own placement test and was administering it when prospective students applied without the required entrance exam scores from a nationally recognized service. There were 26 students currently enrolled during the visit. All 26 files were reviewed and 5 folders were missing entrance exam scores. Of the five, the iTep, a recognized nationally accepted test, was produced for one student. The additional four students had scores from an unrecognized test (campus developed exam).

As part of the placement and admissions process, the campus accepts scores from iTEP, TOEFL iBT, IELTS, TOEFL PBT, and PTE Academic. At the time of the visit, the team was given information with regard to a university-created placement test. After further deliberation, the academic dean confirmed that this is no longer occurring. According to the catalog, students are required to submit their scores from a recognized entrance exam as listed above. These scores are then used for placement. There are six levels into which a student might place. Since the campus accepts scores from multiple recognized testing organizations, the team decided to include the matrix currently in use, which shows the cut-off scores and levels of placement. This is located on page 60 of this report. The campus does administer an exit exam after the conclusion of each level. They are administering the iTep and the scores below line up with the exit exam used for promotion to the next level: Level I iTep 310; Level II iTep 320; Level III iTep 353; Level IV iTep 380; Level V iTep 471. After discussing the matrix with the program chair, the academic dean, and the TOEFL coordinator, who is also the registrar, it was discovered that the campus does take into account a student's desire to be placed in a lower level in order to improve his or her English language skills. Please note that the cut-off scores do not juxtapose, so there is flexibility with those as well. For example, Level V has an iTep range for 380-397, but the minimum range for Level VI is 471. The

juxtaposition seen in the matrix was not consistent as related to the necessary scores across the various placement test options. The team questioned the reasoning for inconsistencies across the placement test options but a clear answer was not provided while the team was on site.

- 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.

CALUMS does not require any previous knowledge or training in a vocational skill. The population of the students enrolled in the ESL certification program are international students who are on an F1 visa and have received an I-20 from CALUMS. There were currently 22 students taking courses in the ESL certificate program at the time of the site visit. The team received an enrollment of 26 students. The variation is based on students opting to take vacation during the Winter quarter. All students interviewed denoted their intent was to obtain competency in the English language. Some are planning to further their career while others will return to their home country.

- F.10 Describe the placement services offered, if any.
There are currently no placement services available for students enrolled in the ESL certificate program.
- F.11 Does the program lead to a degree or certificate?
 Yes No
- 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:

Special Note: there are six levels in the CALUMS ESL certificate program. A learner can complete a level and opt out at any time. During the team visit, a certificate of completion for an individual level was shared. Students do not have to complete all levels from entry point through Level VI in order to receive a certificate of completion in the program. The certificate denotes the level of completion and the date of completion. This is outlined in the catalog on page 58. The institution was originally accredited for a certificate in English as a Second Language. Upon deliberation, the team felt this was important enough to note, but it does align with the catalog. Therefore, it was not a finding. The entire program from start to

finish, should a student complete it, does align with ACICS criteria.

F.14 What documentation evidences that the ESL program meets all state requirements?

There were 22 students currently taking classes, and 26 actively enrolled students. The variation accounts for students taking vacation during the winter quarter. However, all folders for enrolled students were reviewed at the time of the site visit. All folders were reviewed to confirm that enrollment processes at CALUMS are aligned with state requirements and ACICS requirements. Folders contained documentation of the equivalency of a high school diploma or GED, an I-20 form, and a copy of the students' visa and transcripts. The campus is using a recognized textbook in the field of ESL language learners and they do administer an exit exam for successful completion of one level and promotion to the next. We did identify four students who did not have test scores from a nationally recognized test. (See F.08)

F.15 Does the curriculum evidence a well-organized and aligned sequence of English language skills leading to an academic credential?

Yes No

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:

(Section 3-1-703 and Appendix C): The campus website does not accurately describe the program and its objectives. At the time of the site visit, the team evaluated advertising materials, brochures, catalog, and the website. While the print materials adequately reflect the program, the website does not. The content did not match that in the catalog. The course descriptions were correct according to the syllabi and what is listed in the catalog, but the course identifier such as ES 100 did not match. The website lists ES100, ES200, ES300, ES400, ES500, and ES600. The courses at the campus are ES111, ES121, ES131, ES141, ES151, and ES161. The program page on the website also contains information that the campus will administer the IPT as an entrance placement test. Prior to our visit, the campus administered a self-made placement exam when students did not provide the required admissions exam. At the time of our visit, the administration reported that they are no longer using a campus-based entrance assessment. The students are asked to submit their scores from a nationally recognized testing service. On the rare occasion that the student enrolls without meeting that criterion, the campus will now administer the iTEP. The catalog had a fee in it for \$50 for the placement test. This was corrected while the team was on-site.

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

- F.18 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No

Students confirmed that course syllabi are e-mailed to them. Paper copies are not handed out.

- 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

- 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.

Mr. James Gaines along with the other ESL faculty meet regularly to share information in regard to the courses and any upcoming community or event opportunities. The courses appear to be well administered and the learners appear to enjoy the curriculum and their instructors. The course textbooks come with an audio cd, which many of the instructors use during class sessions. The faculty shared some events they have participated in with their students such as guest speakers and an upcoming trip to Toastmasters. They discussed how they are hoping to incorporate more community involvement into their courses. The instructors vary both their teaching and assessment strategies in order to tap into the individual student's level. During the visit, the team was shown what you could call "cheat sheets" which had common

phrases in a new student's language translated into English so she could participate during class even though she had only been immersed in English for a week.

- 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:

The program is currently using limited community resources, but did share a guest speaking event where a former student came in and spoke to the current students. Several of the ESL classes attended this engagement. There are two upcoming trips planned, one to Toasmasters, and one to a museum. The instructors discussed their desire to increase community involvement especially since there are places within walking distance that could be used to enhance teaching learners who English is not their primary language.

- 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.

All ESL faculty are invited to participate in faculty meetings, in-service training, and professional development activities. Each faculty member, full-time or part-time, are allotted \$200 for professional development. Many faculty shared the numerous organizations they are members of including TESOL.

- F.23 What documentation did the team review to evidence that all faculty members have an appropriate degree and experience in teaching ESL?

At the time of the visit, all faculty members file folders were checked to ensure that every teacher had a certification or the equivalent and/or a combination of college courses in order to teach ESL level courses. Every faculty member had completed a certificate course for teaching English to foreign students. Mr. James Gaines was awarded a certificate in TEFL -TESOL from Teflen Training College in 2016. Ms. Nourin Kazmi was awarded a certificate from the International Language Institute for teaching English to speakers of other languages in 2013. Mr. Don Johnson received his training from certification of Serious Teacher.com and was awarded a certificate in TEFL, teaching English as a foreign language in 2008. Ms. Veronica Leynes was awarded a certificate in English as a second language / K-12 grade level and regular II in 2014. She also holds a master's degree in secondary education with a concentration in ESL. Ms. Karina Carlson holds a master's degree in education with a concentration in ESL. She also was awarded a certificate in teaching English as a second language from the University of Mary Washington in 2007.

- F.24 Are the teaching loads reasonable?
 Yes No

- F.25 What is the current student/teacher ratio?
The student to teacher ratio is six to one.

- F.26 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

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:

At the time of the visit, the team was able to view course textbooks for all levels. These books are also housed in the campus library. There were also audio and video supplemental material for the program.

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.

All faculty are invited to faculty meetings, in-service training, and professional development opportunities. Almost the entire faculty is a member of the TESOL organization.

F.30 What documentation did the team review to evidence that all faculty members have an appropriate degree and experience in teaching ESL?

All faculty folders were reviewed to confirm that every faculty teaching in the ESL program at the time of the visit is appropriately credentialed. Please refer to question F.23 for further details.

GENERAL COMMENTS:

At the time of the site visit, it was identified that a former student who has since withdrawn had taken courses out of sequence. He was placed in Level 4 in sequential terms (spring 2014 and summer 2014) in which he did not pass either attempt. The catalog on page 58 states "if students do not meet the minimum for satisfactory progress by the end of the quarter, they will be dismissed." According to policy, he would have been on probation for one quarter while he retook the course and then dismissed upon failing the second time. Furthermore, his transcript showed he was then placed in Level III in the spring of 2015. He did not pass and has since withdrawn. He was identified while the student relations representative was reviewing withdrawn student files. This was the only instance of this identified by the team.

At the time of the site visit, the team interviewed several ESL students. Many were concerned about placement and being placed in a lower course because the equivalent course for his or her entrance exam placement test was not available. Please reference section 5.19 for further details.

COMMENDATIONS

The team found the student, staff, and faculty files to be extremely well organized and accurate.

The team would like to commend the education office and Ms. Imane Dahni for providing the requested files and information in a very timely manner to the team.

The CALUMS library hosts and maintains a Facebook page regularly that highlights and shares information pertaining to the institutions mission and programs offered. The librarian, Ms. Amy Billerbeck, and the librarian assistant, Ms. Paola Fattorini, were very helpful.

During three classroom visits it was comforting to note the extreme satisfaction of the students. Every student indicated that their expectations are completely satisfied. One class in particular, stood out. When asked if they would recommend this campus to friends and family, everyone said "yes!" Approximately 20 students were in this class. The next question was "How many of you attend CALUMS because it was recommended to you. Again, every single student indicated "yes." This is a nice indication of the quality of education and services provided by this campus.

The ESL program chair, Mr. James Gaines, and his faculty truly embody a spirit and passion for aiding English language learners.



CALUMS COLLEGE OF ARTS, LETTERS AND SOCIAL SCIENCES

UNIVERSITY OF CALIFORNIA, SAN DIEGO

ESL Level Score Equivalencies

The ESL courses are divided into 6 levels according to student proficiency: Level 1, Level 2, Level 3, Level 4, Level 5, and Level 6. All students are required to provide standardized English Proficiency Test scores (TOEFL PBT, IET, ITEP, IELTS, or PTE Academic) for entrance or take the University-administered summative language Assessment upon entrance and exit.

ESL Level	ITEP Academic	TOEFL [®] IBT	IELTS [®]	TOEFL [®] PBT	PTE Academic
Level 6	3.5 or higher	12 - 13	4.5	474 - 500	30 - 35
Level 5	3.0 - 3.4	26 - 31	4	380 - 397	26 - 29
Level 4	2.5 - 2.9	31 - 35	3	343 - 377	27 - 29
Level 3	2.0 - 2.4	14 - 20	2	317 - 350	18 - 21
Level 2	1.5 - 1.9	7 - 11	1	310 - 320	14 - 17
Level 1	0.0 - 1.4	0 - 6	0	310 - 310	10 - 13

SUMMARY

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

Number	Section	Summary Statement
1	2-2-121	The total contact hours and/or total credits for programs do not match ACICS approvals for these programs, and the ESL program is not being offered as approved by ACICS for this institution (page 2).
2	2-1-809, 3-1-110, 3-1-111, 3-1-512, and Appendix K	The CEP does not meet Council standards (pages 6 and 7). The CEP does not include retention or placement improvement plans for two programs (pages 35 and 49).
3	3-1-203	The PVP and 2016 CAR could not be verified (page 4).
4	3-1-411 and Appendix F	The campus does not consistently adhere to its admissions policy with regard to the ESL program (page 12). The campus does not consistently utilize a nationally recognized entrance exam for the ESL program (pages 54 and 55).
5	3-1-414	The campus does not provide evidence that all students receive a copy of their enrollment agreement (page 12).
6	3-1-420, 3-1-701, Appendix C, and Appendix D	The SAP policy does not meet Council requirements (page 15). The catalog does not meet Council requirements (page 27).
7	3-1-517	Courses in the ESL program are not scheduled in an educationally appropriate manner (page 22).
8	3-1-703 and Appendix C	The campus website does not accurately reflect the current status of ESL program (pages 28 and 56).

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.

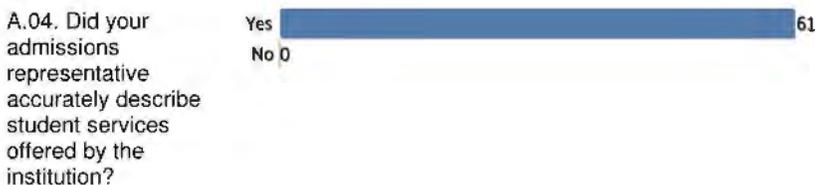
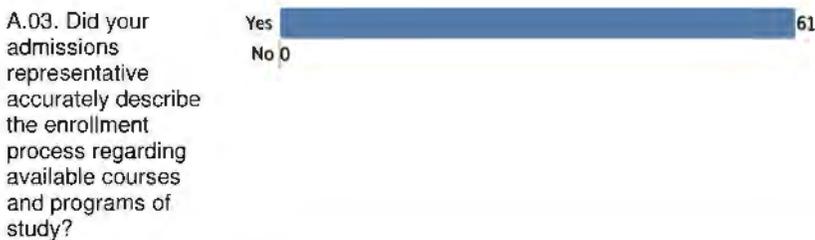
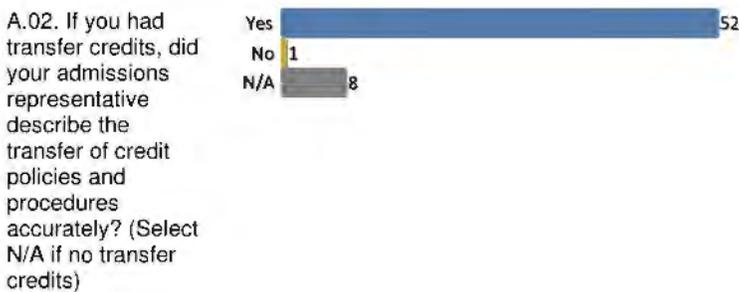
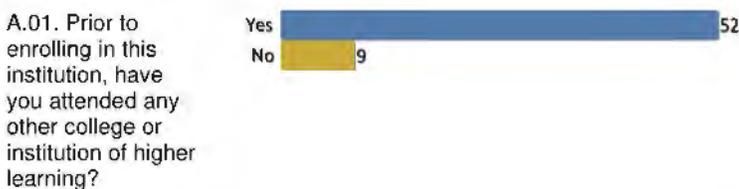
Survey Report

Generated: February 13, 2017

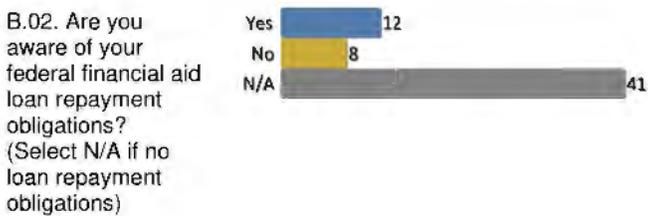
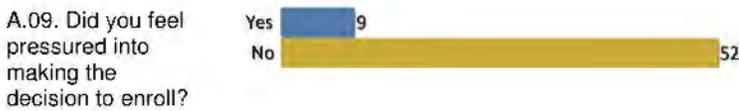
ACICS ID: 00023818

Surveys Between:

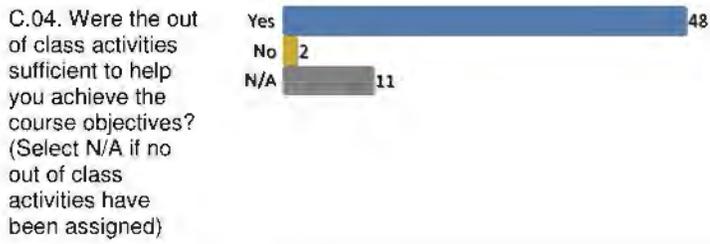
February 2, 2017 and February 3, 2017



your program of study?



classes?



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-155



January 26, 2018

ACICS ID: 00275488 (MC)

VIA E-MAIL ONLY

esewall@bauinternational.com

Ms. Rosalind Rothwell
Assistant Director
BAU International University
1510 H Street N.W
Suite #150
Washington, DC 20005

Subject: Substantive Change to Expand the Institution's Scope of Accreditation-Approval
An Institutional Change in Mission or Objectives

Dear Ms. Rothwell:

On January 23, 2018, the Executive Committee of the Council considered the application for an expansion of the institution's scope of accreditation which relates to a change of the institutional mission or objectives, as required by Section 2-2-101(a) of the *Accreditation Criteria*. Based on its review of all information related to this matter, the Council acted to approve the institution's request to reflect the change below:

The mission of BAU International University (BAU) is to provide high quality education through a variety of career-related programs that (a) enable BAU students to enhance and achieve their academic potential; (b) provide them the necessary skills, experience and qualifications to advance their professional careers; and (c) cultivate among them the intellectual curiosity, critical thinking abilities, and creativity that are urgently needed in the global community. An integral part of our mission is holistically supporting our students, providing them with opportunities, encouragement, mentoring, and scaffolding, and fostering peer interaction and a sense of community. We systematically encourage the development of a strong knowledge base, study skills, technical know-how, and the personal motivation necessary for competent scholarship.

If you have any questions about this action, please contact Ms. Terri Jelinek at (202) 336-6774 or tjelinek@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President & CEO

00275488 BAU International University, Change of Mission Statement Request

Current Mission Statement:	Revised Mission Statement:
<p>The mission of BAU International University is to provide quality education through a variety of market-driven programs that will stimulate intellectual curiosity, critical thinking, and creativity that are urgently needed in the global community.</p> <p>.</p>	<p>The mission of BAU International University (BAU) is to provide high quality education through a variety of career-related programs that (a) enable BAU students to enhance and achieve their academic potential; (b) provide them the necessary skills, experience and qualifications to advance their professional careers; and (c) cultivate among them the intellectual curiosity, critical thinking abilities, and creativity that are urgently needed in the global community. An integral part of our mission is holistically supporting our students, providing them with opportunities, encouragement, mentoring, and scaffolding, and fostering peer interaction and a sense of community. We systematically encourage the development of a strong knowledge base, study skills, technical know-how, and the personal motivation necessary for competent scholarship.</p> <p>.</p>

Institutional Hierarchy

Campus	Retention	Placement	Total Enrollment	Financial Info
Corporation: 00258327 BUEI LLC, Washington, DC	N/A	N/A	N/A	N/A
Main: 00275488 BAU International University, Washington, DC	96%	74%	87	N/A



2017 A Campus Accountability Report

As of: 1/15/2018

BAU International University - Washington, DC (00275488)

This is the data reported to ACICS by the institution in its most recent Campus Accountability Report

Campus Information

Beginning Population: 61

Ending Population: 87

Non-Program Enrollment: 0 *This number is not included in the ending population

Campus Level Standards

Retention: 96%

Placement: 74%

Program Level Standards

Program Name	Retention	Placement	Licensure
Executive Master Of Business Administration (Master's Degree)	96%	74%	N/A

Cohort Level Standards

Program Name	Cohort	Students	Graduation	Retention	Placement
Executive Master Of Business Administration (Master's Degree)	12/16	2	100%	100%	100%
	04/17	12	100%	100%	83%
	06/17	8	100%	100%	50%
	08/17	16	5%	75%	100%
	12/17	11	0%	100%	N/A
	04/18	12	0%	100%	N/A
	06/18	1	0%	100%	N/A
	07/18	3	0%	100%	N/A
	08/18	8	0%	88%	N/A
	12/18	1	0%	100%	N/A
	04/19	18	0%	100%	N/A
	05/19	18	0%	100%	N/A
	08/19	5	0%	100%	N/A



ACICS APPLICATION WITHDRAWAL POLICY

The timely processing of applications for substantive and non-substantive changes is a key feature of the new Member Center that goes live on Monday, July 6. New requirements for submitting applications are designed to keep accreditation information current and to streamline the process for assuring the quality of substantive and non-substantive changes. Among other requirements, any request for the review of a substantive or non-substantive change must include a full remittance, a completed application, and all required supporting documentation, before the request will be put in queue for review. In addition, ACICS will implement a "withdrawal" policy to maintain the currency of the application material:

- Effective September 2, 2015, any application with a purchase date of six months or older, and void of required documentation will be deemed "withdrawn". The institution will not be entitled to a refund, and it will be required to repurchase the application in order to continue with the proposed change.

STAFF REVIEW

Each application has a list of required documentation. This information is available on our web site under the Accreditation tab and Applications and Forms. In order for an application to be placed in queue for staff review, all required documentation must be submitted. Supporting documentation identified as "if applicable" or "as requested" is not part of the "required documentation". If additional documentation requested from staff or required of the specific application is not submitted timely, it could impact the review turn-around.

COMMUNICATION CHANNELS

Throughout the review process, staff will work with the application preparer to ensure the application meets ACICS requirements and expectations. This communication is most often conducted via email using the application preparer's email account on record and provided on the application form. However, all **final decisions** will be sent to the **institution's** unique email account. It is the responsibility of the member institution to ensure all email addresses are accurate and key personnel at the institution responsible for accreditation decisions receive these communications. ACICS will also use the member institution's email exclusively for final Council approvals and requests for information which may require a response from the institution within a stated period of time.

KEY INFORMATION REGARDING THIS APPLICATION

Pursuant to section 2-2-100 of the ACICS *Accreditation Criteria*, any change to the institution's mission statement or objectives is considered a substantive change to the institution's scope of accreditation and requires **Council approval before implementation**.

APPLICATION PROCEDURES

To complete this application process the following documentation is required:

- **APPLICATION** – Use the ACICS form for submission of this activity. The application will require the institution to provide the existing mission statement and objectives, the



proposed revised institution mission and objectives and the rationale for revising the statement.

- CATALOG – Provide a draft catalog reflecting the revised mission statement and objectives and an effective date.



CHANGE OF INSTITUTIONAL MISSION STATEMENT

MAIN CAMPUS CONTACT INFORMATION

ACICS ID:	00275488	Institution Email:	info@bauinternational.com
Campus Name:	BAU International University		
Campus Address:	1510 H St NW, Washington, DC 20005		
Application Preparer (include Name and Title)	Rosalind Rothwell, Assistant Director, Office of Institutional Research & Effectiveness		
Preparer's Email:	rrothwell@bauinternational.com		

ORGANIZATION

1. Is there a single catalog for the main and all branch campuses?

Yes No

2. Does the main or any branch campus publish a mission statement and objectives different from the institution's mission statement and objectives?

NOTE: If a campus has a mission statement different and separate from the institution's mission statement, both must be made available to the public.

Yes No

If YES, explain:

3. List all locations (main and branch) that will be required to revise their mission statement to be compatible to the institution's revised statement (include the ACICS ID for each location):

Location:

BAU International University

INSTITUTIONAL MISSION STATEMENT

4. Provide the rationale for revising the institution's mission statement and/or objectives:

Rationale:

BAU International University wishes to revise its mission statement in order to better reflect the goals of the University administration and university curricula. Significantly, the University wants to use the new mission statement to include intellectual, career-related, and academic elements.

5. Provide the current institutional mission statement and objectives:

Proposed:

The mission of BAU International University is to provide quality education through a variety of market-driven programs that will stimulate intellectual curiosity, critical thinking, and creativity that



are urgently needed in the global community.

6. Provide the proposed revised institutional mission statement and objectives:

Revised:

The mission of BAU International University (BAU) is to provide high quality education through a variety of career-related programs that (a) enable BAU students to enhance and achieve their academic potential; (b) provide them the necessary skills, experience and qualifications to advance their professional careers; and (c) cultivate among them the intellectual curiosity, critical thinking abilities, and creativity that are urgently needed in the global community. An integral part of our mission is holistically supporting our students, providing them with opportunities, encouragement, mentoring, and scaffolding, and fostering peer interaction and a sense of community. We systematically encourage the development of a strong knowledge base, study skills, technical know-how, and the personal motivation necessary for competent scholarship.



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

This document is required when an institution requires the Council's approval for a substantive change which would expand their scope of accreditation by initiating of a new program of study considered to be out-of-scope or at a higher credential level, a change in mission or objectives, a new branch campus, or a learning site offering 50% or more of a program of study.

Campus/Institution Information

Campus Name, City, State	BAU International University, Washington, D.C.				
Campus ACICS ID:	00275488	Main	X	Branch	
Name of application preparer:	Rosalind Rothwell			Main Campus ID:	00275488

Program Detail

Enter the program name as it is approved by the state and as it will be reflected on the certificate of graduation.

Program Name:		CIP CODE:	
Credential Level:	Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Occupational Associate's <input type="checkbox"/> Academic Associates <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctoral Degree <input type="checkbox"/>		

Substantive Change to the Institution's Scope of Accreditation Information

The substantive change request will be presented to the Council for review and decision. The following information must be complete and address the institution's ability to expand to their scope of accreditation and remain compliant with ACICS quality standards.

The Council will review the institution's response to the questions below and act to approve expansion to the institution's scope of accreditation, defer their decision pending a request for additional information, or deny the request to expand their scope of accreditation. If the Council defers an institution's request to expand their scope of accreditation they may withdraw the request or respond to the request for additional information. If the Council acts to deny the request, the application responsible for the substantive change will be withdrawn and the institution will be required to re-submit.

As the result of the substantive change, the institution will be required to host a quality assurance monitoring (QAM) visit following Council's approval to expand their scope of accreditation. The scheduling of the QAM visit will be communicated in the Council's approval letter. The QAM visit does not condition the Council approval of the substantive change.

1. Is this application being submitted in response to a team visit?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
2. This request will expand the institution's scope of accreditation to include:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
a. A HIGHER CREDENTIAL LEVEL	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
b. PROGRAMS SIGNIFICANTLY DIFFERENT FROM THOSE APPROVED DURING THE PREVIOUS GRANT OF ACCREDITATION	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
c. A DIFFERENT DELIVERY METHOD	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
d. A NEW BRANCH CAMPUS	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
e. A NEW LEARNING SITE OFFERING 50% OR MORE OF A PROGRAM OF STUDY	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
f. ANY CHANGE IN THE ESTABLISHED MISSION OR OBJECTIVES OF THE INSTITUTION	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

Page 2 of 2
Revised: March 2016

*Explain the Institution's Plan to Expand The Scope of Accreditation in the following areas (**limit each response to 500 words or less**)*

FINANCIAL – *Explain the impact the expansion in scope will have financially on this campus. Include in the plan the impact on the current budget (if the expansion in scope is to be implemented during the campus' current fiscal year) and/or future budgets. If applicable, include projections associated with facility requirements, library, instructional resources and technology requirements.*

None.

RESOURCES – *Explain the impact on resources expected with the expansion of scope. If applicable, include a timeline for ordering instructional resources or additional technology equipment. If applicable, include relevant timelines for initiating additional classroom space, campus additions or possible expansion of current facilities. If applicable, include plans for additional community resource requirements and the possible impact on current staff work loads, including the faculty to student ratio. If applicable, include the implementation or expansion of advisory board activity.*

None.

ACADEMIC – *Explain the impact the expansion in scope will have academically. If applicable, include a timeline for hiring additional faculty, staff, admission representatives, and externship or internship coordinators. If applicable, include any programmatic or specialized accreditation requirements and approval timelines.*

The new Mission Statement will more accurately convey to students and staff alike the University's intellectual, career-related, and academic mission. The University administration hopes that this Mission will better serve students and staff as guidelines in future endeavors.

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-156

MOUNTAIN STATE COLLEGE CAMPUS EFFECTIVENESS PLAN

EFFECTIVE JANUARY 2018 - DECEMBER 2018 | PREPARED NOV-DEC 2017 | LAST UPDATE 1/29/2018 4:57 PM

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INTRODUCTION

CEP COMMITTEE

NAME	TITLE	PRIMARY CEP RESPONSIBILITY
Judith Sutton	President/Director	Design / Implementation / Monitoring
Kevin Merritt	Chief Operations Officer	Design / Data Collection / Implementation
Teresa McAtee	Director of Student Services	Student Services / Retention
Pam Russell	Registrar	Retention / Learning Outcomes
Faye Wagoner	Director of Student Financial Services	Financial Services / Default Rates
Leasa Davis	Program Administrator – Accounting Career Services Coordinator	Learning Outcomes / NCCT Exams Program Advisory Committees
Kim Strickland	Program Administrator – Medical Assistant	Learning Outcomes / Community Involvement Program Advisory Committee / NCCT Exams
Tonya Toothman	Lead Instructor – Dependency Disorders Technology	Learning Outcomes / Community Involvement Program Advisory Committee

MISSION

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.

OBJECTIVES

To serve the student

- By providing educational programs that take full advantage of today's technological advancements to foster a learning environment that thrives on open communication, progressive thought, and skill acquisition.
- By providing student services committed to helping students overcome problems, which may prevent them from successfully completing their educational programs.
- By providing job search assistance and professional development guidance.

To serve the employers

- By providing employers with quality personnel with promotable skills.

To serve the community

- By providing a choice at no cost to taxpayers that is independent, innovative, responsive, and flexible.

HISTORY

Mountain State College was established in 1888 by Albert Grant Sine. For 72 years, the College was the only college in Parkersburg WV. Today, Mountain State College is one of four higher education entities serving the educational needs of Parkersburg and the surrounding area. Academically, Mountain State College currently offers two associate degree programs. Tabulation, although somewhat incomplete because of loss by fire, shows that more than 50,000 students have matriculated at Mountain State College since its founding in 1888.

Recognizing the change in the dynamic of its students, the College obtained approval in 2007 to offer courses and programs online. Today students can complete their programs as a traditional residential student, or a mix of residential and online classes.

The College is unique in that it was one of the first colleges in the nation to offer a substance abuse program. Its Dependency Disorders Technology was developed in 1989 and implemented in 1990. The College also has the distinction of training the first woman stenographer to serve a President of the United States; Eva B. Uhl served as stenographer to Presidents Warren Harding and Calvin Coolidge.

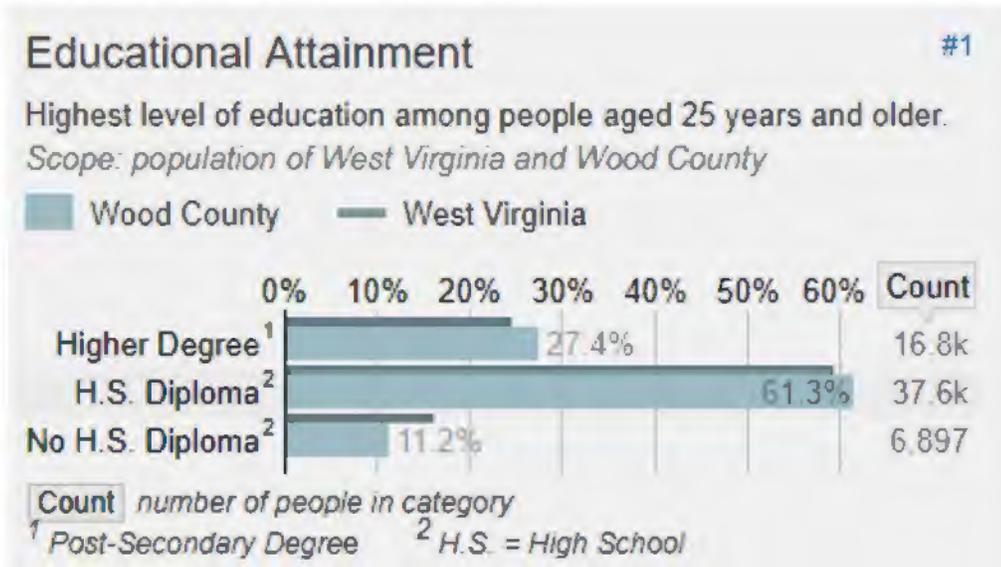
STUDENT AND AREA DEMOGRAPHICS

For the fall 2017 cohort, Mountain State College student population was 71.

98% Caucasian
87% Female
92% Full-time
66% have had some college prior to enrollment
38% are enrolled entirely online
32% enrolled in both campus and online courses
Median Age: 27 Average Age: 31

The College serves students in six counties, Calhoun, Jackson, Pleasants, Ritchie, Wirt, and Wood in West Virginia and one county in Ohio, Washington County. Wood is the largest county with a population of 86,237; Wirt is the smallest with a population of 5,845. Demographics for the region: Population: 196,987 individuals; population by age: nearly 43% of populations is over 50 years of age; Median household income \$36,134; Labor Force 81,700;

Wood County & WV Education Attainment levels:



Source (November 3, 2017): <https://statisticalatlas.com/county/West-Virginia/Wood-County/Educational-Attainment>

The College's student body resembles the region (Mid-Ohio Valley) it is located; 97% of the residents identify as White, Non-Hispanic.

DISTANCE EDUCATION

Mountain State College began its implementation of distance education in 2007. The distance education is consistent with the College's mission and objectives in that it "takes full advantage of today's technological advancements to foster a learning environment that thrives on open communication, progressive thought, and skill acquisition". The College has developed an online course delivery system using SAKAI course management software. Students may take a select number of courses online to help with scheduling and transportation issues. Courses requiring skill demonstration have scheduled on-campus labs to ensure student learning outcomes are met.

FUTURE ACTIVITIES AND PLANS

If feasible, the College will use scheduling in 2018 to ensure all its active classes are in the "Tech Building" (509 16th Street) to make them easily accessible and allow better interaction among the student body and faculty. As the student body increases, a redesign of rooms 4 and 5 (currently one area with a curtain wall) may be required.

PROGRAMS AND OBJECTIVES - 10/31/2017

PROGRAMS CURRENTLY OFFERED

DDT – DEPENDENCY DISORDERS TECHNOLOGY – ACADEMIC ASSOCIATE DEGREE

The objective of this program is to develop graduates who will be technically proficient in dealing with the problems of addiction in a variety of settings and function under the supervision of a health care professional.

AMA – MEDICAL ASSISTANT – OCCUPATIONAL ASSOCIATE DEGREE

The objective of this program is to provide students with thorough training and options in the administrative and clinical functions of an office in the health care industry. Emphasis on medical theory/applications and medical terminology are combined with a strong business and clerical background to meet the requirements of professionals and industry.

PROGRAMS ON TEACH-OUT

AHA – HIGHER ACCOUNTING MANAGEMENT – OCCUPATIONAL ASSOCIATE DEGREE

The objective of this program is to provide the student with the thorough knowledge of accounting procedures and concepts, including computerized applications that will qualify graduates for accounting or entry-level management positions. **Proposed end date of 03/2018**

AAA – ADMINISTRATIVE ASSISTANT – OCCUPATIONAL ASSOCIATE DEGREE

The objective of this program is to provide the student with a thorough knowledge of all aspects of secretarial duties. Graduates will be recognized for their specialized word and information processing knowledge and skills. The curriculum is designed to include comprehensive training in business procedures as well as practical, hands-on computer applications used by today's administrative assistants. **Proposed end date of 03/2018**

CIT – COMPUTER INFORMATION TECHNOLOGY – OCCUPATIONAL ASSOCIATE DEGREE

The objective of this program is to provide the student with a broad range of skills needed to be a valued member of an Information Technology Department. Students receive hands on software training that is concurrent with today's technology. This program offers the knowledge and skills necessary to obtain an entry-level position. **Proposed end date of 06/2018**

CURRENT ENROLLMENT BY PROGRAM AS OF OCTOBER 31, 2017

Program Name	Enrollment	Percentage
Dependency Disorders Technology (DDT)	18	25%
Medical Assistant (AMA)	41	58%
The following programs are on teach out.		
Higher Accounting (AHA)	4	6%
Computer Information Technology (CIT)	3	4%
Administrative Assistant (AAA)	5	7%
TOTAL	71	100%

STUDENT RETENTION

DATA USED, RATIONALE, METHOD OF COLLECTION

Data Used: The campus uses the retention percentages from the ACICS Campus Accountability Report (CAR).

Rationale: The CAR report is standardized for all ACICS accredited institutions and allows the College to compare itself to other like institutions.

Method: Data is collected from the College's administrative software and calculated by the CAR spreadsheets.

DATA FROM 2017 CAR

CAMPUS-LEVEL RETENTION RATES TIMELINE				
2014 CAR	2015 CAR	2016 CAR	2017 CAR	
79%	66%	56%	76%	
Program-Level Retention				
Administrative Assistant		67%	Above Benchmark	
Computer Info. Tech		67%	Above Benchmark	
Dependency Disorders		81%	Above Benchmark	
Higher Accounting		92%	Above Benchmark	
Medical Assistant		78%	Above Benchmark	
Medical Transcription, Medical Secretary, Paralegal have been terminated.				

ANALYSIS

The 2017 Car Report Data shows that all programs (except Paralegal) have retention rates of 65% or greater which is ACICS Program-level benchmark. The Paralegal Studies program has been terminated. Campus-level retention was 76%, exceeding the ACICS benchmark of 70%.

Revised admission procedures have minimized the number of applicants enrolling for one or two terms just to get a student loan check. Revised SAP policy has helped students maintain enrollment.

BENCHMARK & GOAL

2017 CAR retention rate of 76% exceeded the previous goal of 70%. The goal for 2018 will be 77% (the average of the remaining programs). A benchmark of 73% will be used (average of the three highest campus rates of the past four years).

PLAN OF ACTION

See CEP Implementation and Evaluation Timetable for specifics.

No formal improvement plan is needed; however, the activities and policies implemented after the 2016 CAR and in effect through 2017 have had a tremendous result (20% increase in retention) and those activities and policies will be retained and improved upon if possible.

A very effective change was a modification in 'hours of operation'. The College previously scheduled an 8am class which was difficult for students with children to attend, and winter weather caused frequent cancelling and rescheduling. The hours were revised in Winter 2017; the College and Library/Resource Center now open at 9:00am, classes start at 10:00am and end at 2:00pm. Some night classes were re-scheduled for late afternoon (3-5pm). It was determined by the end of summer 2017 that night classes were no longer needed. This reduced faculty and staff workload and reduced student absenteeism and increased retention.

Students need surveyed about Library/Resource Center hours.

GRADUATE PLACEMENT

DATA USED, RATIONALE, METHOD OF COLLECTION

Data Used: The campus uses the placement percentages from the ACICS Campus Accountability Report (CAR). Results are verified using the ACIC PVP and kept on paper records.

Rationale: The CAR report is standardized for all ACICS accredited institutions and allows the College to compare itself to other like institutions.

Method: Data is collected from the College's administrative software, or direct graduate contact, and calculated by the CAR spreadsheets and verified by the PVP system. The College will begin to use an additional 3rd-party service in December 2017 to conform to alternative accreditation guidelines.

DATA FROM 2017 CAR

CAMPUS-LEVEL PLACEMENT RATES TIMELINE				
2014 CAR	2015 CAR	2016 CAR	2017 CAR	
63%	73%	56%	58%	Plan in Appendix A

2017 Program-Level Placement			
Administrative Assistant	100%	Above Benchmark	
Computer Info. Tech	50%	Below Standard	On teach-out
Dependency Disorders	100%	Above Benchmark	
Higher Accounting	25%	Below Standard	On teach-out
Medical Assistant	60%	At Benchmark	Plan in Appendix B
Medical Transcription, Medical Secretary, Paralegal have been terminated.			

ANALYSIS

Campus placement is below standard. Computer Information Technology, Higher Accounting, and Medical Transcription all had placement rates below council standards.

The percentages are misleading due to the small graduate cohort; one additional placement would have made the campus placement rate 63%.

BENCHMARK & GOALS

The College did not accomplish its 70% goal for the 2017 CAR. The benchmark for the 2018 CAR will be 65% (average of the best 3 out of 4 past years). The goal for the 2018 CAR will remain 70%.

PLAN OF ACTION

AAMA: The College will seek AAMA approval once institutional accreditation issues are resolved. This allows for more placement opportunities for Medical Assistant graduates.

Campus Improvement Plans can be found in [Appendix A](#), Program Improvement Plans can be found in [Appendix B](#).

STUDENT SATISFACTION

TYPE OF DATA USED, RATIONALE, METHOD OF COLLECTION

Data Used: Students satisfaction is measured using results from surveys detailed in the '[Evaluation of Campus and Programs](#)' section of the CEP.

Rationale: Collected data from student evaluations provide the College with feedback as to student perception of their courses, instructors, staff, and campus facilities. Data collected from withdrawn students identifies reason for the withdrawal in addition to the degree of satisfaction with all aspects of the College.

Method: Mode of data collection is through surveys and personal communication. Data is collected online or by mail and face-to-face if necessary. Using Survey Monkey has resulted in a decrease in overall responses; however, the data collected is much more useful. The main factor seems to be students were hesitant about answer honestly when filling out surveys in class.

DATA

Department Summary ([full results in Appendix E](#)):

4-7% percent answered *Needs Improvement* to all departments and all questions. 15-20% answered *Meets Expectations*. 65-80% answered *Exceeds Expectations*.

Course Summary ([full results in Appendix E](#)):

Answered: 226 Skipped: 0

	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	N/A	TOTAL	WEIGHTED AVERAGE
Work is graded and returned in a timely manner?	7.08% 16	20.80% 47	72.12% 163	0.00% 0	226	2.65
Instructor provides feedback on tests, assignments, and other work?	5.75% 13	19.03% 43	75.22% 170	0.00% 0	226	2.69
Assignments were clearly explained and reasonable?	2.65% 6	23.01% 52	74.34% 168	0.00% 0	226	2.72
A variety of teaching methods are used to meet individual needs?	2.21% 5	23.45% 53	74.34% 168	0.00% 0	226	2.72
Instructor helps the student to meet course requirements?	2.21% 5	21.24% 48	76.55% 173	0.00% 0	226	2.74
Instructor provided interaction through direct lecture, emails, forums, messages, etc?	2.21% 5	22.57% 51	75.22% 170	0.00% 0	226	2.73
Course is interesting and engaging?	1.77% 4	28.76% 65	69.03% 156	0.44% 1	226	2.68
Instructor is courteous, fair, and accessible to students?	1.33% 3	22.12% 50	76.55% 173	0.00% 0	226	2.75
Course materials were accessible and easy to understand or use?	0.88% 2	23.45% 53	75.66% 171	0.00% 0	226	2.75
Syllabus and explanation of course requirements were provided?	0.44% 1	26.99% 61	72.12% 163	0.44% 1	226	2.72
Student participation is encouraged?	0.44% 1	23.45% 53	75.66% 171	0.44% 1	226	2.76
Course material was relevant and up-to-date?	0.44% 1	24.34% 55	75.22% 170	0.00% 0	226	2.75
Environment promoted learning?	0.44% 1	18.58% 42	64.60% 146	16.37% 37	226	2.77

ANALYSIS

A common remark on 6-Week surveys in 2017 was that the student “did not use the library” or “had never been in the library”. Approximately 30% of students surveyed answered N/A to library questions. The library had been located on the second floor (two flights of stairs) of the administration building for decades. The library was relocated to the single floor building across the street and utilization increases astronomically. In one week, the librarian noted more students came in than the entire previous quarter.

Overall, students were satisfied with courses, faculty, staff, and facilities. The most common request was for an improvement on returning graded work promptly; though, this was focused to just a few instructors who had a heavy course load. Changes were implemented in summer 2017 that reduced the course load and hours for faculty to improve turnaround time.

Financial Services received the highest number of ‘Needs Improvement’ remarks. The Director of Student Financial Services makes every effort to inform students of the steps they need to take to ensure Title IV funds are available. Some students routinely put off completing the FAFSA or providing other documentation in a timely manner. Another issue is that not all fund sources are available every term (WV Grant is not available in the summer) and students don’t understand why.

PLAN OF ACTION

See CEP Implementation and Evaluation Timetable for specifics.

Students (and faculty) have reacted positively to the new hours implemented in Winter 2017. For 2018, the College will survey students to see if additional scheduling/hour changes are warranted.

The increased use of the library/learning resource center would indicate hours should be extended for it. This may require an assistant, or the librarian may choose to work extended hours on certain days. The College will develop a survey and ask students what hours would be best for them. Online resource access will be improved to facilitate distance education courses.

A new ‘Financial Aid Checklist’ will be developed and distributed to students before the start of every term. Director of Student Services will assist Director of Student Financial Services to make sure students complete required steps.

GRADUATE SATISFACTION

TYPE OF DATA USED, RATIONALE, METHOD OF COLLECTION

Data Used: Graduate satisfaction is measured using results from surveys detailed in the 'Evaluation Methods of Campus and Programs' section of the CEP.

Rationale: These surveys identify areas of training that are perceived as most or least beneficial as well as generate feedback from the graduate for improvement of the program of study.

Method: Mode of data collection is through surveys and personal communication. Data is collected online or by mail and face-to-face if necessary. Graduate response as of November 1, 2017 is XX%. (xx out of xx).

DATA

- 30 Graduate surveys have been completed from October 2016 to October 2017 (some older graduates filled out the new form once available online).
- All graduates indicated they would attend MSC if they had it to do all over again.
- Most graduates indicated they liked the small classes and one-on-one attention.
- Graduates were least satisfied with only two-year degrees available, outdated courses, limited scheduling.

Survey Synopsis	Poor	Fair	Good	Excellent
Overall experience			37%	63%
Faculty and Instruction			23.3%	76.7%
Educational / Technological Resources		3.3%	26.7%	70%

[Full results in Appendix E:](#)

ANALYSIS

The small size of the college remains an important factor in the students' decision to attend. Scheduling is limited to day/online because of the small size and four-year degrees are not feasible at this time. Courses and methods have been updated this past year (specifically the Professional Development course).

PLAN OF ACTION

[See CEP Implementation and Evaluation Timetable for specifics.](#)

Continue with the Survey Monkey mode of data collection to insure a high rate of return. Continued review of the graduate surveys to evaluate overall satisfaction with the College and review any changes needed to the programs of study. Redesign survey to provide more detailed results.

EMPLOYER SATISFACTION

TYPE OF DATA USED, RATIONALE, METHOD OF COLLECTION

Data Used: Employer satisfaction is measured using results from surveys detailed in the [‘Evaluation of Campus and Programs’](#) section of the CEP.

Rationale: These surveys identify areas of training that are perceived as most or least beneficial as well as generate feedback from the employer for improvement of the program of study.

Method: Mode of data collection is through surveys and personal communication. Data is collected by mail and face-to-face if necessary.

DATA

Program Directors and Dir. Of Student Services have had positive feedback through phone conversations and in-person communications.

Surveys collected via Survey Monkey indicate employers are satisfied with externs and graduates.

[Full results in Appendix E:](#)

ANALYSIS

All surveys and evaluations need converted to Survey Monkey.

PLAN OF ACTION

[See CEP Implementation and Evaluation Timetable for specifics.](#)

Specific times to reach out to employers has been added to the timetables. This will allow better data collection.

STUDENT LEARNING OUTCOMES

TYPE OF DATA USED, RATIONALE, METHOD OF COLLECTION

Data Used: Learning outcomes are measured using results from surveys detailed in the [‘Evaluation Methods of Campus and Programs’](#) section of the CEP. NCCT test results are collected for Medical Assistants who elect to take the exam. Faculty periodically review syllabi and resources to determine if they effectively serve the student and program. ACICS Placement rates are used to determine the benefit of the program to the graduate. SAP and Student Progress Reports measure the effectiveness of the faculty and administration in providing education to the student.

Rationale: Graduate surveys identify areas of training that are perceived as most or least beneficial as well as generate feedback for improvement of the program of study. NCCT exam results provide insight into student retention and application of knowledge. Placement rates are one indicator of program quality and viability.

Method: Mode of data collection is through surveys and personal communication. NCCT provides the College with results at the completion of each scheduled exam.

DATA

Graduate Surveys: 30 Graduate surveys have been completed from October 2016 to October 2017. All graduates indicated they would attend MSC if they had it to do all over again. Most graduates indicated they liked the small classes and one-on-one attention. Graduates were least satisfied with only two-year degrees available, outdated courses, limited scheduling.

SAP: Four (4) students have been dropped due to failing SAP as of 10/31/2017. In 2016, this number was fifteen (15).

Externship Evaluations: Extern sites are mostly pleased with student performance. It has been requested by one site that Pharmacology be a prerequisite.

NCCT Exam Pass Rate / National Average				
2014	2015	2016	2017	
50% / 61%	57% / 59%	75% / 65%	50% / 63%	
CAMPUS-LEVEL PLACEMENT RATES TIMELINE				
2014 CAR	2015 CAR	2016 CAR	2017 CAR	
63%	73%	56%	58%	

ANALYSIS

Syllabi and Course Descriptions: Thorough review of syllabi found numerous errors. Most are typographical, but some had incorrect data or missing components. The course descriptions in effect for the past years were too detailed. As procedures and methods changed, the course descriptions were left as-is and did not accurately reflect what was being taught in the courses.

NCCT: Several graduates who failed to pass the NCCT exam did not purchase the interactive study guide from NCCT. This must be purchased directly from NCCT and the graduates either did not have the funds or debit/credit card to do so.

Student Progress Reports and SAP: In Spring of 2017, the College configured the administrative software to generate reports that detail all students' progress and which courses they have not completed. This allows the President/Director to more effectively create a schedule and reduce the load on faculty. SAP withdrawals have been reduced dramatically since switching to checking quarterly.

Surveys: Response rate using Survey Monkey has been excellent.

PLAN OF ACTION

See CEP Implementation and Evaluation Timetable for specifics.

Syllabi and Course Descriptions: The College has developed a syllabi template for all courses which will be available December 2017. This will make syllabi review more efficient and effective due to a standardized format. In October 2017, faculty were presented revised course descriptions and asked to make changes. All faculty had responded by October 31st and the descriptions were implemented into the new Catalog effective January 2018.

NCCT: The College will work with NCCT to determine if there is a method for the College to pay for study items and make them eligible for Title IV or if the College could purchase a "site-license" review package.

SAP: The revised policy has been extremely effective and will be continued and improved upon.

AAMA: The College will seek AAMA approval once institutional accreditation issues are resolved. This allows for more placement opportunities for Medical Assistant graduates.

Survey: Surveys will be improved throughout the year to provide more detailed feedback. Current paper surveys will be done away with and transferred to Survey Monkey.

Externships: Scheduling will be reviewed to ascertain the feasibility of making Pharmacology a prerequisite to the Medical Assistant externship.

GRADUATION RATE

TYPE OF DATA USED, RATIONALE, METHOD OF COLLECTION

Data Used: IPEDS Graduate Component Data Summary; graduation percent of first-time students who started in the fall and graduate within 200% of the program length (measured in calendar years and inclusive of LOA's).

Rationale: This is the only standardized method currently available to measure graduation rates.

Method: This data was collected through the College's administrative system and uploaded to the IPEDS website.

DATA

Overall IPEDS Graduation Rate				
2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
78%	82%	92%	92%	0%

Using internal data, the College estimates the Medical Assistant program graduation rate is ~40%.

Using internal data, the College estimates the Dependency program graduation rate is ~22%.

ANALYSIS

The IPEDS rate only measure **first-time** students who start in the **fall**. The College starts students every quarter and 66% have had previous college education; therefore, the data is not consistent nor accurate for our demographic. The 0% 2013 cohort was due to only having five (5) first-time students start in the Fall of 2013; Three (3) withdrew due to failing to meet SAP, one (1) moved to Florida, one (1) withdrew to attend WVUP.

BENCHMARK & GOALS

Until a standardized formula relevant to quarter-based college's is available, benchmark and goals cannot be established.

ACCSC has a benchmark of 40%; the Medical program falls into that range; the Dependency program should fall into that range now that externships have been reduced and admissions procedures tightened.

PLAN OF ACTION

ACICS has been collecting data that would suggest an establishment of a graduation formula, standard, and benchmark. The College will stay up-to-date on Memos to the Field and other ACICS communications.

COHORT DEFAULT RATE

TYPE OF DATA USED, RATIONALE, METHOD OF COLLECTION

Data Used: The Cohort Default Rate (CDR) and updates from Wright International Student Services (WISS). Mapping Your Future (<https://www.mappingyourfuture.org/>) online loan counseling results.

Rationale: The Cohort Default Rate is a standardized measure utilized by the Department of Education. WISS has over 20 years' experience assisting schools with default rates. Mapping Your Future provides counseling for Direct Loan Entrance, Direct Loan Exit, Financial Literacy, Grace Period and Repayment, Loan Management, and Non-Traditional Students.

Method: CDR is determined by the Department of Education using student loan records. Wright International Student Services provides monthly updates on students' loan statuses and works directly with students and the Director of Financial Services to prevent defaults. Mapping Your Future allows students to complete counseling from any PC and results are given to the College.

DATA

Cohort Default Rates	FY2011	FY2012	FY2013	FY2014
Default Rate	20.5	14.1	18.1	14.1
# in Default	16	13	28	16
# in Repayment	78	92	154	113
Enrollment	171	300	322	276
Percentage	45.6	30.6	47.8	40.9

Mapping Your Future (07/01/2017-10/31/2017): 10% of withdrawals completed exit counseling
38% of graduates completed exit counseling | 76% of new starts completed entrance counseling

ANALYSIS

The Colleges' CDR is above the national average of 11.3%, but below the WV average of 18.3%; however, if the WV college with the highest CDR (American Public University System, 23%) is excluded, the state average is 14% (our current level).

WISS has indicated that the next cohort has been particularly difficult to work with. Many borrowers are under the assumption that loans will be forgiven due to accreditation issues (publicity of the ITT shutdown has encouraged this belief), or borrowers fell victim to 'loan forgiveness' scams. This is ultimately beyond the control of the College and WISS.

Revised admission procedures have minimized the number of applicants enrolling for one or two terms just to get a student loan check (that type of student is guaranteed to default). Revised SAP policy has helped students maintain enrollment which increases their chances of graduation, subsequent employment, and the ability to repay loans.

BENCHMARK & GOALS

The College's CDR of 14.1% is better than the previous goal of 17%. The benchmark for the FY2015 cohort will be 16.7% (average of last four years). The goal will be to maintain 14.1% or lower, but preliminary data from WISS would indicate this is not feasible. WISS will update us once more data is available.

PLAN OF ACTION

The College and Director of Student Financial Services will continue to work closely with WISS, guarantee agencies, US Department of ED loan servicers, and Mapping Your Future to minimize student loan defaults. Revised admissions procedures have been successful in attracting students committed to completing their program and obtaining employment, and improvements will be made as more data becomes available.

EVALUATION METHODS OF CAMPUS AND PROGRAMS

STUDENT INVOLVMENT

Student surveys are used to improve the quality of programs and courses. Data will be collected through Survey Monkey and in-person (only if necessary). The students can anonymously evaluate faculty, courses, staff, and the Campus facilities.

Results are compiled and given to faculty, staff, and the President/Director. Faculty/Staff can use the input to adjust their methods or make improvements. The President/Director can address more serious deficiencies by meeting with a faculty or staff member directly. The President/Director may also budget money for needed facility or resource improvements.

- New Student Survey (after completing enrollment process; evaluates admissions process)
- 2-Week Survey (2weeks after initial enrollment; evaluates admissions, financial process)
- 6-Week Survey (every quarter around mid-term; evaluates faculty/staff/courses/campus)
- Mid-Program Survey (approximately half-way through students' program; evaluates faculty/staff/courses/campus)
- Non-returning Student Survey (within 30 days of withdraw; evaluates dissatisfaction)

GRADUATE INVOLVMENT

Graduates are surveyed to identify areas of training that are perceived as most or least beneficial as well as to generate feedback from the graduate for improvement of their program of study. Evaluations are reviewed by the President/Director, Program Administrators, and other appropriate faculty and staff members. Graduates also serve on Program Advisory Committees

- Graduate Survey (approximately 90 days after graduation)
- Program Advisory Committees (1-3 members are graduates employed in field)

EMPLOYER INVOLVMENT

Employers are surveyed periodically and reviewed by the President/Director, Program Administrators, and other appropriate faculty and staff members. Employers also provide evaluations of externships and serve on Program Advisory Committees.

- Employer Survey (upon placement or when necessary; evaluate skills and relevancy of program contents)
- Externship Survey (upon completion of externship; evaluate skills and relevancy of program contents)
- Program Advisory Committees (2-3 members are professionals in field)

PROGRAM ADVISORY COMMITTEE / COMMUNITY INVOLVMENT

Program Advisory Committees for Medical Assistant and Dependency Disorders programs are utilized which work directly with Program Administrators and other faculty members. Each committee consists of at least three members who are qualified in the appropriate field of study, one in general education, and one in online studies. Input from these meetings helps the college maintain a level of education employers expect and need. Community activities such as seminars, AA/NA meetings, field trips, guest speakers, etc. are integrated into the programs when possible (preferably every term). Mock interviews are conducted by an independent third-party ([Extra's Staffing of Parkersburg](#)).

FACULTY INVOLVMENT

Regular faculty meetings are held to review curriculum, textbooks, resources, and other areas the faculty are directly involved with. Minutes are kept and reviewed by the President/Director and COO. Faculty may also speak with the President/Director on an as-needed basis and provide input derived from Professional Development activities. The President/Director (or appointee) evaluates individual classes in session and reviews the result with the faculty member.

DISTANCE EDUCATION

Each Program Advisory Committee has one member that is familiar with the delivery of online content and provides input and suggestions on the College's current system (SAKAI). Online students are surveyed the same as campus students.

CEP IMPLEMENTATION AND EVALUATION TIMETABLES

Evaluation of the effectiveness of the College is continuous through a series of evaluations, surveys, and feedback from the professional community conducted and monitored by the CEP committee. These timetables are designed for continuous review of the 'Measures of Campus Effectiveness' and 'Evaluation & Design of Educational Programs' sections. Activities are to be conducted according to the timetables in the following sections. Progress results will be recorded in [Appendix C](#). *Note: The timetables may be adjusted throughout the year as determined by faculty/staff meeting input or other circumstances.*

PLAN IMPLEMENTATION SCHEDULE

Month	Task / Activity	Person(s) Responsible	CEP Area	Complete?
February	Survey about Library hours.	COO Librarian Dir. Student Services	Satisfaction Retention Learning Outcomes	
February	Financial Aid Checklist	COO Dir. Student Financial Services	Satisfaction Retention	
February	Grad Survey re-design	COO Dir. Student Services	Satisfaction Learning Outcomes	

WEEKLY ACTIVITIES 2018

Task / Activity	Person(s) Responsible	CEP Area
Attendance	Registrar Faculty	Learning Outcomes Retention
Absenteeism	Director of Student Services	Retention

SEMI-ANNUAL ACTIVITIES 2018

Quarter	Task / Activity	Person(s) Responsible	CEP Area	Complete?
Spring	NCCT Exam Scheduling	Career Services Coordinator Program Director – Medical	Learning Outcomes	
Fall	NCCT Exam Scheduling	Career Services Coordinator Program Director – Medical	Learning Outcomes	

ANNUAL ACTIVITIES 2018

Month	Task / Activity	Person(s) Responsible	CEP Area	Complete?
January 8-26	Faculty / Staff Performance Evaluations	President/Director	Learning Outcomes Satisfaction	X
Fall / Winter / Spring	IPEDS	President/Director	Graduation Retention	
September- October	ACICS CAR	President/Director COO	Retention Placement Learning Outcomes	
October	Graduation Ceremony	Director of Student Services Registrar President/Director	Satisfaction	
November	CEP Review and Improvement Plans Development	CEP Team	CEP	
November	Classroom Observations	President/Director	Learning Outcomes Satisfaction	

WINTER TERM 2018

Week	Month	Task / Activity	Person(s) Responsible	CEP Area	Complete?
	December 24-29 2017	SAP	Director of Student Services President/Director, COO	Learning Outcomes Retention	X
	December 24-29 2017	Student Progress Report Scheduling	President/Director Director of Student Services	Learning Outcomes Retention	X
1-2	January 2-12	Syllabi Review	Faculty, Registrar, COO	Learning Outcomes	X
2	January 8-12	Mapping Your Future September – December Lists	Dir. of Student Financial Services COO	Cohort Default Rates	X
3	January 15-20	2-Week Survey	Community Relations Coordinator President/Director	Satisfaction	
4	January 29-31	December PVP	Director of Student Services Career Services Coordinator, COO	Placement	
6	February 5-16	6-Week Surveys	Director of Student Services President/Director	Learning Outcomes Satisfaction	
6	February 5-16	Mid-term Grades	Director of Student Services Registrar, Faculty	Learning Outcomes Retention	
6	February 5-9	Course Withdraws	Director of Student Services Dir. of Student Financial Services	Retention	
6	February 5-9	Student Progress Reports Scheduling	President/Director	Learning Outcomes Retention	
7	February 12-16	Employer Survey	Director of Student Services Career Services Coordinator	Learning Outcomes Satisfaction	
7-8	February 12-23	Registration for Next Term	Director of Student Services Registrar, President/Director	Retention	
8	February 19-23	Mid-Program Survey	Director of Student Services President/Director	Learning Outcomes Satisfaction	
8	February 19-23	Textbook / Curriculum Review	Faculty, Registrar President/Director	Learning Outcomes	
	February 26-28	January PVP	Director of Student Services Career Services Coordinator, COO	Placement	
11	March 5-9	Registration Follow-up	Director of Student Services Registrar, President/Director	Retention	
12	March 19-23	Withdrawal Rate	Director of Student Services Dir. of Student Financial Services	Retention	
12	March 19-23	# Graduates	Director of Student Services Registrar	Placement	
12	March 19-23	# Graduates Placed	Director of Student Services Career Service Coordinator	Placement	
12	March 19-23	# Declining Placement	Director of Student Services Career Service Coordinator	Placement	
12	March 19-23	Graduate Survey for Fall 2017 Graduates	Director of Student Services Career Service Coordinator, COO	Learning Outcomes Satisfaction	
12	March 19-23	SAP	Director of Student Services President/Director, COO	Learning Outcomes Retention	
	March 26-30	February PVP	Director of Student Services Career Service Coordinator, COO	Placement	

SPRING TERM 2018

Week	Month	Task / Activity	Person(s) Responsible	CEP Area	Complete?
1-2	March 26 - April 6	Syllabi Review	Faculty, Registrar, COO	Learning Outcomes	
2	April 2-6	Mapping Your Future January – March Lists	Dir. of Student Financial Services COO	Cohort Default Rates	
3	April 9-13	2-Week Survey	Community Relations Coordinator President/Director	Satisfaction	
4	April 30	March PVP	Director of Student Services Career Services Coordinator, COO	Placement	
6	May 1-4	6-Week Surveys	Director of Student Services President/Director	Learning Outcomes Satisfaction	
6	May 1-11	Mid-term Grades	Director of Student Services Registrar, Faculty	Learning Outcomes Retention	
6	May 1-11	Course Withdraws	Director of Student Services Dir. of Student Financial Services	Retention	
6	May 7-11	Student Progress Reports Scheduling	President/Director	Learning Outcomes Retention	
7	May 14-18	Employer Survey	Director of Student Services Career Services Coordinator	Learning Outcomes Satisfaction	
7-8	May 14-25	Registration for Next Term	Director of Student Services Registrar, President/Director	Retention	
8	May 14-25	Mid-Program Survey	Director of Student Services President/Director	Learning Outcomes Satisfaction	
8	May 14-25	Textbook / Curriculum Review	Faculty, Registrar President/Director	Learning Outcomes	
9	May 28-31	April PVP	Director of Student Services Career Services Coordinator, COO	Placement	
10	June 4-8	Registration Follow-up	Director of Student Services Registrar, President/Director	Retention	
13	June 18-22	Withdrawal Rate	Director of Student Services Dir. of Student Financial Services	Retention	
13	June 18-22	# Graduates	Director of Student Services Registrar	Placement	
13	June 18-22	# Graduates Placed	Director of Student Services Career Service Coordinator	Placement	
13	June 18-22	# Declining Placement	Director of Student Services Career Service Coordinator	Placement	
13	June 18-22	Graduate Survey for Fall 2017 Graduates	Director of Student Services Career Service Coordinator, COO	Learning Outcomes Satisfaction	
13	June 18-22	SAP	Director of Student Services President/Director, COO	Learning Outcomes Retention	
	June 25-29	May PVP	Director of Student Services Career Service Coordinator, COO	Placement	

SUMMER TERM 2018

Week	Month	Task / Activity	Person(s) Responsible	CEP Area	Complete?
1-2	June 25- July 6	Syllabi Review	Faculty, Registrar, COO	Learning Outcomes	
2	July 2-6	Mapping Your Future April – June Lists	Dir. of Student Financial Services COO	Cohort Default Rates	
3	July 9-13	2-Week Survey	Community Relations Coordinator President/Director	Satisfaction	
4	July 30	June PVP	Director of Student Services Career Services Coordinator, COO	Placement	
6	July 30 - August 3	6-Week Surveys	Director of Student Services President/Director	Learning Outcomes Satisfaction	
6	August 1-10	Mid-term Grades	Director of Student Services Registrar, Faculty	Learning Outcomes Retention	
6	August 1-10	Course Withdraws	Director of Student Services Dir. of Student Financial Services	Retention	
6	August 6-10	Student Progress Reports Scheduling	President/Director	Learning Outcomes Retention	
6	August 6-10	Employer Survey	Director of Student Services Career Services Coordinator	Learning Outcomes Satisfaction	
8-9	August 13-24	Registration for Next Term	Director of Student Services Registrar, President/Director	Retention	
8	August 13-24	Mid-Program Survey	Director of Student Services President/Director	Learning Outcomes Satisfaction	
8	August 13-24	Textbook / Curriculum Review	Faculty, Registrar President/Director	Learning Outcomes	
	August 27-31	July PVP	Director of Student Services Career Services Coordinator, COO	Placement	
12	September 10-14	Registration Follow-up	Director of Student Services Registrar, President/Director	Retention	
13	September 17-21	Withdrawal Rate	Director of Student Services Dir. of Student Financial Services	Retention	
13	September 17-21	# Graduates	Director of Student Services Registrar	Placement	
13	September 17-21	# Graduates Placed	Director of Student Services Career Service Coordinator	Placement	
13	September 17-21	# Declining Placement	Director of Student Services Career Service Coordinator	Placement	
13	September 17-21	Graduate Survey for Fall 2017 Graduates	Director of Student Services Career Service Coordinator, COO	Learning Outcomes Satisfaction	
13	September 17-21	SAP	Director of Student Services President/Director, COO	Learning Outcomes Retention	
	September 24-28	August PVP	Director of Student Services Career Service Coordinator, COO	Placement	

FALL TERM 2018

Week	Month	Task / Activity	Person(s) Responsible	CEP Area	Complete?
1-2	Sept 24 - Oct 5	Syllabi Review	Faculty, Registrar, COO	Learning Outcomes	
2	Oct 1-5	Mapping Your Future April – June Lists	Dir. of Student Financial Services COO	Cohort Default Rates	
3	Oct 8-12	2-Week Survey	Community Relations Coordinator President/Director	Satisfaction	
	Oct 31	September PVP	Director of Student Services Career Services Coordinator, COO	Placement	
6	Oct 29 - Nov 2	6-Week Surveys	Director of Student Services President/Director	Learning Outcomes Satisfaction	
6-7	Oct 29 - Nov 9	Mid-term Grades	Director of Student Services Registrar, Faculty	Learning Outcomes Retention	
6-7	Oct 29 - Nov 9	Course Withdraws	Director of Student Services Dir. of Student Financial Services	Retention	
7	Nov 5-9	Student Progress Reports Scheduling	President/Director	Learning Outcomes Retention	
7	Nov 5-9	Employer Survey	Director of Student Services Career Services Coordinator	Learning Outcomes Satisfaction	
8-9	Nov 12-23	Registration for Next Term	Director of Student Services Registrar, President/Director	Retention	
8-9	Nov 12-23	Mid-Program Survey	Director of Student Services President/Director	Learning Outcomes Satisfaction	
9	Nov 26-30	Textbook / Curriculum Review	Faculty, Registrar President/Director	Learning Outcomes	
	Nov 30	October PVP	Director of Student Services Career Services Coordinator, COO	Placement	
12	December 17-21	Registration Follow-up	Director of Student Services Registrar, President/Director	Retention	
13	December 24-28	Withdrawal Rate	Director of Student Services Dir. of Student Financial Services	Retention	
13	December 24-28	# Graduates	Director of Student Services Registrar	Placement	
13	December 24-28	# Graduates Placed	Director of Student Services Career Service Coordinator	Placement	
13	December 24-28	# Declining Placement	Director of Student Services Career Service Coordinator	Placement	
13	December 24-28	Graduate Survey for Fall 2017 Graduates	Director of Student Services Career Service Coordinator, COO	Learning Outcomes Satisfaction	
13	December 24-28	SAP	Director of Student Services President/Director, COO	Learning Outcomes Retention	
	December 28	November PVP	Director of Student Services Career Service Coordinator, COO	Placement	

APPENDIX A: CAMPUS IMPROVEMENT PLANS

CAMPUS IMPROVEMENT PLAN – PLACEMENT

Mountain State College ACICS ID 00011220 CAMPUS LEVEL	CAMPUS IMPROVEMENT PLAN – Placement Plan devised 11/2017 from results of the 2017 CAR Effective January 2018 - December 2018
----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------

Data	Campus Placement % Timeline (Benchmark+, Standard+, Below Standard)			
	2014 CAR	2015 CAR	2016 CAR	2017 CAR
	63%	73%	56%	58%

2017 Graduates Available for Placement Information

	Student	Program	Placed?	Working?	Notes
1	Bindley, Jennifer	Med. Assist.	Y	Y	In-field - Title
2	Cunningham, Dawn	Med. Assist.	Y	Y	In-field - Title
3	Kent, Tara	Med. Assist.	Y	Y	In-field - Title
4	Midkiff, Alisha	Med. Assist.	Y	Y	In-field - Title
5	Sherman, Mary	Med. Assist.	Y	Y	In-field - Title
6	Wells, Taylor	Med. Assist.	Y	Y	In-field - Title
7	Bailey, Christina	Admin. Assistant	Y	Y	In-Field - Title
8	Hall, Kasandra	Admin. Assistant	Y	Y	In-field - Skills
9	Pearce, Charlotte	Computer	Y	Y	In-field - Skills
10	Fulks, Judd	Dependency	Y	Y	In-field - Skills
11	Hall, Bryanna	Dependency	Y	Y	In-field - Skills
12	Postlethwait, Tracy	Accounting	Y	Y	In-field - Title
13	Wolfe, Samantha	Paralegal	Y	Y	In-field - Title
14	Victory, Rose	Paralegal	Y	Y	In-field - Training
15	Bodie, Britney	Med. Assist.	N	Y	Worked as Medical Assistant at time of graduation, but then received higher paying position at medical insurance company. Indicated by phone that skills were still being used, but denied this on PVP.
16	Cullum, Christine	Med. Assist.	N	Y	Working as home-health aid. Related field, but may not meet 50% criteria.
17	Prall, Candy	Med. Assist.	N	Y	Current job pays as much as entry level Med. Assistant and she does not want to give up job unless pay is much higher.
18	Tanner, Michael	Accounting	N	Y	Works for medical supply company as a service representative.
19	Smith, Deborah	Accounting	N	Y	Self-employed. Age 65; not interested in other employment.
20	Rowe, Tonya	Computer.	N	N	
21	Daniel, Laura	Accounting	N	N	
22	Anderson, Annelise	Transcription	N	N	
23	Knopp, Amanda	Transcription	N	N	
24	Neely, Elizabeth	Med. Assist.	N	N	Cannot or will not work until kids start school in 2018; refused placement services.
	Program	2017 Placement %	Program Status		
	Med. Assist.	60%	Active		
	Dependency	100%	Active		
	Accounting	25%	Teach-out		
	Computer	50%	Teach-out		
	Admin. Assist.	100%	Teach-out		
	Transcription	0%	Terminated		
	Paralegal	100%	Terminated		

Analysis

- PVP: One Medical Assistant graduate indicated by phone they were using their skills in their current job, but denied this when contacted by ACICS.
- One additional placement would have brought the Campus percentage up to 63% (Above standard)
- Three additional placements would have brought the Campus percentage up to 71% (Above benchmark)
- Five (5) of the ten (10) graduates not 'placed' are **currently employed**.

Planned Activities

- (Graduate #24) Admissions application/questionnaire should inquire if the student is able to **start work upon graduation** (or within 3 months). If not, a later start date should be planned.
- (Graduate #15, #16) Skills form: An official form/policy will be developed before submitting data to the PVP system if there is any doubt about 'placed by skills' or 'benefit of training'. Verbal confirmation will not suffice.
- (Graduate #15) The college waited a few months in some cases before verifying employment; this caused a loss of a placement due to a graduate switching jobs. Graduates employed at time of graduation should be verified immediately; non-placed graduates should be followed up with monthly.
- (Graduates #17, #18) Applicants already employed at a wage equal to or greater than entry-level may need to be handled differently in the admissions process. It is difficult for graduates to give up a job to take on another; especially given the CAR submission timeframe for those who graduate in June.

Results

APPENDIX B: PROGRAM IMPROVEMENT PLANS

AMA PROGRAM IMPROVEMENT PLAN - PLACEMENT

Mountain State College
ACICS ID 00011220
Medical Assistant

PROGRAM IMPROVEMENT PLAN – Placement
Plan devised 11/2017 from results of the 2017 CAR
Effective January 2018 - December 2018

Data (Benchmark+, Standard+, Below Standard)

Program	2017 Placement %
Medical Assistant	60%

	Student	Program	Placed?	Working?	Notes
1	Bindley, Jennifer	Med. Assist.	Y	Y	In-field - Title
2	Cunningham, Dawn	Med. Assist.	Y	Y	In-field - Title
3	Kent, Tara	Med. Assist.	Y	Y	In-field - Title
4	Midkiff, Alisha	Med. Assist.	Y	Y	In-field - Title
5	Sherman, Mary	Med. Assist.	Y	Y	In-field - Title
6	Wells, Taylor	Med. Assist.	Y	Y	In-field - Title
7	Bodie, Britney	Med. Assist.	N	Y	Worked as Medical Assistant at time of graduation, but then received higher paying position at medical insurance company. Indicated by phone that skills were still being used but denied this on PVP.
8	Cullum, Christine	Med. Assist.	N	Y	Working as home-health aid. Related field but may not meet 50% criteria.
9	Prall, Candy	Med. Assist.	N	Y	Current job pays as much as entry-level Med. Assistant and she does not want to give up current job unless pay is higher.
10	Neely, Elizabeth	Med. Assist.	N	N	Cannot or will not work until kids start school in 2018; refused placement services.

Analysis

- The small graduation cohort makes it difficult to analyze using standards and benchmarks percentages. One additional placement would have shifted the program from standard to benchmark.
- Three (3) of the four (4) graduates 'not placed' are employed and earning comparable wage or higher than degree.
- Single non-working graduate (#10 above) is waiting for kids to start school.
- Had graduate #7 been verified sooner, placement would be 70%.
- In addition to #7, if graduate #8 had verified her skills so she could be submitted to the PVP, placement would have been 80%.

Planned Activities

- (Graduate #10) Admissions application/questionnaire should inquire if the student is able to **start work upon graduation** (or within 3 months). If not, a later start date should be planned.
- (Graduate #8) Skills form: An official form/policy will be developed before submitting data to the PVP system if there is any doubt about 'placed by skills' or 'benefit of training'. Verbal confirmation will not suffice.
- (Graduate #7) The college waited a few months in some cases before verifying employment; this caused a loss of a placement due to a graduate switching jobs. Graduates employed at time of graduation should be verified immediately; non-placed graduates should be followed up with monthly.
- (Graduate #9) Applicants already employed at a wage equal to or greater than entry-level may need to be handled differently in the admissions process. It is difficult for graduates to give up a job to take on another; especially given the CAR submission timeframe for those who graduate in June.

Results

01/23/2018 - ACICS will re-open the 2017 CAR; this may allow Graduate #8 to be verified as placed.

APPENDIX C: PROGRESS REPORTING

COMMUNITY RESOURCES

Date	Synopsis	Applicable to Program				
		AAA	AHA	AMA	CIT	DDT
3/8/17	Advisory Committee is established. Meeting held on March 8, 2017			x		
3/8/17	Advisory Committee is established. Meeting held on March 8, 2017					x
6/5/17	Field trip – Public Works Vienna to observe live defibrillator			x		
8/31/17	Field trip Athens, OH Library-Marriage & Schizophrenia					X
09/2017	Multiple AA meetings at Westbrook					X
10/2017	Multiple AA meetings at Westbrook					X
11/17/17	Program Advisory Committee Meeting - Medical			X		
11/29/17	Program Advisory Committee Meeting - Dependency					X
As part of Professional Development class, students are scheduled with Extras Staffing to complete a Mock Interview	Mock interviews conducted by Mark Enoch at Extras Staffing	X	X	X	X	X

FACULTY/STAFF MEETING SYNOPSES

Date	Topic	Category (CEP, Faculty, etc.) and attendees
11/17/2016	Handout CEP; review curriculum; ACICS	Administrative staff—Faye, Stacie, Pam, Gary, Teresa, Sara, and Judy
1/12/2017	Accreditation; changes in hours; calendar of events; library hours	Administrative staff—Stacie, Teresa, Pam, Faye, Gary, and Judy
1/13/2017	Handout Faculty Program Elements; CEP; accreditation	Faculty-Roger, Judy, Max, Kim, Leasa, Henry, Tonya, Bruce, Pam, and Judy
1/19/2017	Discussion ACCSC, Code of Conduct, Handout ACCSC Self Evaluation	Administrative staff – Faye, Stacie, Pam, Teresa, and Judy
1/20/2017	Discussion accreditation, Handout ACCSC Self Evaluation	Faculty-Roger, Bruce, Judy, Max, Kim, Leasa, and Judy
1/26/17	Discussion accreditation, ACCSC Self Evaluation	Administrative staff-Faye, Stacie, Pam, Teresa, and Judy
2/2/17	Discussion accreditation, ACCSC Self Evaluation	Administrative staff- Pam, Stacie, Faye, Teresa, and Judy
2/9/17	Discussion on accreditation, catalog updates (handout for review), discussion on advisory committee and possible appointees, discussion on attendance and dates.	Administrative staff (CEP)—Faye, Judy, Pam, and Teresa
2/23/17	Discussion on accreditation—ACICS; ACCSC (process and what is next); catalog handout (review, proofread, and changes should be put in Kevin’s box; enrollment agreement review; DDT advisory committee appointments; Gary’s retirement party	Administrative staff- Stacie, Faye, Pam, Teresa, and Judy
4/7/17	Discussion on accreditation—ACCSC faculty feedback. Date set for Easter Party.	Faculty-Bruce, Tonya, Kim, Leasa, Henry, Judy, Max, and Judy
4/27/17	Date set for Gary’s retirement party and assignment of staff for contacts; Discussion on the faculty class schedules, desktop calendar, Sara shared change in survey input, print out of report cards, Teacher Appreciation Day.	Administrative staff-Stacie, Pam, Sara, Teresa, and Judy
5/4/17	Discussion on following: Change in Used book policy, evaluation surveys, and syllabuses. Faye shared some changes in the Higher Ed Policy. NCCT test dates need scheduled.	Administrative staff -Sara, Stacie, Faye, Teresa, Pam, and Judy
5/5/17	Discussion on following: ACICS, Mid-Term surveys, schedule of operation changes, and Gary’s retirement party.	Faculty-Henry, Leasa, Kim, Bruce, Tonya, Judy, Max, Roger, and Judy

5/11/17	Discussion on following: Gary's retirement party, WV Grant audit date; desk top calendars	Administrative- Faye, Teresa, Sara, Stacie, Pam, and Judy
5/18/17	Discussion on following: utilization of desk top calendar, ACCSC accreditation report, Changes to PPA, Schedules of classes for summer term	Administrative -Faye, Teresa, Sara, Stacie, Pam, and Judy
6/8/17	Discussion on following: Kim on Drug Task Force, incident report policy, and Gary's retirement party	Administrative-Stacie, Sara, Faye, Pam, Teresa, and Judy
6/9/17	Discussion on following: Drug task force, policy on finding drugs on campus—What to Do, Tonya shared hotline # 304.834.3909	Faculty-Tonya, Judy, Pam, Henry, Leasa, Bruce, Kim, Max, Mary, and Judy
7/6/17	Discussion on following: attendance, moving staff offices, ACCSC update, and Faye sharing financial aid updates	Administrative-Stacie, Faye, Pam, Sara, Judy, and Teresa
7/20/17	Discussion on following: change to waiting area and staff input, tech building changes, and perhaps commercials in waiting area	Administrative-Teresa, Sara, Pam, Stacie, Faye, and Judy
7/21/17	Discussion on following: ACCSC update with handouts, textbooks review, and tech building upgrades	Faculty-Tonya, Max, Judy, Pam, Kim, Leasa, Bruce, and Judy
7/27/17	Discussion on following: 6-week evaluations surveys online; News & Views, and Gary's retirement party	Administrative-Sara, Teresa, Stacie, Faye, Pam, and Judy
8/11/17	Discussion on following: ACCSC handout, portfolio handout, Faculty Development handout.	Faculty-Max, Judy, Pam, Henry, Tonya, Roger, Leasa, Kim, and Judy
8/17/17	Discussion on following: ACCSC update, ACICS update, and Fall enrollments	Administrative-Sara, Teresa, Stacie, Faye, Pam, and Judy
8/24/17	Discussion on following: Registration, fall schedule, ACCSC update, catalog, GE update, campus security, and graduation	Administrative-Teresa, Faye, Stacie, Sara, Pam, and Judy
9/1/17	Discussion on following: course descriptions, general education—change Econ to Sociology, English-research papers, and word	Faculty-Leasa, Tonya, Kim, Henry, Max, Roger, Judy, Bruce, and Judy
10/19/17	Discussion on following: ACICS update, graduation, Halloween party date, and resource--Panaboard	Administrative-Faye, Pam, Teresa, Stacie, and Judy
10/20/17	Discussion on following: Handouts course descriptions for review and make changes as needed –dateline for changes 10.25, syllabus template will be ready for next meeting, and ACICS forms	Faculty-Max, Leasa, Henry, Tonya, Pam, and Judy Met with Kim on 10.23.17 to review meeting since she was doing training session with students who are taking NCCT on the 27 th .
11/30/17	Discussed- Upcoming ACCSC and ACICS visits; Christmas Party; advertising options; changes to professional development.	Administrative – Judy, Pam, Teresa, Stacie, Leasa, Sara
12/01/17	Hand out / discuss CEP and plans for 2018.	Faculty
12/8/17	In-Service Panaboard	Faculty: Kim, Leasa, Roger, Bruce, Max, Judy, and Tonya
1/4/18	ACCSC visit January 17-18, 2017	Administrative-Sara, Faye, Teresa, Pam, Stacie, Leasa, and Judy
1/5/18	Preparing for ACCSC visit, Catalog policy, make-up days	Faculty Kim, Henry, Leasa, Tonya, Bruce, Max, Roger, and Judy
1/12/18	Make-up days explained, IAIP Plans	Faculty Henry, Kim, Leasa, Tonya, Judy, Max, Bruce, Roger, and Judy
1/18/18	Organization of files	Administrative-Sara, Faye, Teresa, Pam, Stacie, and Judy
1/25/18	Handling of files, surveys, financial planning, resumes, ACICS visit, scheduling Valentine activity	Administrative- Sara, Faye, Teresa, Pam, and Judy

PROGRAM ADVISORY COMMITTEE

Date	Program	Notes
Detailed minutes in Appendix E		
03/18/2017	Medical	Expansion of physical exam procedures.
03/18/2017	DDT	Incorporate 'Big Book' into relevant courses. Reduce Externship Hours
11/17/2017	Medical	Overview and discussion on HIPPA; demonstration on the D.A.R.T. software, discussion on importance of verbal and non verbal communications
11/29/2017	DDT	Overview of program and curriculum, request for recommendations on Learning Resources, shared various meetings available on addiction. Suggested might want to view drugfreeworld.com or wvaddictionassociationnfrak.com .

NCCT EXAM 2018

Date	Notes
Scheduled February 2, 2018	Students are attending study sessions on Friday prior to sitting for the exam.

NOVEMBER 2017 CLASSROOM OBSERVATIONS BY PRESIDENT

	Completed	Notes
Completed forms in Appendix E		
Davis, Leasa	11/08/2017	Need to get electronic whiteboard setup for use. Needs repainted.
Gernhardt, Henry	11/08/2017	Finish paint, mount bulletin board, move clock.
Goff, Judith	11/08/2017	Needs relocated to Tech building.
Maxwell, Larry	11/08/2017	Needs relocated to Tech building.
Strickland, Kim	11/08/2017	Lecture/Lab percentage may need adjusted on "lab" courses. Currently 25/75, may need to be 40/60 or 50/50. Room needs updated.
Strong, Mary	11/09/2017	(same as Kim's notes)
Toothman, Tonya	11/09/2017	Room needs decorated/finished, books need brought over from old room. Instructor needs computer at credenza.

JANUARY 2018 FACULTY/STAFF EVALUATIONS BY PRESIDENT

	Completed	Notes
Davis, Leasa	1/11/2018	Performance Appraisal-Excellent
Gernhardt, Henry	1/11/2018	Performance Appraisal-Very Good
Goff, Judith	1/11/2018	Performance Appraisal-Very Good
Maxwell, Larry	1/11/2018	Performance Appraisal-Very Good
McAtee, Teresa	1/16/2018	Performance Appraisal-Very Good
McCune, Roger	1/16/2018	Performance Appraisal-Excellent
McElfresh, Stacie	1/16/2018	Performance Appraisal-Satisfactory
Russell, Pam	1/16/2018	Performance Appraisal-Satisfactory to Very Good
Strickland, Kim	1/11/2018	Performance Appraisal-Very Good
Strong, Mary	1/11/2018	Performance Appraisal-Very Good
Toothman, Tonya	1/11/2018	Performance Appraisal-Very Good
Wagoner, Faye	1/16/2018	Performance Appraisal-Excellent
Wendelken, Bruce	1/11/2018	Performance Appraisal-Very Good
Wendelken, Pam	1/11/2018	Performance Appraisal-Very Good
Other		

NOVEMBER 2018 CLASSROOM OBSERVATIONS BY PRESIDENT

	Completed	Notes
Davis, Leasa	11/8/2017	AC201 working with payroll project.
Gernhardt, Henry	11/8/2017	CI101 utilizes Panaboard with lecture. Brings in outside demonstration
Goff, Judith	11/8/2017	MA102 lecture shows how to get numbers. Handouts to students
Maxwell, Larry	11/8/2017	MT102 uses personal to illustrate subject-good examples
Strickland, Kim	11/8/2017	ME109 lecture combined with audio visual and demonstration of equipment
Strong, Mary	11/9/2017	ME109 lectures and uses demonstration with actual syringes
Toothman, Tonya	11/9/2017	DD405 room needs posters and pictures for warmer feel

Wendelken, Bruce	N/A	Online instructor
Wendelken, Pam	N/A	Online instructor

APPENDIX D: FORMS AND SURVEY EXAMPLES

GRADUATE SURVEY

[Link to Survey Monkey](https://www.surveymonkey.com/r/LDPD26Y) <https://www.surveymonkey.com/r/LDPD26Y>

6-WEEK SURVEY (COURSES/FACULTY)

[Link to Survey Monkey](https://www.surveymonkey.com/r/WPQL6TH) <https://www.surveymonkey.com/r/WPQL6TH>

6-WEEK SURVEY (DEPARTMENTS)

[Link to Survey Monkey](https://www.surveymonkey.com/r/SY97223) <https://www.surveymonkey.com/r/SY97223>

NEW STUDENT SURVEY

[Link to external PDF.](#)

2-WEEK SURVEY

[Link to external PDF.](#)

MID-PROGRAM SURVEY

Needs redesigned and added to Survey Monkey.

EMPLOYER SURVEY / EVALUATIONS

[Link to Survey Monkey](https://www.surveymonkey.com/r/WBPG372) <https://www.surveymonkey.com/r/WBPG372>

NON-RETURNING STUDENT SURVEY

[Link to Survey Monkey](https://www.surveymonkey.com/r/WG2RH6S) <https://www.surveymonkey.com/r/WG2RH6S>

APPENDIX E: SURVEY/OBSERVATION/PAC RESULTS 2017

GRADUATE SURVEYS OCTOBER 2016-OCTOBER 2017

[Link to external PDF.](#)

6-WEEK COURSE / FACULTY SURVEYS 2017

[Link to external PDF.](#)

6-WEEK DEPARTMENT SURVEYS 2017

[Link to external PDF.](#)

NEW STUDENT SURVEY

[Link to external PDF.](#)

2-WEEK SURVEY

[Link to external PDF.](#)

MID-PROGRAM SURVEY

[Link to external PDF.](#)

[Link to additional external PDF.](#)

EMPLOYER SURVEY / EVALUATIONS

[Link to external PDF.](#)

[Link to external PDF2.](#)

NON-RETURNING STUDENT SURVEY

[Link to external PDF.](#)

CLASSROOM OBSERVATIONS NOVEMBER 2017

[Link to external PDF.](#)

PAC MINUTES – MEDICAL ASSISTANT

03/08/2017 [Link to external doc.](#)

11/17/2017 [Link to external doc.](#)

PAC MINUTES – DEPENDENCY DISORDERS TECHNOLOGY

03/08/2017 [Link to external doc.](#)

11/29/2017 [Link to external doc](#)

2017

Campus Effectiveness Plan

McCann School of Business & Technology – Allentown,
PA

TIMEFRAME COVERED: JULY 1, 2015 – JUNE 30, 2016

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INTRODUCTION

Mission and Objectives

McCann School of Business & Technology “*prepares students for career-focused employment by delivering relevant career training.*”

In order to assure continued fulfillment of its mission, the following objectives have been established:

- To provide an educational environment that promotes the relationship between career preparation and employment opportunities;
- To recruit and retain qualified instructors who are effective in the classroom and knowledgeable of current industry trends;
- To graduate students who are prepared to enter their chosen career;
- To assist graduates in becoming gainfully employed in their chosen career field; and
- To maintain an organizational model that is responsive to its constituents.

History

McCann School of Business was founded by Louis C. McCann in 1897 in Mahanoy City, Pennsylvania, as a school of accountancy and secretarial training. Louis McCann's sons, Dwight and Charles, entered the field and held administrative positions at the school and its additional locations. After the death of Dwight McCann in 1956, Dorothy Houser began serving as director. In 1959, Ms. Houser purchased the school in partnership with her husband, Harry D. Houser.

In 1981, James and Elizabeth Noone purchased the school from the Housers and McCann Education Centers, Inc. was formed. In 1995, the school opened an additional location in Pottsville, Pennsylvania to provide a better service and quality of education to residents of southern Schuylkill County. A third campus of McCann commenced operations in September, 1998, in downtown Sunbury, Northumberland County. This campus relocated to Lewisburg, Pennsylvania in January 2016.

In August 2002, McCann Educational Centers Inc. was acquired by the company now known as Delta Career Education Corporation headquartered in Virginia Beach, Virginia. The Scranton campus opened in 2003 and relocated to Dickson City, Lackawanna County, in 2008. The original Mahanoy City campus relocated to Hazleton in 2005, and in 2009 the school opened additional locations in Carlisle, Pennsylvania and Allentown, Pennsylvania. In 2010 the Pottsville campus opened an additional locations in Macon, Georgia and in 2011 opened an additional location in Gulfport, MS. The Macon and Gulfport campuses are named Miller-Motte Technical College. They share the name of the Miller-Motte family of schools, also owned by Delta Career Education Corporation.

In early 2012, an additional location of McCann was opened in Wilkes Barre, PA. In 2012, McCann School of Business & Technology merged with Miami-Jacobs Career College and the Academy of Court Reporting. Pottsville remains the main campus and additional locations were acquired, as a result of the merger, in Dayton, Springboro, Troy, Columbus, Sharonville and Independence, Ohio. All of the acquired schools share the name Miami-Jacobs Career College.

The Campus Effectiveness Committee

The purpose of our CEP is to provide a vehicle for continuous assessment and improvement of our educational programs and processes, and to determine if there is a need for institutional change. We feel that our CEP is a tool that allows the staff and management to focus on educational outcomes, monitor those outcomes, and provide a means to document our progress. The CEP also serves to help us evaluate our overall success in meeting our institutional mission and to continue to plan for the future.

The CEP was developed by the Campus Director, Director of Education, Business Program Director, Director of Admissions, Financial Services Officer, and the Director of Career Services. These individuals represent all functional departments within the campus. The final draft and its implementation is the responsibility of the Campus Director.

STUDENT DEMOGRAPHICS

Our campus consists of a diverse student population. The programs offered attract career-minded students with immediate employment needs.

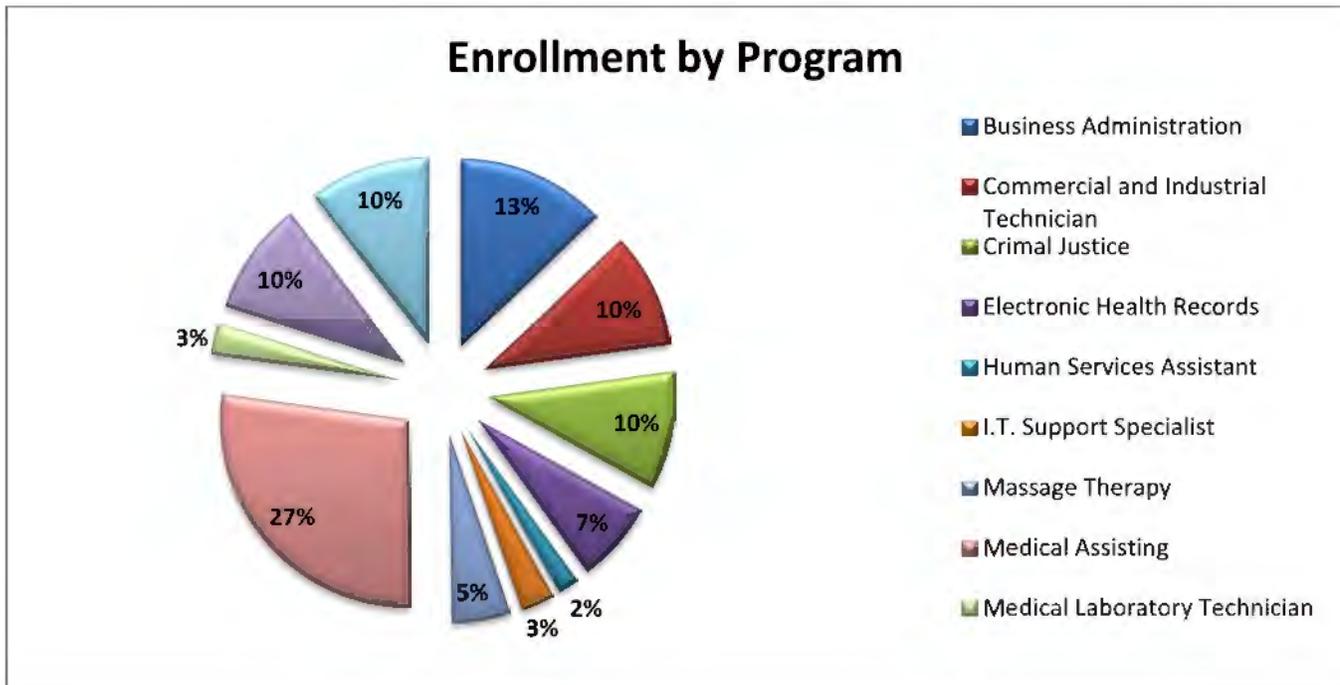
Statistical information identifies the following trends as of the Spring Term (June 2016):

		Number	Percentage
Status	Day	260	54%
	Evening	222	46%
		482	100%
	Full-Time	310	64%
	Part-Time	172	36%
		482	100%
Previous Education	ATB	0	0%
	High school	348	72%
	GED	60	12%
	Some College	68	14%
	Professional Certification	0	0%
	Associate Degree	4	1%
	Bachelor's or higher	2	1%
	482	100%	
Sex	Male	131	27%
	Female	351	73%
		482	100%
Ethnicity	White	211	43%
	Black	61	12%
	Hispanic	179	37%
	American Indian or Alaska Native	4	1%
	Asian	1	1%
	Two or more races	25	5%
	Other	1	1%
		482	100%
Age	<21	77	16%
	21-30	282	58%
	31-40	76	16%
	41-50	35	7%
	51-60	11	2%
	61>	1	1%
	482	100%	
Marital Status	Married	58	12%
	Single	396	83%
	Divorced	12	2%
	Undisclosed or Other	16	3%
	482	100%	

The majority of our students are:

- Female with a large percentage of single, working mothers.
- Between the ages of 21-30 with 25 being the average.
- Our two biggest ethnic backgrounds are white or Hispanic filling 80% of the population.
- Full time students with 64% of the population in this category.
- High school graduates with little postsecondary educated.

Programs	Student Number	Percentage
Business Administration	62	13%
Commercial and Industrial Maintenance Technician	48	10%
Criminal Justice	49	10%
Electronic Health Records	34	7%
Human Services Assistant	9	2%
I.T. Support Specialist	14	3%
Massage Therapy	24	5%
Medical Assisting	132	27%
Medical Laboratory Technician	13	3%
Phlebotomist	47	10%
Surgical Technology	50	10%
TOTAL	482	100%



PROGRAMS DESCRIPTIONS

McCann School of Business & Technology currently offers 3 diploma and 9 associate's degree programs. The credential level, name, and general objectives for each of the program are outlined below. We are currently in the process of teaching out the Human Services Assistant and Surgical Technology programs.

DIPLOMA PROGRAMS

Massage Therapy - Diploma

The Massage Therapy program provides training for an entry-level career as a professional massage therapist. Students develop the knowledge necessary to develop massage protocol and perform an extensive therapeutic massage with focus on whole body wellness. Graduates are prepared for employment opportunities in hospitals, rehabilitation centers, medical offices, spas, health clubs, and private practice and are eligible to sit for the National Certification Examinations for Therapeutic Massage and Bodywork.

Phlebotomist - Diploma

The Phlebotomist program prepares graduates to work as entry-level phlebotomists. Students receive training in standard medical procedures for specimen collection and handling, special collections, laboratory tests, and review for the certifying examination. Graduates may seek entry-level employment in physicians' offices, clinics, laboratories, hospitals, group practices, specialty practices, health insurance offices and nursing homes.

DEGREE PROGRAMS

Business Administration - Associate in Specialized Business

The Business Administration program provides education for the person seeking an entry-level career in business administration. Students are provided an opportunity to establish a solid foundation in administration and management; customer service; economics and accounting; sales and marketing; project management; and entrepreneurship. Graduates of the program may seek entry-level employment as sales representatives, management trainees, assistant office managers, customer service representatives, assistant project managers, accounting clerks, and other business related roles in a number of industries and government agencies.

Commercial & Industrial Maintenance Technician - Associate in Specialized Technology

The Commercial & Industrial Maintenance program provides training in diverse commercial and industrial areas to prepare the student for an entry-level position as an industrial maintenance technician. Students will gain and develop knowledge and skills in the areas of electrical, HVAC/R, and plumbing and the related systems that operate in a commercial or industrial institution. Graduates of the program may seek employment in building and office complexes, food processing plants, manufacturing, and other industrial facilities.

Criminal Justice - Associate in Specialized Business

This program provides students with a broad introduction to the criminal justice system including social and psychological issues as they relate to deviance and society. Students will examine aspects of law enforcement, criminal law, courts, and correctional institutions in detail as well as aspects related to professionalism and ethics. The broad scope of the Criminal Justice program prepares students for entry-level careers in corrections, law enforcement, and/or security. Students examine the legal process from law enforcement, to the courts, and through the corrections system as well as its effect upon society. Graduates may seek careers as corrections officers, court clerks, juvenile support assistants, probation support assistants, or as security or investigative professionals in business, industry, and government.

Electronic Health Records - Associate in Specialized Business

The Electronic Health Records program provides students with a foundation in managing healthcare data and information resources. Students receive training in planning, collecting, aggregating, analyzing, and disseminating individual patient and aggregate clinical hospital data. Graduates may seek entry-level employment in physician's offices, clinics, laboratories, hospitals, group practices, specialty practices, health insurance offices and nursing homes.

Human Services Assistant - Associate in Specialized Business (program in teach-out)

The Human Services Assistant program provides training for an entry-level career in social services and related agencies. The program includes a broad mix of course work that allows the student to acquire a blend of theory and application in many of the areas of social services offered in many communities. Aging, Abuse, Drug and Alcohol Awareness, Welfare, Children and Youth, and Family Services. Entry-level positions may be as social worker aides, caseworker aides, counselor aides, intake representatives, and similar positions in local community human services agencies.

IT Support Specialist - Associate in Specialized Technology

The goal of the IT Support Specialist program is to prepare students to function effectively as an integral member of an IT support Team. Students receive an introduction to the daily maintenance, support, and performance of computer systems; effective communication skills with vendors or technicians; recordkeeping of help desk ticketing tasks; the development of training materials, procedures, and training techniques in the proper use of hardware or software; the installation of performing minor repairs to hardware, software, or peripheral equipment. Graduates may seek careers as an information technology specialist, computer technician, help desk analyst, and network technician.

Medical Assisting - Associate in Specialized Business

The Medical Assisting program provides training for an entry-level career as an important member of the healthcare team. The program emphasizes hands-on experience in both front office administrative and back-office clinical skills and develops traits employers seek such as the ability to assume responsibility, make decisions, and work independently. Medical Assisting students receive training in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates are eligible to sit for an examination that leads to a certification or registration in the medical field. Students should talk to the Program Director for more information about certification examinations. Graduates may pursue career opportunities in the growing healthcare industry in doctors' offices, medical clinics, and other medical facilities as clinical medical assistants, administrative medical assistants, and medical office managers where they work under the supervision and direction of a physician or licensed healthcare practitioner.

Medical Laboratory Technician - Associate in Specialized Technology

The Medical Laboratory Technician program provides training for an entry-level career in the clinical laboratory field. Medical laboratory technicians perform complex chemical, biological, hematological, immunologic, microscopic, and bacteriological tests. They microscopically examine blood and other body fluids; make cultures of body fluid and tissue samples, to determine the presence of bacteria, fungi, parasites, or other microorganisms; analyze samples for chemical content or a chemical reaction and determine concentrations of compounds such as blood glucose and cholesterol levels. They also type and cross match blood samples for transfusions. Some Medical Laboratory Technicians supervise laboratory assistants.

Surgical Technology - Associate in Specialized Technology (program in teach-out)

The Surgical Technology program provides training for an entry-level career as a vital member of the operating room team where the Surgical Technologist works together with surgeons, anesthesiologists, registered nurses, and other surgical team members. The program is designed to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Surgical Technologists maintain asepsis in the operating room, pass instruments and sterile items and equipment to the surgeon during a procedure, maintain the sterile field, and prepare patients, instruments, supplies, and equipment before and after an operation. Graduates may seek career opportunities in hospitals, surgical suites, or surgical centers as scrub surgical technologist, circulating surgical technologist, or second assisting technologist. Graduates of CAAHEP accredited programs are eligible to sit for the national certification examination for Surgical Technology to become a Certified Surgical Technologist (CST).

ELEMENTS EVALUATED FOR EFFECTIVENESS

This CEP identifies the major activities used to measure institutional effectiveness. Data is collected to measure effectiveness and support improvement in retention, placement, graduation rates, employer satisfaction, graduate satisfaction, student satisfaction, and student learning outcomes.

McCann School of Business & Technology implements the following procedures in order to comply with the requirements outlined in the ACICS *Accreditation Criteria*:

- Identify the evaluation tools
- Determine the frequency at which the data will be collected
- Provide historical data
- Develop baseline data
- Summarize and analyze the data collected
- Identify goals
- Create an action plan to achieve goals

RETENTION

Evaluation Tools and Data Collection Methods

The data was collected using the CampusVue Student Information System. In the case of this report, data was pulled from the ACICS Campus Accountability Report (CAR).

Evaluation Tool	Data Collection
Campus Accountability Report – Campus Retention Rate	Annually
Campus Accountability Report – Program Retention Rate	Annually Per Program

Data related to Retention as it applies to the Campus Accountability Report on both a campus and program level is also collected on a quarterly basis.

Historical Rates and Development of Baseline Data

Annual Student Retention Rates

The ACICS CAR report formula for Campus Retention Rate: $(A) - B - C - D / (A) - B - C$, where:

- (A) = the beginning enrollment + new starts + reentries
- (B) = common ownership withdrawals
- (C) = students enrolled in a second program during the reporting year (July 1-June30)
- (D) = all other withdrawals

	FY2014	FY2015	FY2016	Baseline
Institutional Retention	75%	72%	76%	74%

The baseline rate has been determined based on the average retention rate for the last three years.

Annual Student Retention Rates per Program

The ACICS CAR report formula for Program Retention Rate: $(A) - (B) - C / (A) - (B)$, where:

- (A) = the beginning enrollment + new starts + reentries + transfers into the program
- (B) = common ownership withdrawals + transfers out of the program
- (C) = all other withdrawals

Programs	FY2014	FY2015	FY2016	Baseline
Business Administration	73%	68%	63%	68%
Commercial and Industrial Maintenance Technician	84%	57%	72%	71%
Criminal Justice	65%	65%	66%	65%
Electronic Health Records	88%	82%	84%	85%
Human Services Assistant*	58%	56%	52%	55%
I.T. Support Specialist	83%	67%	69%	73%
Massage Therapy	89%	80%	81%	83%
Medical Assisting	71%	75%	69%	72%
Medical Laboratory Technician	75%	87%	80%	81%
Phlebotomist	73%	72%	81%	75%

Surgical Technology	81%	85%	82%	83%
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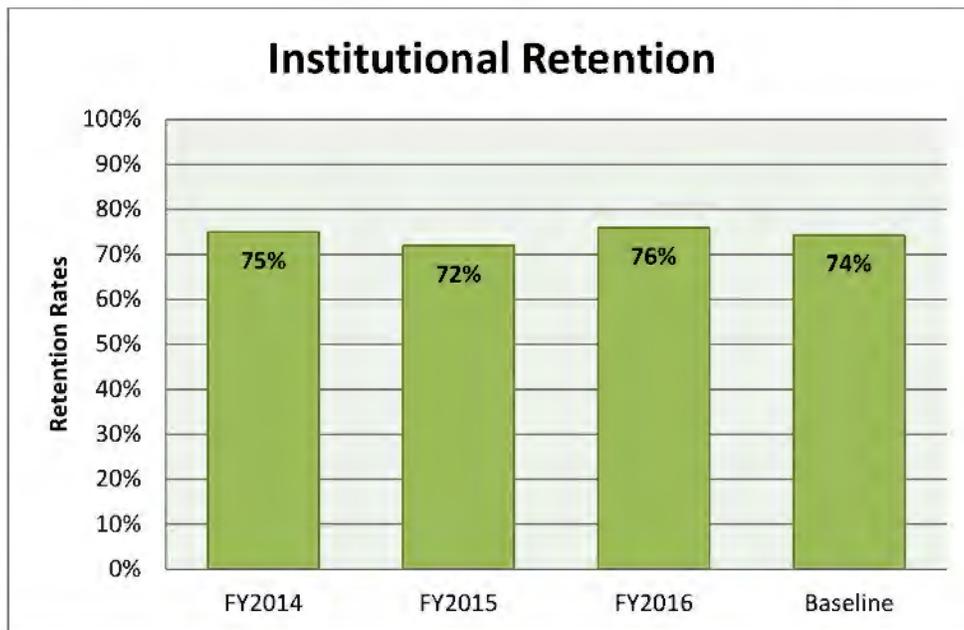
*program is in the process of being taught out.

The baseline rate has been determined based on the average retention rate for the last three years by program.

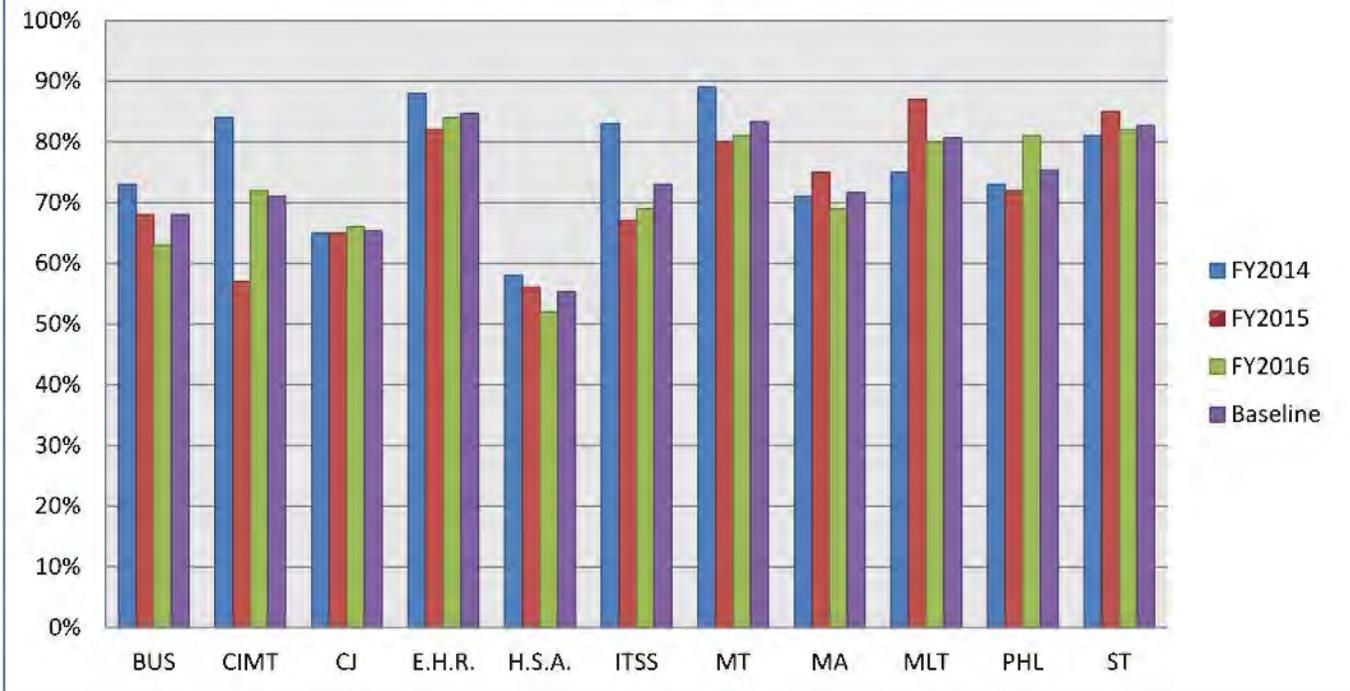
Summary and Analysis of the Data

The overall campus level retention rates has remained consistent in the last three years ranging from 72% to 76% with a baseline of 74%.

All programs meet the ACICS benchmark of 65% with the exception of Human Services Assistant (“HSA”) program and Business Administration program. Many students entering the Business Administration program are unclear about their actual career goal, thus, we see students “give UP” and lose focus as they don’t have a job goal. There has been an increase in retention year after year for Phlebotomist program and Commercial and Industrial Maintenance Technician (“CIMT”) program increased from 2015 to 2016. The increase in CIMT may be attributed to the fact that we just started the program in 2014 and are just getting it off the ground. In 2016 the program is in a more solid place with consistent instructors which assists with retention. We are searching for Program Director for CIMT to add more support and Academic oversight. Since 2014 Business Administration, HSA, and I.T. Support Specialist have decreased in retention. HSA numbers may be due to the fact we only have a part time program director for that program, students were not getting the attention that was needed. We are looking to hire a program director to oversee both Criminal Justice and HSA programs. Medical Assisting program also saw a decrease in retention. A change in Program Directors may have contributed to this and we are now developing with a new Program Director to oversee the students and faculty. Retention is critical in the first quarter, therefore observations are critical. Observations have assisted us with identifying strengths and weaknesses of instructors especially new instructors. We use this data to coach and guide these instructors to be the best they can be inside the classroom and to provide a meaningful classroom experience. We also use the end-of-course student surveys to get insight from students on how they perceive the instructor and classroom experience. We use this data as well to coach and guide instructors. We are increasing the observations of instructors in the first and second quarters to ensure we have sound instructing. Students will also meet with the Program Director at orientation and after the first quarter for a meeting to be certain students can receive valuable advising.



Retention Rate by Program



Currently two programs are below the CAR 2016 benchmark, Business Administration and Human Services Assistant (H.S.A.). The H.S.A. program is in the process of being taught-out. A programmatic improvement plan has been added to the CEP for Business Administration.

Identifying Goals

To establish relevant goals for the institution and each program, a review of the baseline rates and ACICS standards was used to determine goals are outlined below for the 2017 CAR year.

	Baseline	Goal FY2017	Benchmark
Business Administration	68%	69%	65%
Commercial and Industrial Maintenance Technician	71%	72%	65%
Criminal Justice	65%	66%	65%
Electronic Health Records	85%	86%	65%
Human Services Assistant*	55%	65%	65%
I.T. Support Specialist	73%	74%	65%
Massage Therapy	83%	84%	65%
Medical Assisting	72%	73%	65%
Medical Laboratory Technician	81%	82%	65%
Phlebotomist	75%	76%	65%
Surgical Technology	83%	84%	65%
Institutional	74%	75%	65%

*program is in the process of being taught-out

Action Plan to Achieve Goals for Student Retention

Focus is continually made on student retention. Based on our findings, the following initiatives will be implemented to achieve our goals.

STRATEGY#1: Increase **overall retention** by 1% for 2017 such that the campus achieves a 77% retention rate for CAR 2017., ending in an overall campus retention rate of 75% through increasing overall student experience.

Action Items	Person Accountable
Identify Program Director and or Lead Instructors for all programs	Director of Education
Clubs and Announcements – designate dates and times throughout the quarter for clubs to meet. Program Director/Lead Instructor will meet with student clubs to promote club activities and opportunities. Program Director/Lead Instructor will provide regular announcements regarding planned campus activities and services via email and the student portal. Students will receive phone calls, etc. when absent to learn how we can assist with issues or concerns.	Director of Education and Program Director
Tutoring – Program Director will continue to oversee the Hybrid Teaching Assistant to improve the online tutoring and subject area tutoring. Introduce students to tutoring.com Increase hours on campus to include evening	Program Director

STRATEGY#2: Increase **new start retention** by 2%, ending in an overall new start retention rate of 7% through increasing overall student experience and communication

Action Items	Person Accountable
Student portal workshops – conduct during the orientation process. The Student Resource Coordinator (SRC) will conduct workshops to help familiarize students to the portal. Increase on campus hours to include evening.	Student Resource Coordinator
Student class loads – the Program Directors will meet with new starts to discuss their attendance and grades. If the students is overwhelmed we may be able to reduce their class load so the student can continue on to be successful. Ensure that we are offering the best courses in the first term. Identify our strongest faculty to teach new students.	Program Directors

STRATEGY#3: Increase **re-entry retention** by 2%, ending in an overall re-entry retention rate of 7% through increased communication with re-enter students during the enrollment process.

Action Items	Person Accountable
Re-entering Students – A dedicated re-enter admissions representative will meet with students expressing interest in returning to school. All students applying to re-enter will complete an appeal or action plan prior to enrollment, reviewed by the Director of Education and admissions rep prior to enrollment. Reenter students will be required to meet with Program Director or Lead Instructor twice during the first term upon returning.	Admissions Representative and Director of Education

PLACEMENT

Evaluation Tools and Data Collection Methods

The data for placement was collected utilizing the CampusVue Student Information System. When Career Services is notified of an in-field/related field placement or waiver, they thoroughly document the activity in CampusVue and update the graduate's status accordingly. Career Services will upload any available supporting documentation regarding the placement/waiver to ImageNow. After a graduate receives a status of placed or waived from Career Services, the Placement Verification Team (PVT) will ensure the Release of Student Information Form is signed and begin to obtain the appropriate documentation to validate the status. Reports based on the data in CampusVue are monitored daily by the Campus Director and Director of Career Services, weekly and monthly by regional leadership, and quarterly and annually by all levels of leadership.

In the case of this report, data will be pulled from the ACICS Campus Accountability Report (CAR).

Evaluation Tool	Data Collection
Campus Accountability Report – Campus Placement Rate	Annually
Campus Accountability Report – Program Placement Rate	Annually Per Program

Data related to Placement as it applies to the Campus Accountability Report on both a campus and program level is also collected on a quarterly basis.

Historical Rates and Development of Baseline Data

Annual Student Placement Rates

The ACICS CAR report formula for Campus Placement Rate: $A / B - C$, where:

- (A) = all placements
- (B) = graduates
- (C) = all waivers (pregnancy, death, health related issues, continuing education, active military service, visa restrictions, ESL program, incarceration)

	FY2014	FY2015	FY2016	Baseline
Institutional Placement	75%	79%	76%	77%

The baseline rate has been determined based on the average placement rate for the last three years.

Annual Student Placement Rates per Program

The ACICS CAR report formula for Campus Placement Rate: $A / B - C$, where:

- (A) = all placements
- (B) = graduates
- (C) = all waivers (pregnancy, death, health related issues, continuing education, active military service, visa restrictions, ESL program, incarceration)

Program	FY2014	FY2015	FY2016	Baseline
Business Administration	91%	76%	83%	83%
Commercial and Industrial Maintenance Technician	N/A	N/A	100%	100%*
Criminal Justice	75%	93%	89%	86%
Electronic Health Records	93%	88%	50%	77%
Human Services Assistant**	0%	50%	67%	39%
I.T. Support Specialist	71%	75%	83%	76%
Massage Therapy	50%	41%	73%	55%

Medical Assisting	80%	92%	79%	84%
Medical Laboratory Technician	57%	80%	100%	79%
Phlebotomist	68%	66%	61%	65%
Surgical Technology	61%	93%	94%	83%

*No data for FY14 and FY15.

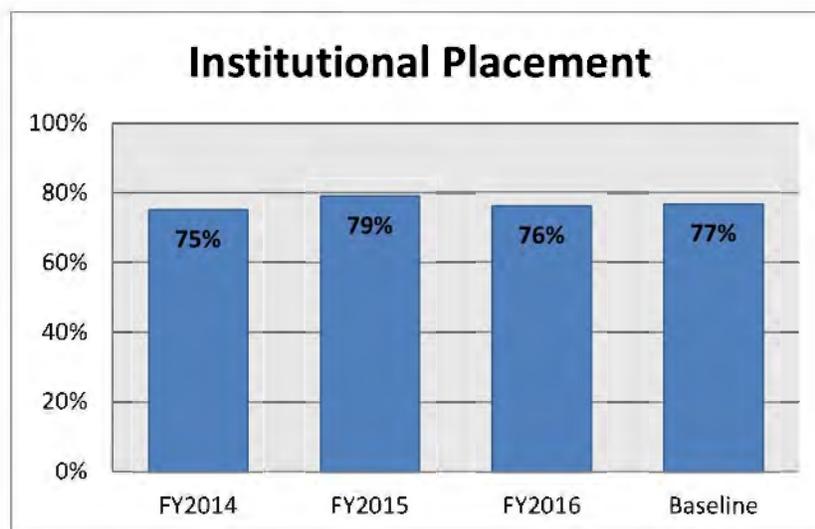
**program is being taught-out

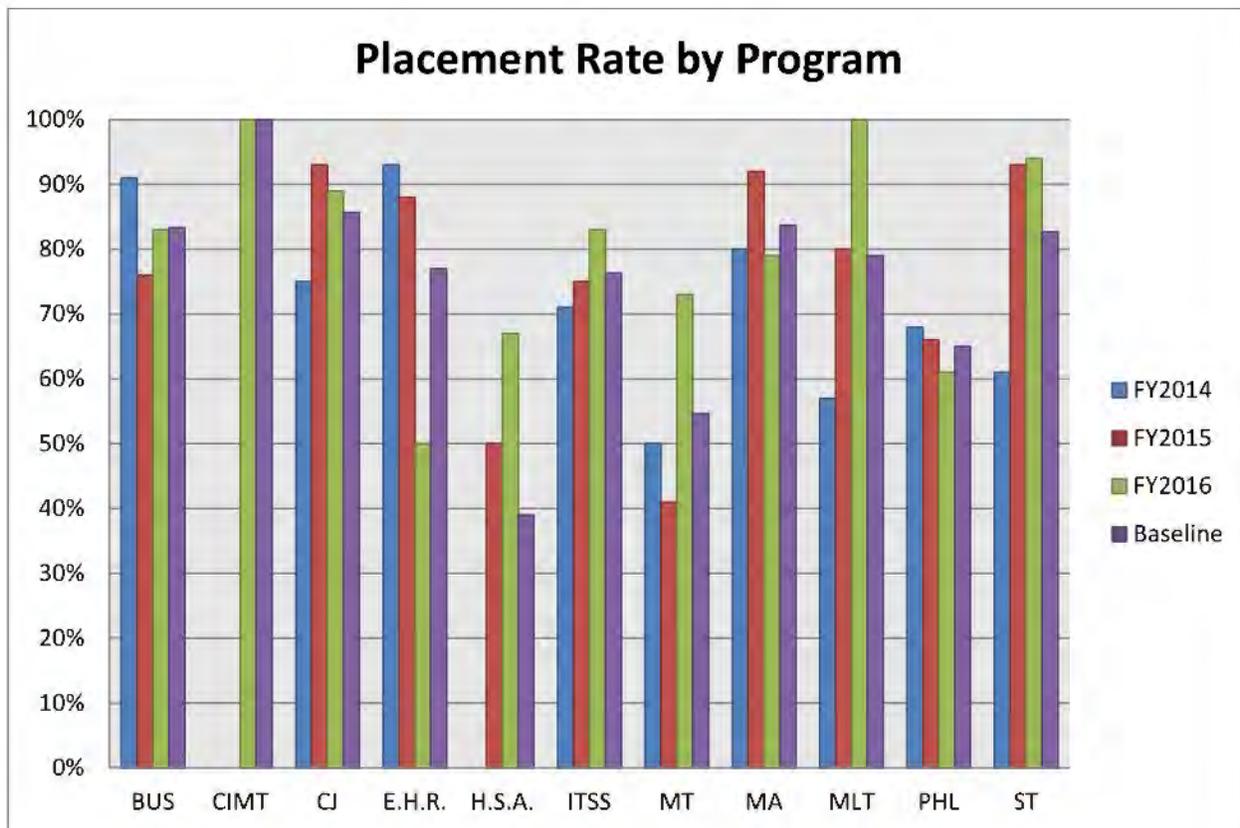
The baseline rate has been determined based on the average placement rate for the last three years with the exception of the CIMT program as this has no data for 2014 or 2015 as it was a new program.

Summary and Analysis of the Data

We find our overall institutional placement to be very strong with most of the programs returning solid rates. The rates have remained above benchmark for the last three years with a baseline rate of 77%.

- We recognize a lower rate in Human Services Assistant due to a low graduation rate. Employment is available in many areas but students who are eligible for employment are choosing to keep their employment out of the field.
- We note that Massage Therapy was somewhat low in the past; however, this past cohort year we have seen improvements since we have changed the course sequencing to assist with the flow of the program. Further, the software program that students utilize to assist license testing (Massage Prep), has been implemented and is now counted as graded assignments. Finally, we have begun to process testing paperwork for students prior to them graduating. This will allow them to take the MBLEX exam before leaving the program, thus allowing time for review prior to the test. We feel these changes will better prepare the student for passing the MBLEX exam, thereby improving placement rates. Students are encouraged to sit for the MBLEX after strong review and before graduation. The Career Services staff then has opportunity to work with these students to place upon graduation.
- Electronic Health Records has fallen below compliance as a result of changes in the marketplace. In 2016 most of the doctor's offices and hospitals were implementing the EPCI system to electronically switch to virtual data entry of records. Hiring was low due to new system implementation. Many sites needed to train existing staff prior to accepting new hires. We expect to see increase in 2017 rates. We are continuing to seek additional sites and believe that other avenues will allow for increased placement numbers.
- Phlebotomist has fallen a bit due to the larger increase in graduates and lower number of available full time positions. Also, many of our graduates don't drive so locating employment on a bus route or closer to home was a challenge. We have struggled to find sites for externs. We are expanding our area and are looking for sites out of the city. We did place a program cap on enrollments so we don't flood market with grads.
- Medical Assisting We saw a decrease in Medical Assisting placement rate. Some sites that traditionally hire externs have not had openings in 2016. We have begun search for new sites with employment potential.





Identifying Goals

To establish relevant goals for the institution and each program, a review of the baseline rates and ACICS standards was used to determine goals are outlined below for the 2017 CAR year.

	Baseline	Goal FY2017	Benchmark
Business Administration	83%	84%	70%
Commercial and Industrial Maintenance Technician	100%*	80%	70%
Criminal Justice	86%	87%	70%
Electronic Health Records	77%	78%	70%
Human Services Assistant**	39%	70%	70%
I.T. Support Specialist	76%	77%	70%
Massage Therapy	55%	70%	70%
Medical Assisting	84%	85%	70%
Medical Laboratory Technician	79%	80%	70%
Phlebotomist	65%	70%	70%
Surgical Technology	83%	84%	70%
Campus	77%	78%	70%

*Data skewed as there was only a year's worth of data to report. Goal is less than baseline due to skewed information and low number of graduates during the FY16 reporting year.

**program is in teach-out

Action Plan to Achieve Goals on Student Placement

Focus is continually made on student placement. Based on our findings, the following initiatives will be implemented to achieve our goals.

STRATEGY#1: Increase **overall placement** to 77% ending in an overall campus placement rate of 78%.

Action Items	Person Accountable
Continuous outreach to graduates via different communication platforms, including: email; Engrade; telephone and face to face meetings, and lunch and learns. Maintain consistent staffing responsible for specific programs and metrics. Conduct weekly meetings with Program Directors and Campus Director to review all graduates and employment status.	Director of Career Services with support from the Program Directors and Campus Director

STRATEGY#2: Increase **program level placement** through increased job fair awareness and online profile applications.

Action Items	Person Accountable
Participation and attendance at local job fairs, job fairs on grounds, lunch and learns, and employer attendance at each of the programs seminars. Conduct 2 Job Fairs per year at Campus to attract existing and new employers.	Director of Career Services with support from the Campus Director
Require students to provide 5 potential Extern sites and part of process - review sites with students and make contact on regular basis.	

STRATEGY#3: Increased Career Service community engagement to identify local companies that are looking to hire. Connect students to these employers through increased communication and face to face meetings to discuss what employers are looking for. The past two cohort years we have averaged 35% externship to hire rate which has allowed for a high overall end of year placement rate. Focus to increase medical Assisting and Phlebotomist externship to employment fire rate to 40%.

Action Items	Person Accountable
Work closely with students at their mid-point interviews and through Career Management classes to ensure that upcoming graduates are prepared for their externships and are aware of different career opportunities. All Program Directors and Lead Instructors will meet with students to ensure they keep current with extern hours and commit to course completion. These strong results could translate to increased hiring from these sites.	Director of Career Services with support from the Program Directors, and Career Management Instructors.

GRADUATION RATE

Evaluation Tools and Data Collection Methods

The data for graduation rates was collected utilizing the CampusVue Student Information System and the Campus Accountability Report. Given that there is currently no Graduation Rate currently reported on the CAR, for the purpose of the CEP, we will calculate the data utilizing the graduation rate formula outlined by our state agency when reporting financial data or when submitting the biennial renewal.

Evaluation Tool	Data Collection
Campus Accountability Report Data, State Formula	Data is collected based on graduates reported during the time frame. In the following years, it will be collected based on the data reported in the Campus Accountability Report.

Historical Rates and Development of Baseline Data

Graduation rates measure the proportion of students who receive a degree/diploma compared to the full enrollment. Graduation rates are calculated by dividing the total number of graduates for the year by the total number of students enrolling in the program.

The formula for Graduation Rate: $A / (B + C + D)$, where:

- (A) = graduates
- (B) = beginning population
- (C) = new starts
- (D) = re-entries

For example, a program with 80 graduates throughout the year, a beginning population of 120 students, 80 starts for the year and 10 reenrollments (or re-entries) would have a graduation rate of 38% calculated as follows: $38\% = 80 \text{ graduates} / (120 \text{ beginning} + 80 \text{ starts} + 10 \text{ re-entries})$.

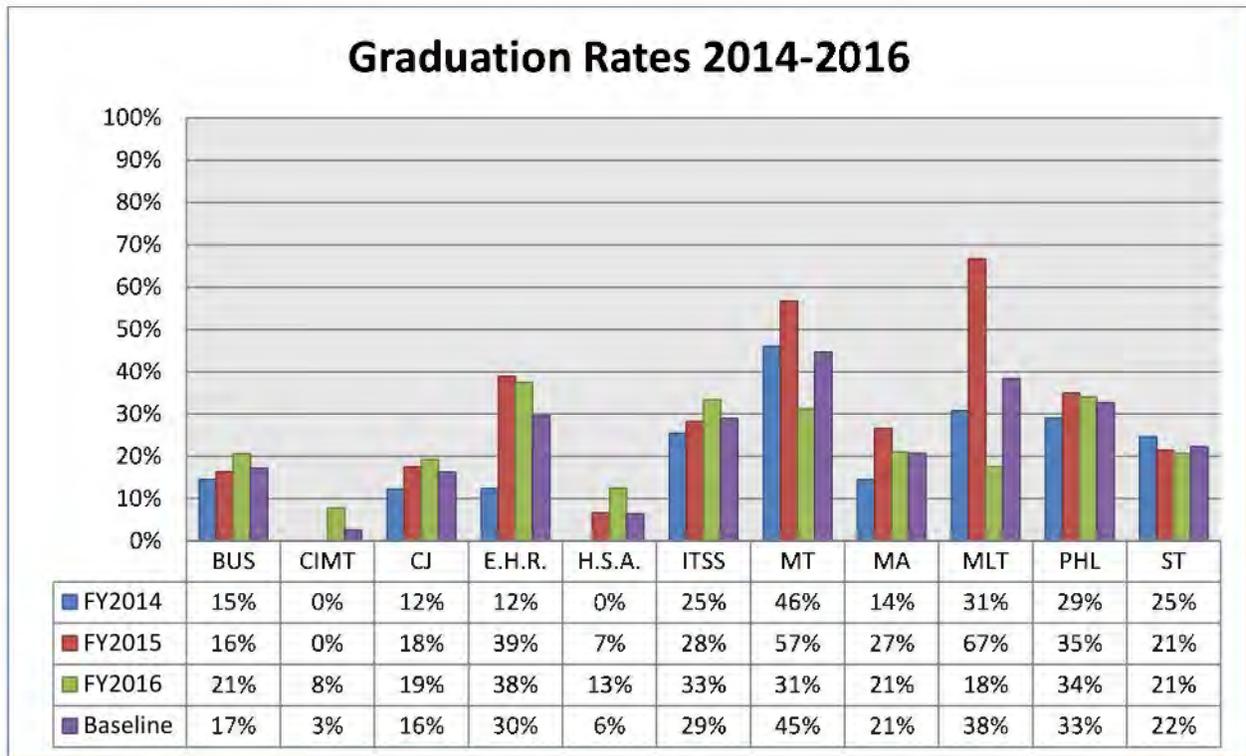
Program	FY2014	FY2015	FY2016	Baseline
Business Administration	15%	16%	21%	17%
Commercial and Industrial Maintenance Technician	0%	0%	8%	3%
Criminal Justice	12%	18%	19%	16%
Electronic Health Records	12%	39%	38%	30%
Human Services Assistant	0%	7%	13%	6%
I.T. Support Specialist	25%	28%	33%	29%
Massage Therapy	46%	57%	31%	45%
Medical Assisting	14%	27%	21%	21%
Medical Laboratory Technician	31%	67%	18%	38%
Phlebotomist	29%	35%	34%	33%
Surgical Technology	25%	21%	21%	22%

The baseline rate has been determined based on the average placement rate for the last three years.

Summary and Analysis of the Data

A baseline analysis of graduation rates by program produced graduation rates ranging from 3-45% with an average of 24% for all programs. Data varies depending on the number of students enrolled in the program during the reporting period and rates vary depending upon the number of graduates. The CIMT program didn't have a graduate in the program until FY2016 and during that year, the number of graduates were low, which accounts for the low number. If there are a lower number of students enrolled, the rate could vary even more one way or the other. Programs with the

greatest graduation rates when looking at baseline data include: Massage Therapy, Electronic Health Records, IT Support Specialist, Medical Laboratory Technician, and Phlebotomist.



Identifying Goals

To establish relevant goals for the institution and each program, a review of the baseline rates and ACICS standards was used to determine goals are outlined below. Given that there is no metric or standard provided by ACICS, we have determine a goal higher than that of the baseline data reported. We also set goals at 20% should the rate be under this percentage.

	FY2016	Baseline	Goal FY2017
Business Administration	21%	17%	20%
Commercial and Industrial Maintenance Technician	8%	3%	20%
Criminal Justice	19%	16%	20%
Electronic Health Records	38%	30%	31%
Human Services Assistant*	13%	6%	20%
I.T. Support Specialist	33%	29%	30%
Massage Therapy	31%	45%	46%
Medical Assisting	21%	21%	22%
Medical Laboratory Technician	18%	38%	39%
Phlebotomist	34%	33%	34%
Surgical Technology	21%	22%	23%

*program in teach-out

Action Plan to Achieve Goals on Graduation Rates

Focus is continually made on graduation rates. Based on our findings, the following initiatives will be implemented to achieve our goals.

STRATEGY #1: Increase **graduation rate** for all programs.

Action Items	Person Accountable
Tutoring – Program Director will continue to oversee the Hybrid Teaching Assistant to improve the online tutoring and subject area tutoring. Introduce students to tutoring.com Increase hours on campus to include evening	Program Director
Student class loads – the Program Directors will meet with new starts to discuss their attendance and grades. If the students is overwhelmed we may be able to reduce their class load so the student can continue on to be successful. Ensure that we are offering the best courses in the first term. Identify our strongest faculty to teach new students.	Program Directors
Re-entering Students – A dedicated re-enter admissions representative will meet with students expressing interest in returning to school. All students applying to re-enter will complete an appeal or action plan prior to enrollment, reviewed by the Director of Education and admissions rep prior to enrollment. Reenter students will be required to meet with Program Director or Lead Instructor twice during hte first term upon returning.	Admissions Representative and Director of Education

STRATEGY#2: Consistent communication with students regarding program completion.

Action Items	Person Accountable
Facilitate opportunities for staff and faculty to build relationships with students	Director of Education, Campus Director
Work closely with students at their mid-point interviews and through Career Management classes to ensure that upcoming graduates are prepared for their externships and are aware of different career opportunities. All Program Directors and Lead Instructors will meet with students to ensure they keep current with extern hours and commit to course completion. These strong results could translate to increase hiring from these sites.	Director of Career Services with support from the Program Directors, and Career Management Instructors.
Focus on learning more about what the graduate wants out of their career and how they can accomplish their goals through their field.	Director of Career Services

GRADUATE SATISFACTION

Evaluation Tools and Data Collection Methods

Graduate Surveys are conducted by career service staff and are collected 30-90 days after the student graduates. Career Services Operations oversees the survey process and identify graduates for each campus; however, the campus is responsible for the overall of collection of survey responses. Data is collected each month and survey results are populated into a Google Form. The partnership between CS Operations and CS departments is the key to ensuring compliance standards are maintained and that vital information is obtained for the campus community to improve the student experience. Surveys are distributed to the employer, typically via email, and results are populated into a Google Form.

The perception of the graduates of is of utmost importance to the campus. The survey consists of questions related to student levels of satisfaction. The management team reviews the results of the student questionnaire in an effort to improve the educational experience of the student. By reviewing the results of the graduate satisfaction survey, the school is able to determine what changes, if any, are recommended. Surveys are documented and analyzed monthly and information is shared with the campus leadership team on a quarterly basis.

Evaluation Tool	Data Collection
Student Graduate Surveys	Surveys are distributed and collected 30-90 days after the student graduates.

Historical Rates and Development of Baseline Data

Graduate Survey Response Rate

Graduate Survey Response Rate			
	# Sent to Grads	# Collected	Return Rate %
FY2014	233	89	38%
FY2015	366	106	29%
FY2016	299	133	44%
Baseline			37%

Note: The process for collecting the data changed during the FY16 year. Data for all three years has been included, but the baseline data may be skewed based on collection method changes.

Graduate Survey Results

Please reference the exhibits for a copy of the survey. **Note:** The survey questions changed in FY2016. Data has been included below for FY2014 and FY2015, but given the changes, baseline data does not factor in these results.

FY2014 Graduate Survey Results				
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Admissions	46%	46%	5%	2%
2. Financial Aid	47%	43%	6%	2%
3. Instructor Knowledge	48%	41%	7%	2%
4. Instructional Material	50%	35%	11%	2%
5. Career Services	42%	48%	6%	2%
6. Overall Staff and Faculty	48%	42%	6%	2%
7. Library Resources	24%	56%	7%	11%
8. Lab Equipment	33%	48%	11%	6%
9. Student Portfolio	41%	47%	5%	5%
10. Facility Appearance	33%	50%	7%	6%

11. I would recommend the school to others.	33%	59%	3%	3%
12. Aware of Alumni Association	5%	56%	17%	19%

FY2015 Graduate Survey Results				
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Admissions	27%	54%	9%	12%
2. Financial Aid	30%	60%	9%	*
3. Instructor Knowledge	39%	54%	6%	*
4. Instructional Material	27%	72%	3%	*
5. Career Services	39%	54%	3%	3%
6. Overall Staff and Faculty	21%	69%	9%	3%
7. Library Resources	21%	63%	6%	6%
8. Lab Equipment	18%	69%	9%	3%
9. Student Portfolio	24%	60%	12%	6%
10. Facility Appearance	27%	60%	6%	3%
11. I would recommend the school to others.	24%	54%	12%	6%
12. Aware of Alumni Association	9%	42%	33%	9%

FY2016 Graduate Survey Results		
	Yes	No
Were you satisfied with the overall enrollment process?	94%	5%
Were you satisfied with the assistance our Financial Services staff provided?	86%	13%
Are you satisfied with how the staff and faculty responded to your educational needs?	69%	4%
Do you feel your education prepared you for a job in your field?	93%	6%
Are you satisfied with the assistance our Career Services staff provided with your job search?	90%	9%
Currently Employed?	91%	8%
Overall, are you satisfied with your educational experience and would you recommend the school to others?	86%	13%

In a review of the data for the previous years, we determined that the baseline rate for Graduate Satisfaction will be skewed for the 2017 CEP given the survey question changes in FY2016. The baseline data below only factors in the results from this year.

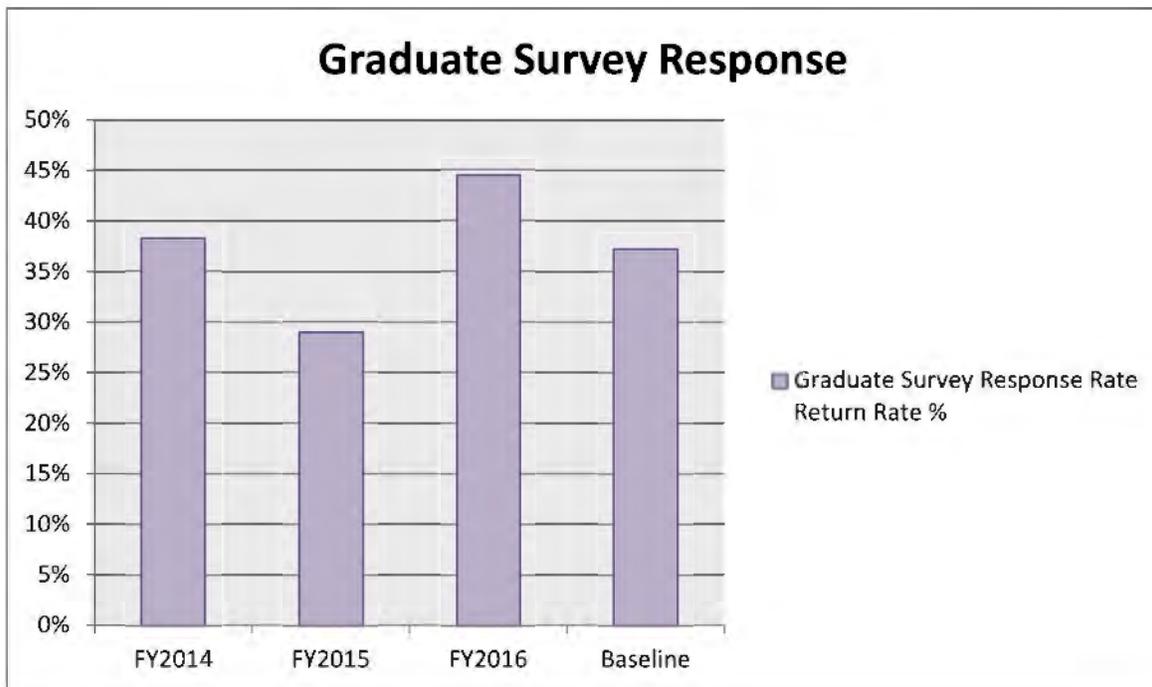
Baseline Data	
	Yes
Were you satisfied with the overall enrollment process?	94.4%
Were you satisfied with the assistance our Financial Services staff provided?	86.1%
Are you satisfied with how the college staff and faculty responded to your educational needs?	69%%
Do you feel your education prepared you for a job in your field?	93.1%
Are you satisfied with the assistance our Career Services staff provided with your job search?	90.3%
Currently Employed?	91.7%
Overall, are you satisfied with your educational experience and would you recommend the school to others?	86.1%

Note: There is no chart for baseline data below given the limited timeframe the data was collected.

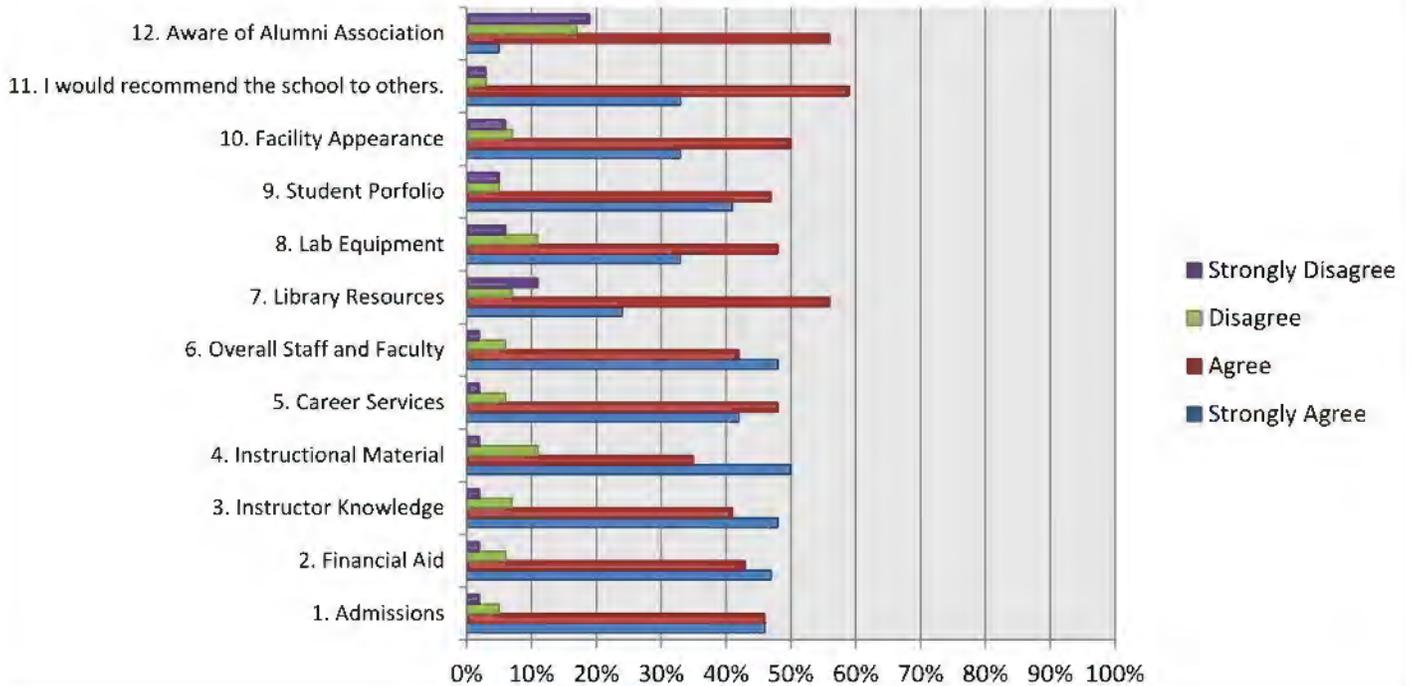
Summary and Analysis of the Data

Three to six months after graduation we collect surveys from graduates to determine their level of satisfaction with the overall program. A total of 230 surveys were distributed with 72 returned, a 30% response rate. Responses were favorable with most graduates either strongly agreeing or agreeing to a positive experience while at McCann. Of note:

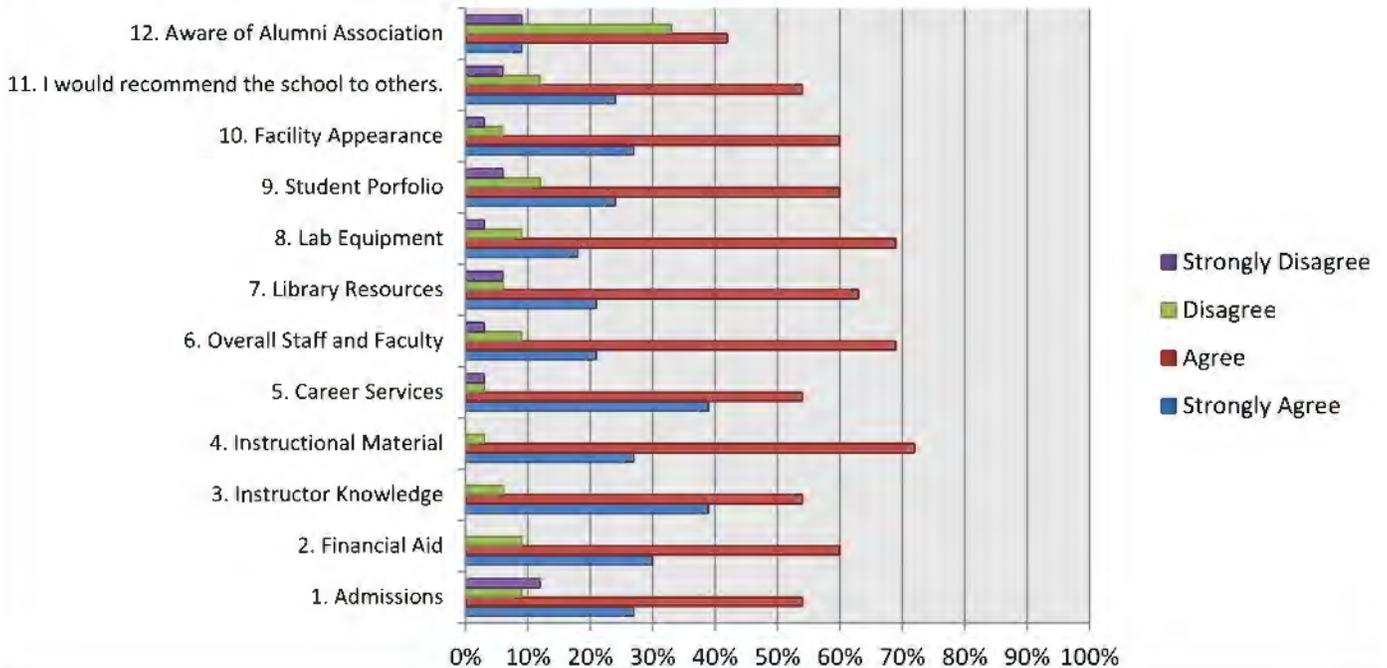
- The majority of graduates would recommend McCann to a friend or family member.
- Most felt they received a quality education and that the instructors were very good.
- Most felt well prepared for their new career and left with a positive impression of the program and the school.
- Almost 90 percent of the graduates that responded were already employed in their field.
- The area of Financial Services appeared to be a concern for some graduates. Not having someone face to face to speak to about their financing can be an issue for our graduates.
- The largest percentage revolved around the ability for their instructors to address their educational needs.



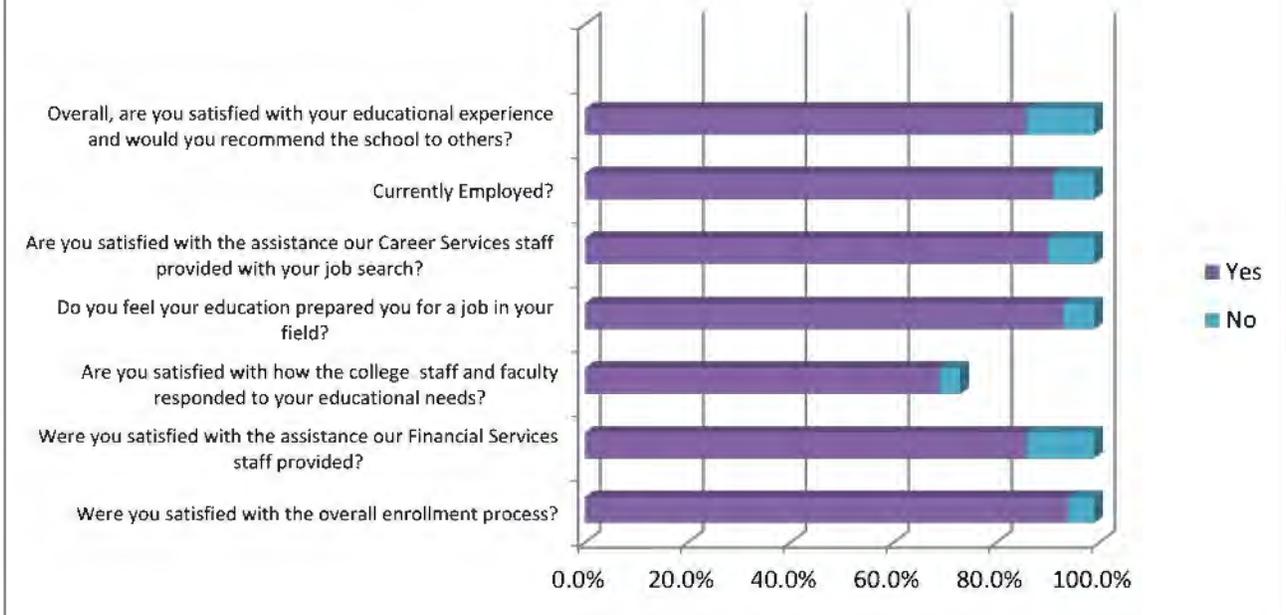
FY2014 Overall Graduate Survey Results



FY2015 Overall Graduate Survey Results



FY2016 Graduate Survey Results



Identifying Goals

A review of the baseline rates and ACICS standards was used to determine goals as outlined below for the FY2017 year.

Our FY2017 Return Rate Goal for Graduate Satisfaction Responses is 55%.

FY2017 Goals – To achieve the percentage outlined below in the "yes" category.	
Were you satisfied with the overall enrollment process?	96%
Were you satisfied with the assistance our Financial Services staff provided?	88%
Are you satisfied with how the staff and faculty responded to your educational needs?	97%
Do you feel your education prepared you for a job in your field?	95%
Are you satisfied with the assistance our Career Services staff provided with your job search?	92%
Currently Employed?	93%
Overall, are you satisfied with your educational experience and would you recommend the school to others?	88%

Action Plan to Achieve Goals on Graduate Satisfaction Goals

Focus is continually made on graduate satisfaction. Based on our findings, the following initiatives will be implemented to achieve our goals.

STRATEGY#1: Increase **response rate to 55%**, ending in an overall response rate of 55% through FY 206-2017.

Action Items	Person Accountable
Continuous outreach to graduates via different communication platforms, including: email; Engrade; telephone and face to face meetings. Include at least 2 emails to remind grads about survey.	Career Services with support from the Program Directors

STRATEGY#2: Improve collection of surveys though obtaining graduate surveys during graduation ceremonies.

Action Items	Person Accountable
Have computers and printed out surveys to collect data during cap and gown pick-up. Calls made to those who fail to complete survey.	Career Services with support from the Program Directors

STRATEGY#3: Improve student perception of financial services department through better coordination with ground team and communication with CFS team.

Action Items	Person Accountable
Ensure new and current students have opportunity to understand financial aid through face to face communication	Ground Financial Services Officer
Coordinate communication between students and CFS team at Campus - ask for CFS Team to send recap of calls and any list of outstanding paperwork needed to complete file.	Ground Financial Services Officer and Central Financial Services Teams

GRADUATE SATISFACTION UPDATE – PROGRAMMATIC

Evaluation Tools and Data Collection Methods

Per programmatic accreditor requirements for [MAERB and/or ARCST/STA] specific graduate satisfaction surveys are distributed to program graduates. Programmatic Graduate Surveys are conducted by career service staff and are collected 30-90 days after the student graduates. Career Services Operations oversees the survey process and identify graduates for each campus; however, the campus is responsible for the overall of collection of survey responses. Data is collected at the each month and survey results are populated into a Google Form. The partnership between CS Operations and CS departments is the key to ensuring compliance standards are maintained and that vital information is obtained for the campus community to improve the student experience. Surveys are distributed to the employer, typically via email, and results are populated into a Google Form.

The perception of the graduates of is of utmost importance to the campus. The survey consists of questions related to student levels of satisfaction. The management team reviews the results of the student questionnaire in an effort to improve the educational experience of the student. By reviewing the results of the graduate satisfaction survey, the school is able to determine what changes, if any, are recommended. Surveys are documented and analyzed monthly and information is shared with the campus leadership team on a quarterly basis.

Evaluation Tool	Data Collection
Student Graduate Surveys	<ul style="list-style-type: none"> Surveys are distributed and collected 30-90 days after the student graduates (effective August 1, 2016 for ARC ST/SA – previously 6 months). Data is also reported to the programmatic accreditor during the annual report submission process.

Historical Rates and Development of Baseline Data

Graduate Survey Response Rate

Graduate Survey Response Rate – Medical Assisting (January 1 – December 31)			
	# Sent to Grads	# Collected	Return Rate %
2015	65	50	77%
2016	69	61	88%
Baseline			83%

Graduate Survey Response Rate – Surgical Technology (August 1 – July 31)*			
	# Sent to Grads	# Collected	Return Rate %
2015	15	5	33%
2016	17	5	29%
Baseline			31%

*During this reporting period, surveys were collected 6 months post-graduation.

Graduate Survey Results

Please reference the exhibits for a copy of the survey.

Medical Assisting

Key: 5 = Strongly Agree, 4 = Agree, 3 = Neutral (acceptable) Agree, 2 = Disagree, 1 = Strongly Disagree

2015 Graduate Survey Results – Medical Assisting					
	1	2	3	4	5
Cognitive Domain					
The program helped me acquire medical assisting knowledge appropriate to my level of training.	2%		6%	32%	60%
The program prepared and encouraged me to apply for and pass my professional credentialing exam.	2%	2%	12%	26%	58%
Psychomotor Domain					
The program prepared me to collect patient data effectively.	2%		2%	30%	66%
The program prepared me to perform appropriate diagnostic and medical procedures.	4%		8%	22%	66%
The program prepared me to use sound judgment for functioning in the healthcare setting.		2%	6%	26%	66%
The program prepared me to perform all clinical skills appropriate to entry level medical assisting.	2%	2%	8%	22%	66%
The program prepared me to perform all administrative skills appropriate to entry level medical assisting.		2%	16%	26%	56%
Affective Domain					
The program prepared me to conduct myself in an ethical and professional manner.	2%	4%	8%	12%	82%
The program prepared me to manage my time efficiently while functioning in the healthcare setting		2%	4%	16%	78%
Prepared me to communicate effectively in the healthcare setting.			8%	14%	78%
OVERALL, the program prepared me very well to do entry-level medical assisting work.	2%		2%	32%	64%

2016 Graduate Survey Results – Medical Assisting					
	1	2	3	4	5
Cognitive Domain					
The program helped me acquire medical assisting knowledge appropriate to my level of training.	50%		5%	11%	84%
The program prepared and encouraged me to apply for and pass my professional credentialing exam.		2%	7%	15%	77%
Psychomotor Domain					
The program prepared me to collect patient data effectively.			2%	25%	74%
The program prepared me to perform appropriate diagnostic and medical procedures.		2%		18%	80%
The program prepared me to use sound judgment for functioning in the healthcare setting.		2%	5%	21%	72%
The program prepared me to perform all clinical skills appropriate to entry level medical assisting.			3%	20%	77%
The program prepared me to perform all administrative skills appropriate to entry level medical assisting.		2%	5%	28%	66%

Affective Domain					
The program prepared me to conduct myself in an ethical and professional manner.			2%	15%	84%
The program prepared me to manage my time efficiently while functioning in the healthcare setting			2%	15%	84%
Prepared me to communicate effectively in the healthcare setting.		2%		16%	82%
OVERALL, the program prepared me very well to do entry-level medical assisting work.			3%	18%	79%

In a review of the data for the previous year(s), we determined that the baseline rate for Graduate Satisfaction for the Medical Assisting program. We have averaged together the results from each category to determine the baseline rate.

Baseline Data	
Cognitive Domain	
The program helped me acquire medical assisting knowledge appropriate to my level of training.	48%
The program prepared and encouraged me to apply for and pass my professional credentialing exam.	50%
Psychomotor Domain	
The program prepared me to collect patient data effectively.	50%
The program prepared me to perform appropriate diagnostic and medical procedures.	49%
The program prepared me to use sound judgment for functioning in the healthcare setting.	47%
The program prepared me to perform all clinical skills appropriate to entry level medical assisting.	49%
The program prepared me to perform all administrative skills appropriate to entry level medical assisting.	47%
Affective Domain	
The program prepared me to conduct myself in an ethical and professional manner.	50%
The program prepared me to manage my time efficiently while functioning in the healthcare setting	50%
Prepared me to communicate effectively in the healthcare setting.	45%
OVERALL, the program prepared me very well to do entry-level medical assisting work.	49%

Surgical Technology

Key: 5 = Strongly Agree, 4 = Agree, 3 = Somewhat Agree, 2 = Disagree, 1 = Strongly Disagree, N/A = Not Applicable

2015 Graduate Survey Results – Surgical Technology					
	5	4	3	2	1
1. The didactic portion of the program adequately prepared me for my present position.	20%	80%			
2. The clinical portion of the program adequately prepared me for my present position.		80%	20%		

3. The program adequately prepared me for the certificate exam.		100%			
4. Program officials were available for assistance.		80%	20%		
5. Program officials were sensitive to student needs, and treated students equally and with respect.	20%	80%			
6. Program officials were supportive of the students, and provided constructive evaluations.		80%	20%		
7. Program officials were competent, knowledgeable, and well-prepared for instruction. Questions and independent thinking were encouraged.		80%	20%		
8. Program policies and procedures were clearly defined and enforced.		80%	20%		

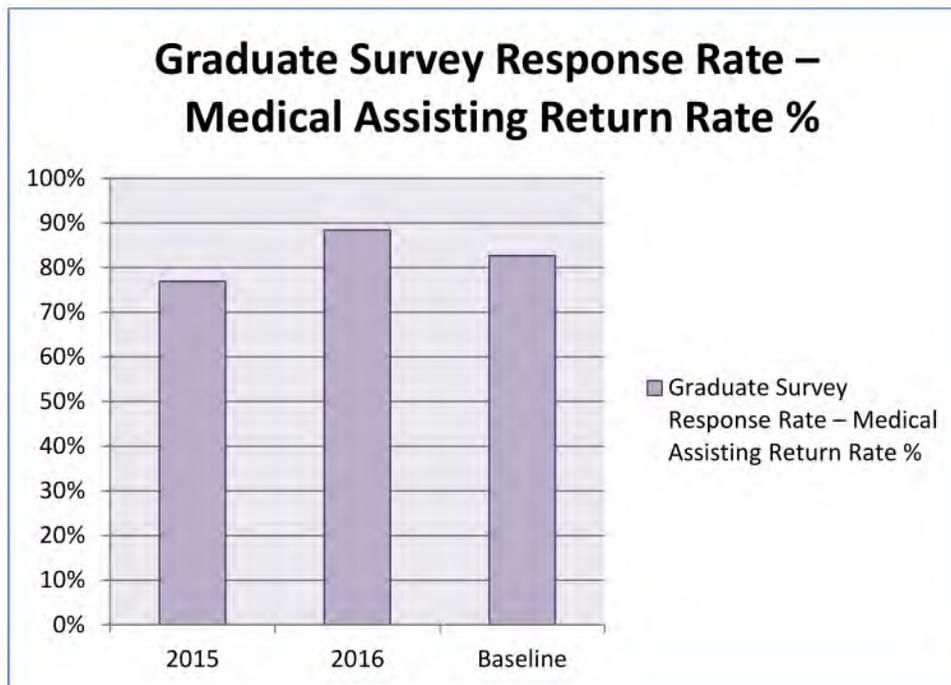
2016 Graduate Survey Results – Surgical Technology					
	5	4	3	2	1
1. The didactic portion of the program adequately prepared me for my present position.		60%	40%		
2. The clinical portion of the program adequately prepared me for my present position.	20%	60%	20%		
3. The program adequately prepared me for the certificate exam.	20%	60%	20%		
4. Program officials were available for assistance.		60%	20%		20%
5. Program officials were sensitive to student needs, and treated students equally and with respect.		100%			
6. Program officials were supportive of the students, and provided constructive evaluations.		60%	40%		
7. Program officials were competent, knowledgeable, and well-prepared for instruction. Questions and independent thinking were encouraged.		60%	40%		
8. Program policies and procedures were clearly defined and enforced.		60%	20%	20%	

In a review of the data for the previous year(s), we determined that the baseline rate for Graduate Satisfaction for the Surgical Technology program. We have averaged together the results from each category to determine the baseline rate.

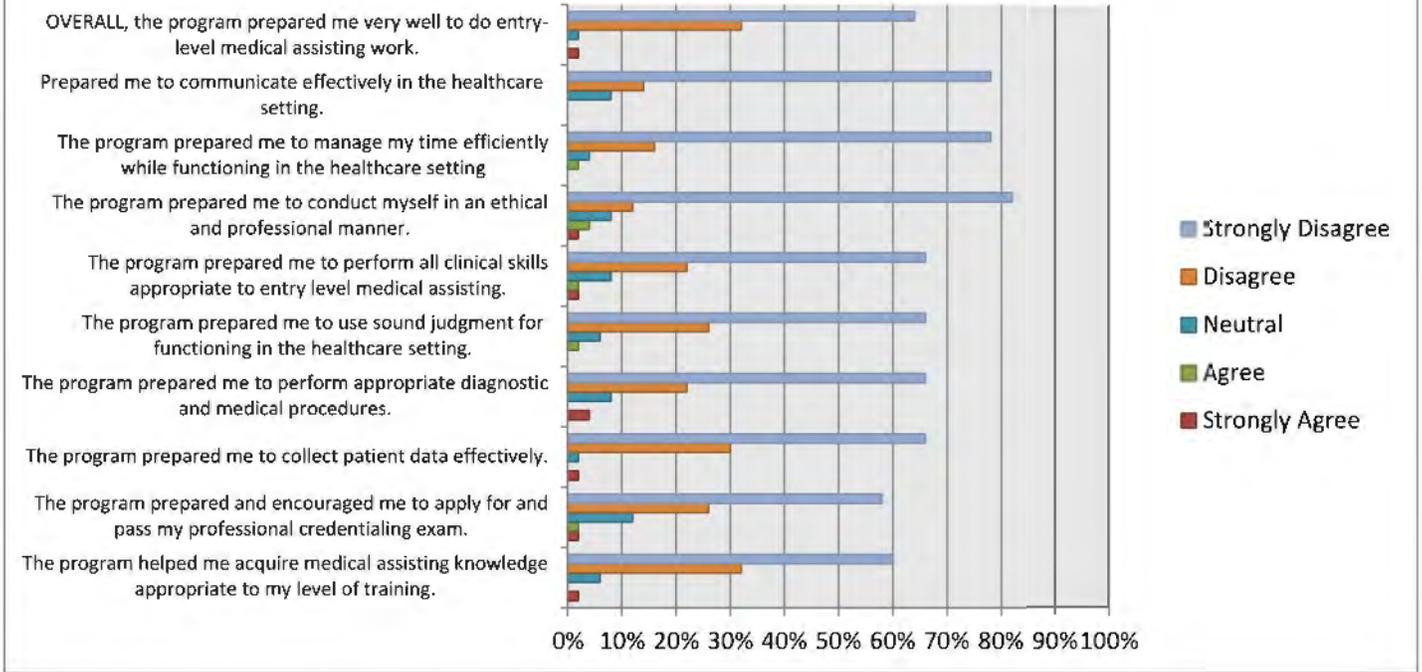
Baseline Data – Surgical Technology	
1. The didactic portion of the program adequately prepared me for my present position.	50%
2. The clinical portion of the program adequately prepared me for my present position.	40%
3. The program adequately prepared me for the certificate exam.	40%
4. Program officials were available for assistance.	30%
5. Program officials were sensitive to student needs, and treated students equally and with respect.	50%
6. Program officials were supportive of the students, and provided constructive evaluations.	30%
7. Program officials were competent, knowledgeable, and well-prepared for instruction. Questions and independent thinking were encouraged.	30%
8. Program policies and procedures were clearly defined and enforced.	30%

Summary and Analysis of the Data

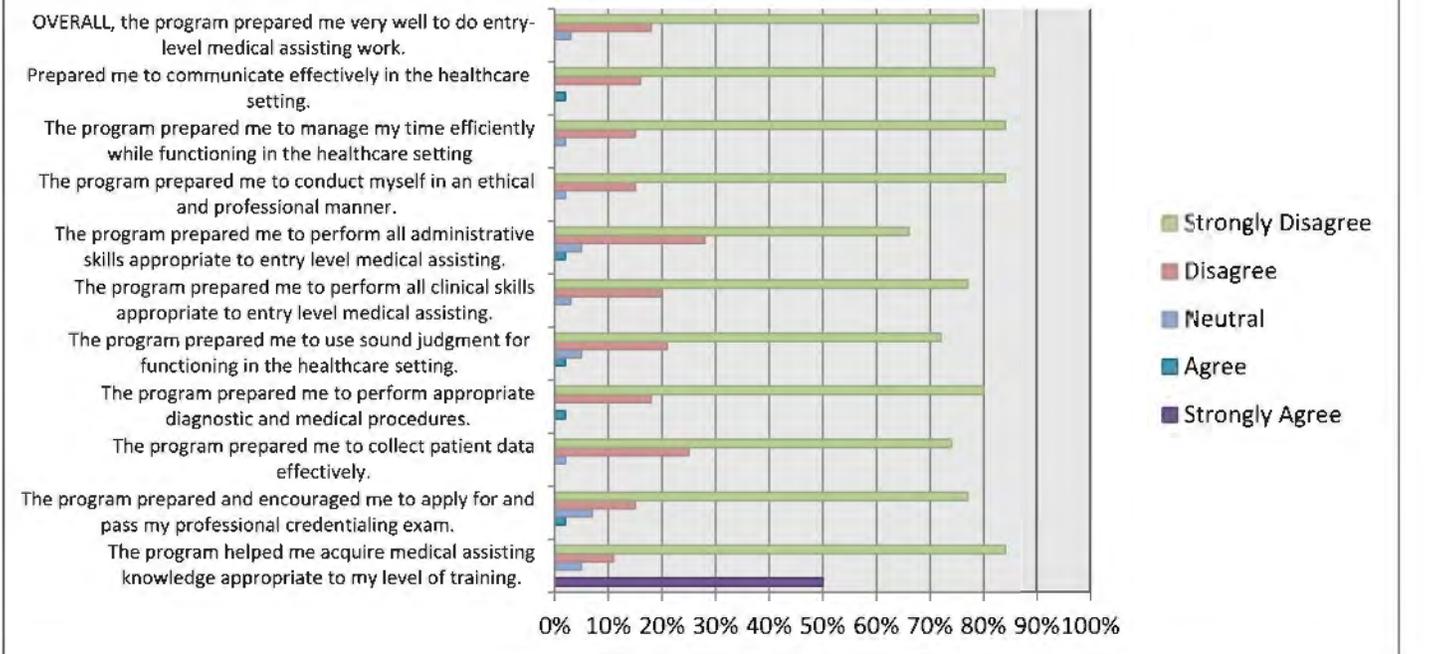
- Medical Assisting
 - Overall the medical assisting students agreed or strongly agreed with the cognitive, psychomotor, and affective domains.
 - 82% of the students strongly agreed they were prepared ethically and professionally for a medical assisting position, this can be contributed to faculty who in every class stress ethics and professionalism.
 - 96% of the students agreed/strongly agreed they were prepared to do well in an entry level medical assisting position.
 - While many agreed they were prepared administratively, there was 16%
- Surgical Technology
 - Most graduates felt adequately prepared for their field
 - Response has been low because graduates have left the area and haven't been in communication with CS.
 - Career Services has attempted to communicate through Facebook, phone and email and graduation events.
 - Area of Program officials being supportive of academics needs and policies have been reported
 - The greatest are was preparation for Certification exam.
 - Only receiving about a third of the student's feedback is a concern as well.



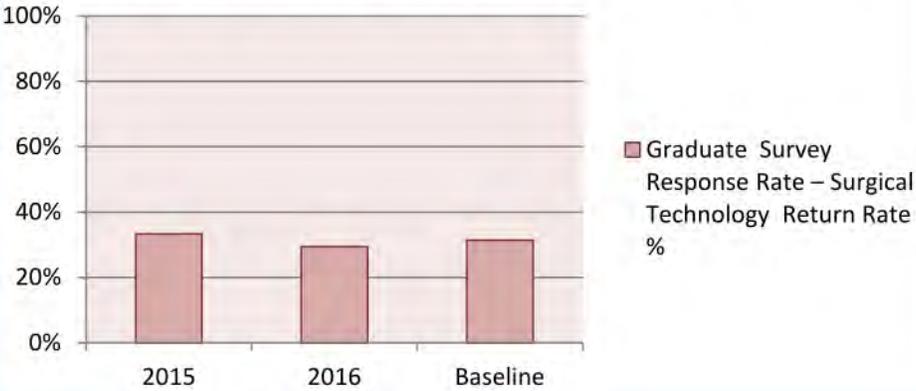
2015 Graduate Survey Results - Medical Assisting



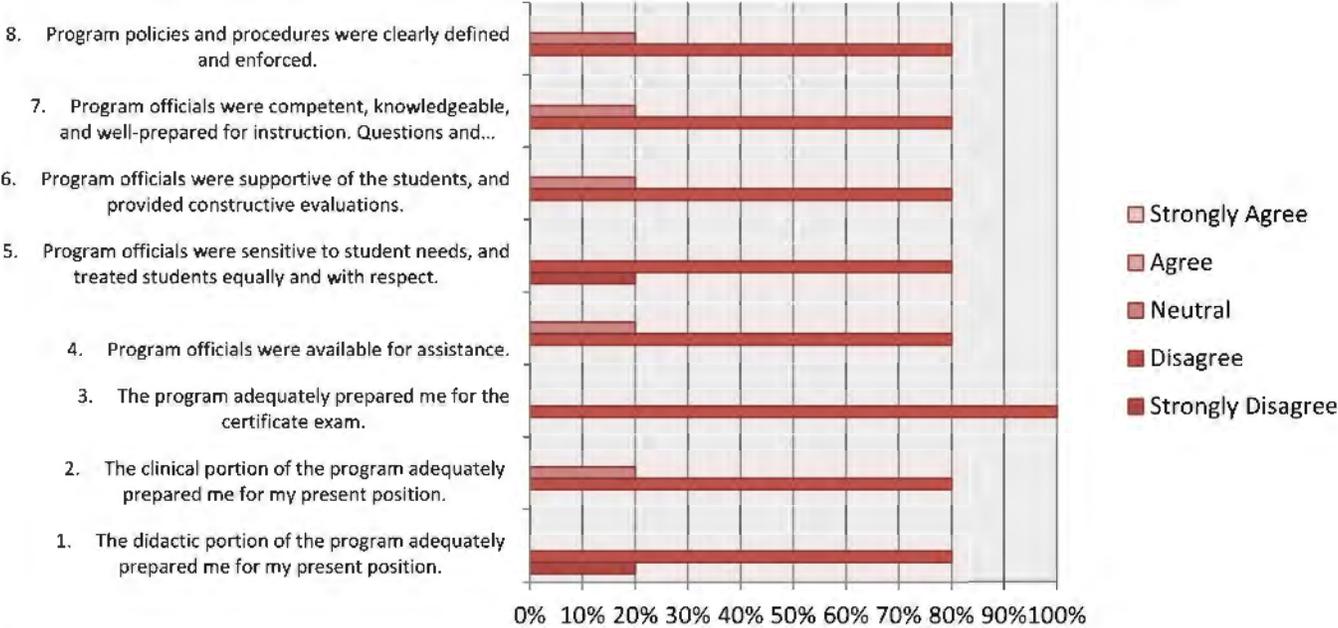
2016 Graduate Survey Results - Medical Assisting



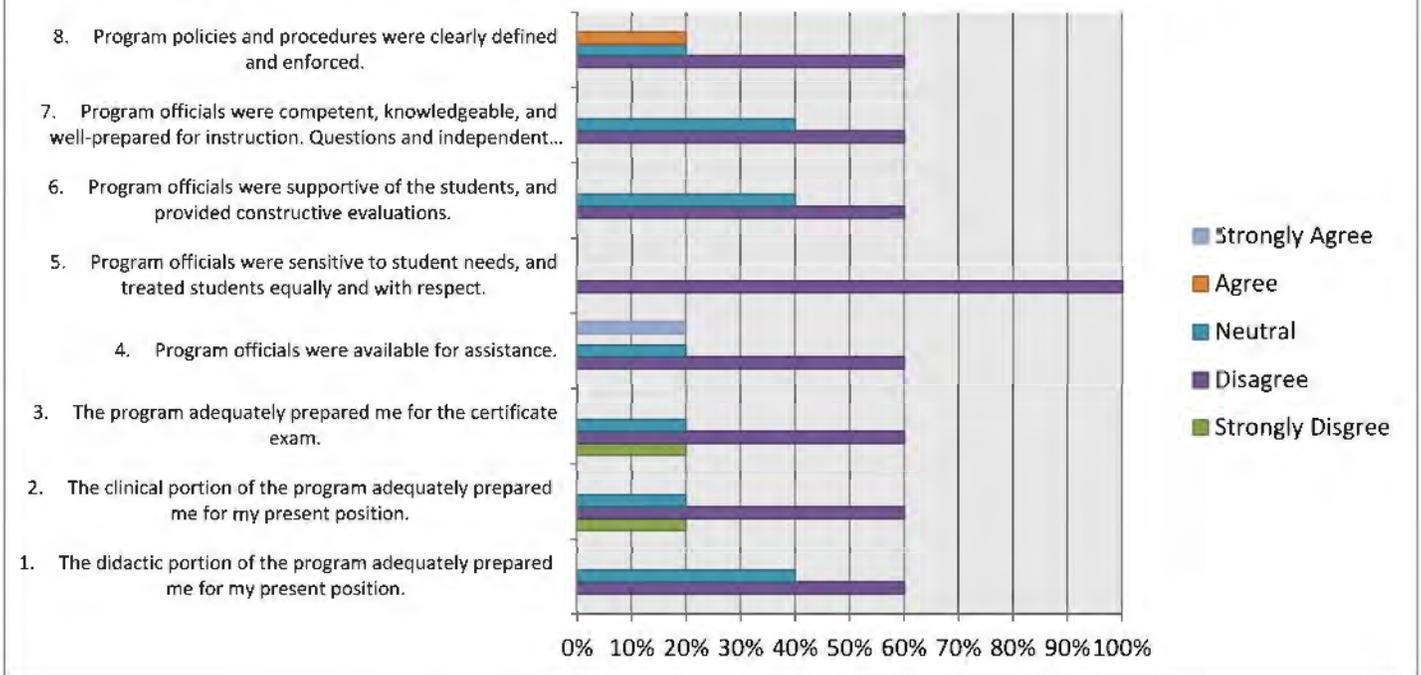
Graduate Survey Response Rate – Surgical Technology Return Rate %



2015 Graduate Survey Results - Surgical Technology



2016 Graduate Survey Results - Surgical Technology



Identifying Goals

A review of the baseline rates and programmatic requirements was used to determine goals as outlined below for the 2017 year.

Our 2017 Return Rate Goal for Graduate Satisfaction Responses is 90% for the Medical Assisting program and 60% for the Surgical Technology program.

Based on MAERB programmatic requirements and our previously reported results, our goal is to achieve at least an 80% or greater of positive survey results for the Medical Assisting program.

Based on ARCST/SA program requirements and previously reported results, our goal is to achieve a graduate satisfaction response of 60% or better for the Surgical Technology program.

Action Plan to Achieve Goals on Graduate Satisfaction Goals

Focus is continually made on graduate satisfaction. Based on our findings, the following initiatives will be implemented to achieve our goals.

STRATEGY#1: Increase **response rate** to 60% for Surgical Technology and 90% for Medical Assisting through the FY 2016-2017 cohort year

Action Items	Person Accountable
Continuous outreach to graduates via different communication platforms, including: email; Engrade; telephone, face to face meetings	Career Services and Program Director
Call students who fail to complete survey	Career Services and Program Director
Conduct skills workshops post-graduation and request students also complete	Career Services

survey.	
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STRATEGY#2: Improve collection through incorporating an alumni event.

Action Items	Person Accountable
Send out flyers within 3 months after graduation and hold an alumni gathering once every cohort year. Create an alumni Facebook page to stay up to date with graduate's life after McCann.	Career Services, Program Director and Campus Director

EMPLOYER SATISFACTION

Evaluation Tools and Data Collection Methods

Employer Surveys are conducted by career service staff and are collected 30-90 days post-placement. Career Services Operations oversees the survey process and identify employers for each campus; however, the campus is responsible for the overall of collection of survey responses. Data is collected each month and the Career Services Department is responsible for reviewing the data for accuracy. The partnership between CS Operations and CS departments is the key to ensuring compliance standards are maintained and that vital information is obtained for the campus community to improve the student experience. Surveys are distributed to the employer, typically via email, and results are populated into a Google Form.

Establishment of new employer contacts and maintaining good relations with current employers is of critical importance to ensure continued placement of graduates. We also strive to continue the development of a positive image within the community. These efforts are evidenced by continued contact with present and future employers through the Employer Satisfaction Surveys, Employment Verifications, on-campus interviews and employer involvement in Advisory Committee meetings. Surveys are documented and analyzed monthly and information is shared with the campus leadership team on a quarterly basis.

Evaluation Tool	Data Collection
Employer Surveys	Surveys are conducted 30-90 days post placement.

Historical Rates and Development of Baseline Data

Employer Survey Response Rate

Employer Survey Response Rate			
	# Sent to Employers	# Collected	Return Rate %
FY2014	132	51	38%
FY2015	188	50	27%
FY2016	150	67	45%
Baseline			37%

Note: The process for collecting the data changed during the FY16 year. Data for all three years has been included, but the baseline data may be skewed based on collection method changes.

Employer Survey Results

Please reference the exhibits for a copy of the survey. **Note:** The survey questions changed in FY2016. Data has been included below for FY2014 and FY2015, but given the changes, baseline data does not factor in these results.

FY2014 Employer Survey Results				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Professional deportment evident at the interview and now on the job.	19%	61%	16%	4%
Has knowledge appropriate to his/her level of training.	16%	61%	19%	4%
Uses good judgment while functioning in this employment setting.	18%	59%	19%	4%
Communicates effectively with other employees.	28%	49%	19%	4%
Conducts himself/herself in an ethical and professional manner.	19%	59%	18%	4%
Recognizes the value of teamwork and functions well as a member of the team.	29%	41%	24%	6%
Accepts supervision and works effectively with supervisory personnel.	22%	55%	13%	10%
Is self-directed and responsible for his/her actions.	19%	59%	12%	10%
Arrives to work prepared and on time.	29%	49%	19%	2%

Contributes to a positive environment in the department.	29%	49%	16%	6%
I would hire another graduate if an opening occurred.	19%	59%	18%	4%

FY2015 Employer Survey Results				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Professional department evident at the interview and now on the job.	20%	60%	8	4%
Has knowledge appropriate to his/her level of training.	20%	60%	10%	10%
Uses good judgment while functioning in this employment setting.	12%	68%	10%	10%
Communicates effectively with other employees.	20%	60%	12%	8%
Conducts himself/herself in an ethical and professional manner.	30%	50%	14%	6%
Recognizes the value of teamwork and functions well as a member of the team.	10%	70%	14%	6%
Accepts supervision and works effectively with supervisory personnel.	22%	58%	14%	6%
Is self-directed and responsible for his/her actions.	20%	60%	12%	8%
Arrives to work prepared and on time.	4%	76%	10%	10%
Contributes to a positive environment in the department.	10%	70%	14%	2%
I would hire another graduate if an opening occurred.	16%	64%	16%	4%

FY2016 Employer Survey Results				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Professional readiness was evident at the interview and now on the job.	25%	60%	10%	5%
Has knowledge appropriate to his/her level of training.	22%	66%	9%	3%
Communicates effectively with other employees and customers.	30%	57%	10%	3%
Functions well in a team environment.	25%	63%	6%	6%
Is self-directed and responsible for his/her actions.	28%	53%	12%	7%
Accepts supervision and constructive criticism.	28%	56%	10%	6%
Arrives to work prepared and on time.	22%	57%	15%	6%
		Yes	No	
Would you hire another graduate from our school if an opening occurred?		88%	12%	
Is the training provided to students and graduates meeting industry standards?		82%	18%	

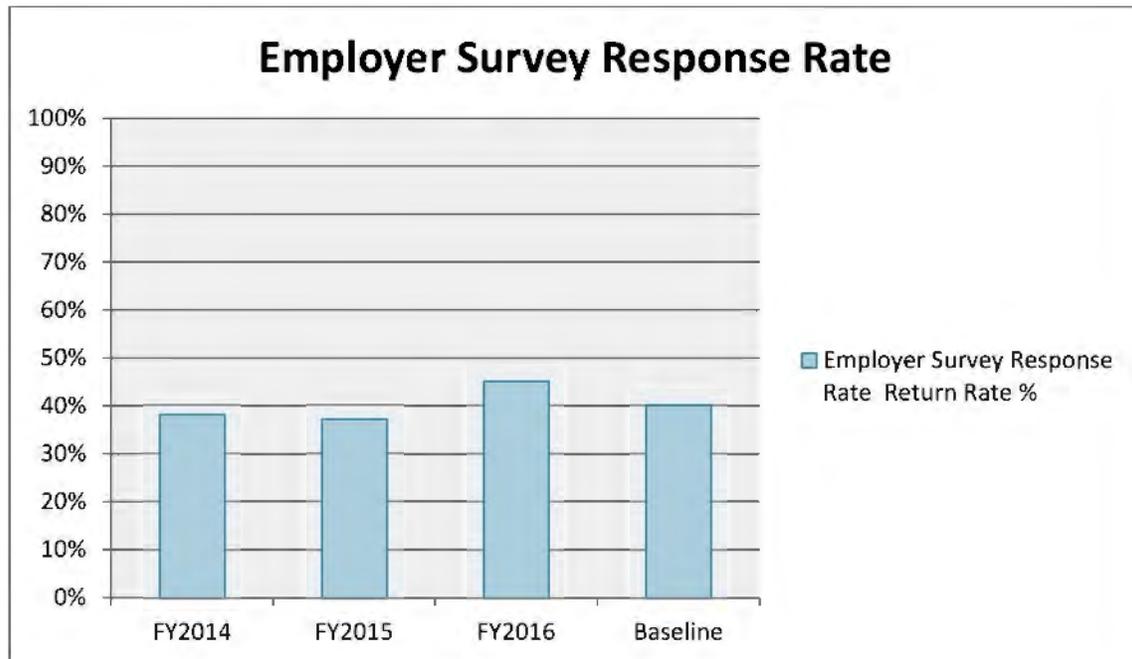
In a review of the data for the previous years, we determined that the baseline rate for Graduate Satisfaction will be skewed for the 2017 CEP given the survey question changes in FY2016. The baseline data below only factors in the results from this year.

Baseline Data – Combination of Strongly Agree/Agree 2016, “Yes” Data	
Professional readiness was evident at the interview and now on the job.	82%
Has knowledge appropriate to his/her level of training.	82%
Communicates effectively with other employees and customers.	81%
Functions well in a team environment.	82%
Is self-directed and responsible for his/her actions.	73%
Accepts supervision and constructive criticism.	80%
Arrives to work prepared and on time.	73%

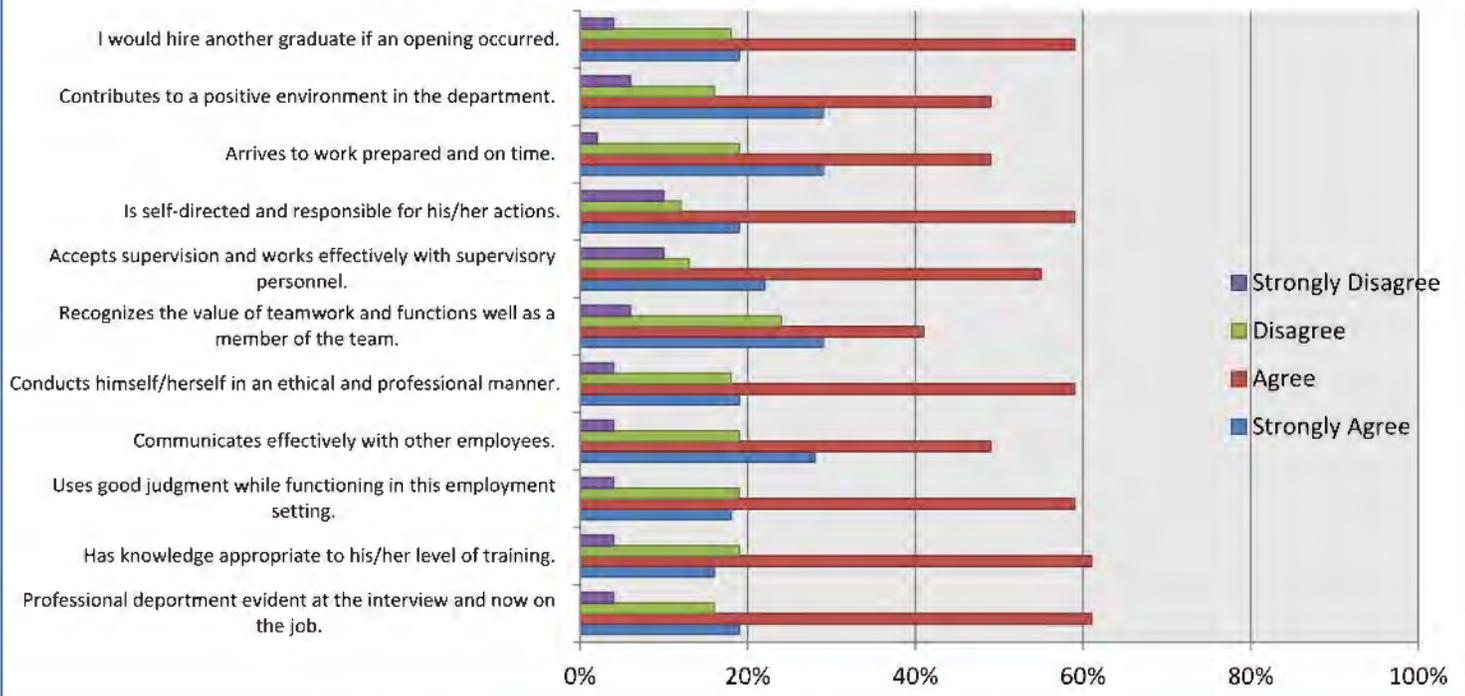
	“Yes”
Would you hire another graduate from our school if an opening occurred?	82%
Is the training provided to students and graduates meeting industry standards?	81%

Summary and Analysis of the Data

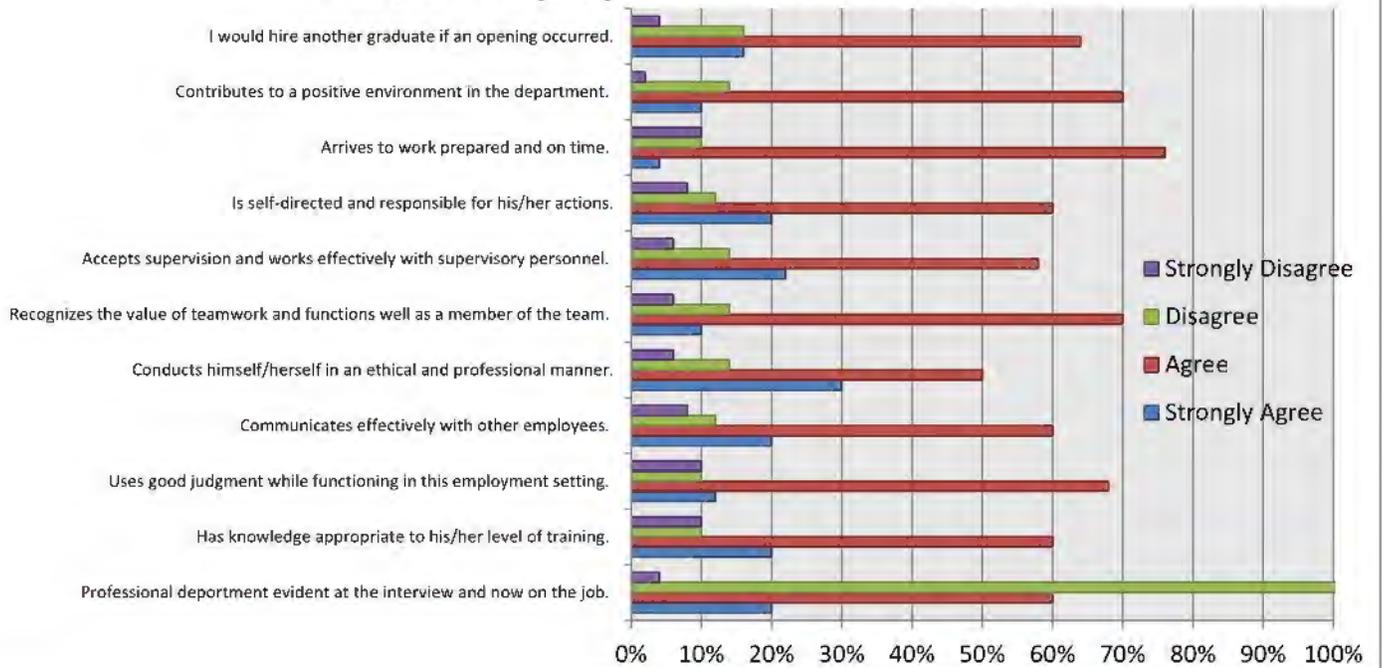
- Most of the feedback from employers has been trending positive.
- Graduates have received high remarks as far as preparedness. Over 80% were job ready.
- The areas of concern are centered around arriving on time and accepting supervisor or team feedback.
- The changes instituted to connect with the graduates supervisors, instead of HR officials, have resulted in more surveys collected. Also being able to collect surveys less than 6 months after employment has increased responses.
- The workforce across the board is experiencing the reliability so it appears to be societal especially with the millennials.
- Difficulty in identifying the employer supervisor especially with larger companies.



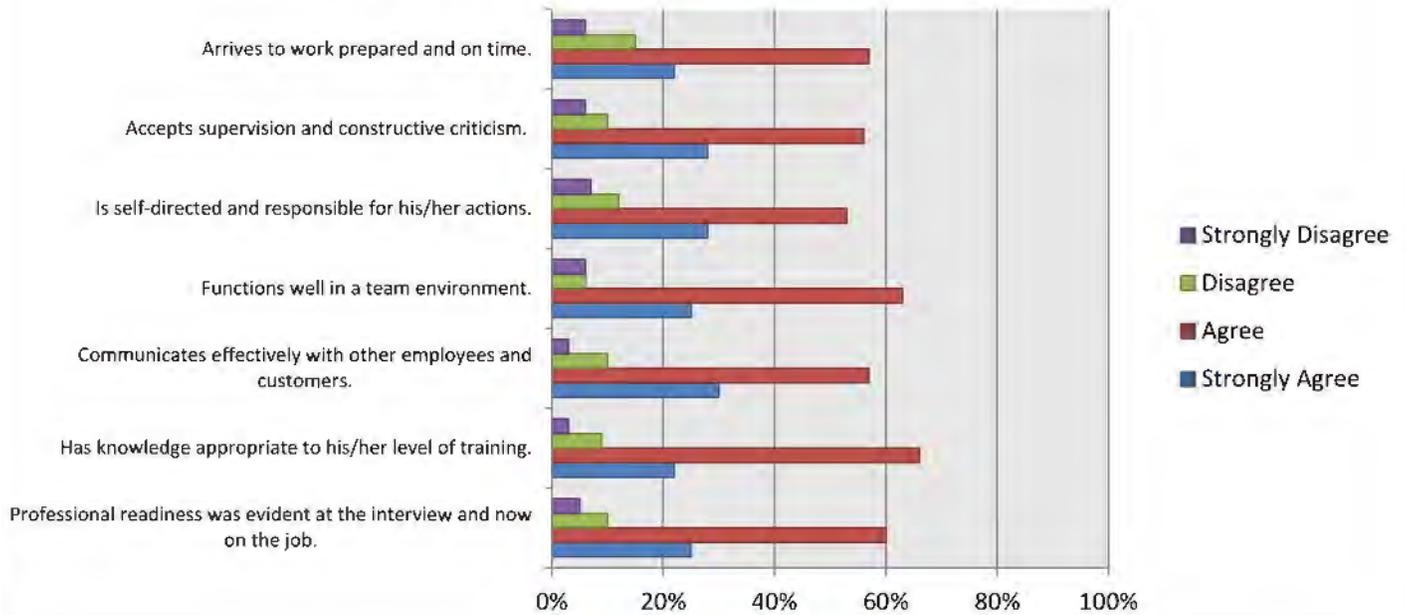
FY2014 Employer Satisfaction Results



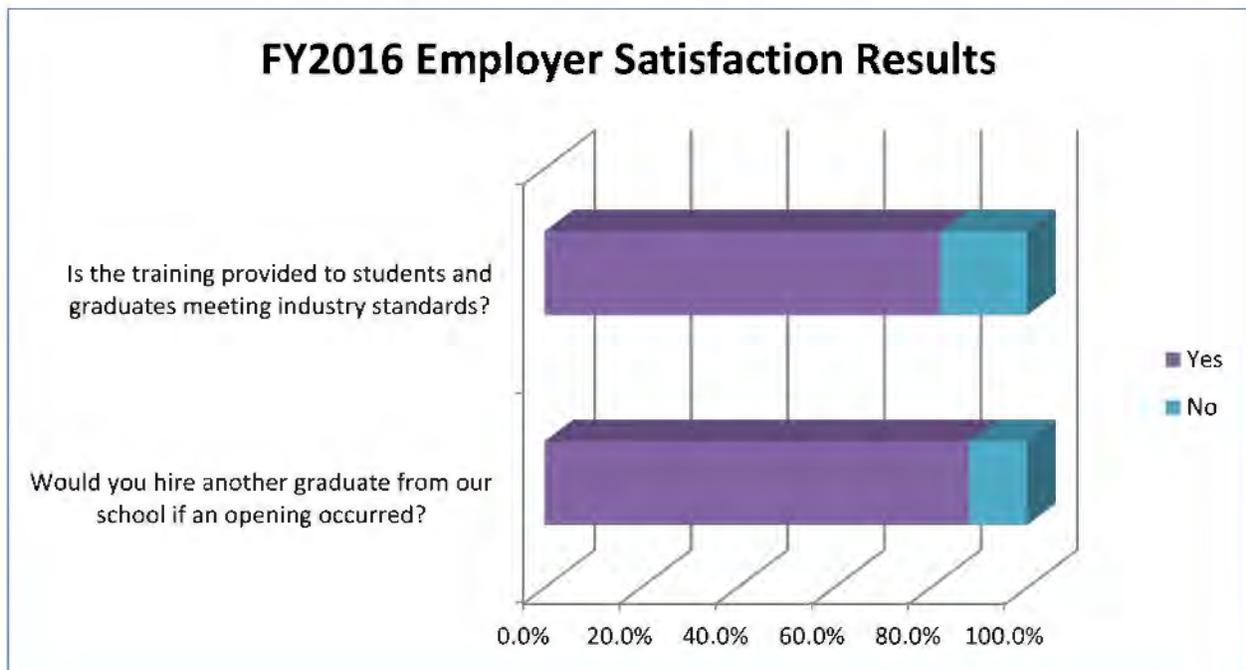
FY2015 Employer Satisfaction Results



FY2016 Employer Satisfaction Results



FY2016 Employer Satisfaction Results



Identifying Goals

To establish relevant goals for the institution and each program, a review of the baseline rates and ACICS standards was used to determine goals are outlined below for the 2017 year.

Our 2017 Return Rate Goal for Employer Satisfaction Responses is 50%.

2017 Goals – To achieve the percentage outlined below between the Strongly Agree and Agree categories		
Professional readiness was evident at the interview and now on the job.	85%	
Has knowledge appropriate to his/her level of training.	85%	
Communicates effectively with other employees and customers.	85%	
Functions well in a team environment.	85%	
Is self-directed and responsible for his/her actions.	75%	
Accepts supervision and constructive criticism.	82%	
Arrives to work prepared and on time.	75%	
	Yes	No
Would you hire another graduate from our school if an opening occurred?	85%	15%
Is the training provided to students and graduates meeting industry standards?	85%	15%

Action Plan to Achieve Goals on Employer Satisfaction

Focus is continually made on employer satisfaction. Based on our findings, the following initiatives will be implemented to achieve our goals.

STRATEGY#1: Increase **response** rate ending in an overall response rate of 50% through FY 2016 to 2017 Cohort year.

Action Items	Person Accountable
Career services takes the employer survey to the direct supervisor within 3 to 6 months after hire while out on site visits externship meetings etc.	Career Services Director and Program Director

STRATEGY#2: Improve accepting feedback through McCann learning experience.

Action Items	Person Accountable
Career Services will incorporate role plays for students to learn while attending Career Development and Career Management classes; discuss while preparing for externship (midpoint), and during seminars.	Career Services Director, Classroom instructors and Program Director

STRATEGY#2: Improve arriving on time through McCann learning experience.

Action Items	Person Accountable
Career Services will incorporate attendance sheets for students in classes who are soon to be entering their career field. The classes where this will be utilized would be as follows: Career Management classes; discuss while preparing for externship (midpoint), and during seminars.	Career Services Director, Classroom instructors and Program Director

EMPLOYER SATISFACTION UPDATE – PROGRAMMATIC

Evaluation Tools and Data Collection Methods

Per programmatic accreditor requirements for [MAERB and/or ARCST/STA] specific employer satisfaction surveys are distributed to program graduates. Programmatic Employer Surveys are conducted by career service staff and are collected 3 months post-employment (MAERB) and/or 30-90 days post-employment (ARC ST/SA). Career Services Operations oversees the survey process and identify graduates for each campus; however, the campus is responsible for the overall of collection of survey responses. Data is collected each month and survey results are populated into a Google Form. The partnership between CS Operations and CS departments is the key to ensuring compliance standards are maintained and that vital information is obtained for the campus community to improve the student experience. Surveys are distributed to the employer, typically via email, and results are populated into a Google Form.

Establishment of new employer contacts and maintaining good relations with current employers is of critical importance to ensure continued placement of graduates. We also strive to continue the development of a positive image within the community. These efforts are evidenced by continued contact with present and future employers through the Employer Satisfaction Surveys, Employment Verifications, on-campus interviews and employer involvement in Advisory Committee meetings. Surveys are documented and analyzed monthly and information is shared with the campus leadership team on a quarterly basis.

Evaluation Tool	Data Collection
Student Graduate Surveys	<ul style="list-style-type: none"> Surveys are distributed and collected 3 months post-employment (MAERB) (effective December 2016 for MAERB – previously collected at 6 months)pr Surveys are distributed and collected 30-90 day post-employment (ARC ST/SA) (effective August 1, 2016 for ARC ST/SA – previously 9 months) Data is also reported to the programmatic accreditor during the annual report submission process [MAERB – October and/or ARC ST/SA – May].

Historical Rates and Development of Baseline Data

Employer Survey Response Rate

Employer Survey Response Rate – Medical Assisting*			
	# Sent to Employers	# Collected	Return Rate %
2015	42	10	24%
2016	44	13	30%
Baseline			27%

Employer Survey Response Rate – Surgical Technology*			
	# Sent to Employers	# Collected	Return Rate %
2015	13	5	38%
2016	14	7	50%
Baseline			44%

*During this reporting period, MAERB surveys were collected at 6 months post-employment and ARC ST/SA were collected 9 months post-employment.

Baseline Data Note: We recently began collecting data for the CEP on a programmatic level. Given this is new, we have no baseline data to report.

Employer Survey Results

Please reference the exhibits for a copy of the survey.

Medical Assisting

Key: 5 = Strongly Agree, 4 = Agree, 3 = Neutral (acceptable) Agree, 2 = Disagree, 1 = Strongly Disagree

2015 Employer Survey Results – Medical Assisting					
	1	2	3	4	5
Cognitive Domain The Graduate:					
1. Has medical assisting knowledge appropriate to his/her level of training.			10%	50%	40%
Psychomotor Domain The Graduate:					
2. Is able to collect pertinent data accurately from charts and patients.			10%	40%	50%
3. Is able to perform appropriate diagnostic and medical procedures as directed.			10%	50%	40%
Affective Domain The Graduate:					
4. Uses good judgment while functioning in this employment setting.		10%	10%	40%	40%
5. Communicates effectively with other employees in the healthcare setting.		10%	10%	40%	40%
6. Conducts himself/herself in an ethical and professional manner.		10%	10%	50%	30%
7. Functions effectively as a member of the work team.		10%	10%	50%	30%
8. Accepts supervision and works effectively with supervisory personnel.		10%	10%	60%	20%
9. Is self-directed and responsible for his/her actions.		10%	10%	70%	10%
10. Arrives to work prepared and on time.		10%	10%	60%	20%
11. Contributes to a positive environment in the department.		10%		70%	20%
12. Overall, this graduate is well prepared employee?		10%	10%	60%	20%

2016 Employer Survey Results – Medical Assisting					
	1	2	3	4	5
Cognitive Domain The Graduate:					
1. Has medical assisting knowledge appropriate to his/her level of training.			8%	77%	15%
Psychomotor Domain The Graduate:					
2. Is able to collect pertinent data accurately from charts and patients.		8%	8%	69%	15%
3. Is able to perform appropriate diagnostic and medical procedures as directed.		8%	8%	69%	15%
Affective Domain The Graduate:					
4. Uses good judgment while functioning in this employment setting.				69%	31%
5. Communicates effectively with other employees in the	8%	8%	8%	45%	31%

healthcare setting.					
6. Conducts himself/herself in an ethical and professional manner.	8%	8%		53%	31%
7. Functions effectively as a member of the work team.	8%	8%		53%	31%
8. Accepts supervision and works effectively with supervisory personnel.			8%	69%	23%
9. Is self-directed and responsible for his/her actions.		8%	8%	61%	23%
10. Arrives to work prepared and on time.		16%		53%	31%
11. Contributes to a positive environment in the department.		16%		53%	31%
12. Overall, this graduate is well prepared employee?		8%	8%	84%	

In a review of the data for the previous year(s), we determined that the baseline rate for Employer Satisfaction for the Medical Assisting program. We have averaged together the results from each category to determine the baseline rate.

Baseline Data – Medical Assisting	
Cognitive Domain	
The Graduate:	
1. Has medical assisting knowledge appropriate to his/her level of training.	91%
Psychomotor Domain	
The Graduate:	
2. Is able to collect pertinent data accurately from charts and patients.	87%
3. Is able to perform appropriate diagnostic and medical procedures as directed.	87%
Affective Domain	
The Graduate:	
4. Uses good judgment while functioning in this employment setting.	90%
5. Communicates effectively with other employees in the healthcare setting.	78%
6. Conducts himself/herself in an ethical and professional manner.	82%
7. Functions effectively as a member of the work team.	82%
8. Accepts supervision and works effectively with supervisory personnel.	86%
9. Is self-directed and responsible for his/her actions.	82%
10. Arrives to work prepared and on time.	82%
11. Contributes to a positive environment in the department.	87%
12. Overall, this graduate is well prepared employee?	42%

Surgical Technology

Part I Key: 5 = Exceeds Expectations, 4 = Often Exceeds Expectations, 3 = Regularly Meets Expectations, 2 = Sometimes Doesn't Meet Expectations, 1 = Seldom Meets Expectations, N/A = Not Applicable

2015 Employer Survey Results – Surgical Technology						
	5	4	3	2	1	N/A
Attendance and Punctuality						
1. Arrives to work prepared and on time, with few absences	60%	20%	20%			
2. Proves to be responsible when taking emergency call	20%	20%				60%
Professionalism, Judgment, and Attitude						
1. Exhibits self-direction and responsibility for actions	40%	40%	20%			
2. Demonstrates compassion for the patient and maintains his/her confidentiality	60%	20%	20%			
3. Exhibits enthusiasm and interest toward work	40%	40%	20%			
4. Establishes and maintains good rapport with co-workers	60%	20%	20%			

5. Recognizes the value of teamwork and functions well as a member of the team	60%	20%	20%			
6. Exhibits a strong sense of ethical behavior and surgical conscience	60%	20%	20%			
7. Is receptive to constructive suggestions or corrections	60%	20%	20%			
8. Responds calmly and effectively under pressure	60%	40%				
9. Observes rules of safety and takes no unnecessary risks	60%	40%				
10. Adjusts well to new tasks and situations	60%	20%	20%			
11. Participates in continuing education and professional development	60%	20%	20%			
12. Demonstrates problem-solving skills	20%	40%	20%	20%		
Clinical Skills and Performance						
1. Technical Knowledge Demonstrates a working knowledge of the following principles:						
a. Surgical Anatomy and Physiology	40%	20%	40%			
b. Asepsis and Sterile Technique	40%	20%	20%	20%		
c. Sterilization, Disinfection, and Antisepsis	60%	20%	20%			
d. Surgical Procedures and Specialties	40%	40%	20%			
e. Surgical Pharmacology and Anesthesia	40%	20%	40%			
f. Equipment, Supplies, and Instrumentation	40%	20%	40%			
g. Basic Case Preparation	40%	20%	40%			
h. Patient Care Concepts (e.g.: consent, identification, transportation, positioning, skin preparation, care of specimens, hemostasis)	40%	20%	40%			
2. Technical Skills Demonstrates the desire and ability to perform the tasks necessary to prepare for the surgical procedure						
a. Preoperative Skills and Routines	40%	20%	40%			
b. Intraoperative Skills and Routines	60%	20%	20%			
c. Postoperative Skills and Routines	40%	20%	40%			

Part II Key: 5 = Strongly Agree, 4 = Agree, 3 = Somewhat Agree, 2 = Disagree, 1 = Strongly Disagree, N/A = Not Applicable

	5	4	3	2	1	N/A
1. In general, this graduate was adequately prepared for an entry-level position	40%	40%	20%			
2. Given the opportunity, I would hire another graduate from this program	80%				20%	
3. The graduate needed little time after hiring to be supervised and monitored	40%	40%		20%		

Part I Key: 5 = Exceeds Expectations, 4 = Often Exceeds Expectations, 3 = Regularly Meets Expectations, 2 = Sometimes Doesn't Meet Expectations, 1 = Seldom Meets Expectations, N/A = Not Applicable

2016 Employer Survey Results – Surgical Technology						
	5	4	3	2	1	N/A
Attendance and Punctuality						
1. Arrives to work prepared and on time, with few absences	43%	29%	14%	14%		
2. Proves to be responsible when taking emergency call	29%	14%	14%			43%
Professionalism, Judgment, and Attitude						
1. Exhibits self-direction and responsibility for actions	29%	43%	14%	14%		
2. Demonstrates compassion for the patient and maintains his/her confidentiality	57%	29%	14%			
3. Exhibits enthusiasm and interest toward work	29%	43%	29%			
4. Establishes and maintains good rapport with co-workers	57%	29%	14%			
5. Recognizes the value of teamwork and functions well as a member of the team	29%	29%	14%	29%		
6. Exhibits a strong sense of ethical behavior and surgical	29%	14%	29%	29%		

conscience						
7. Is receptive to constructive suggestions or corrections	29%	29%	14%	14%	14%	
8. Responds calmly and effectively under pressure	14%	57%	14%	14%		
9. Observes rules of safety and takes no unnecessary risks	43%	29%	14%	14%		
10. Adjusts well to new tasks and situations	29%	29%	29%	14%		
11. Participates in continuing education and professional development	29%	29%	29%	14%	14%	
12. Demonstrates problem-solving skills	29%	29%	14%	14%	14%	
Clinical Skills and Performance						
1. Technical Knowledge						
Demonstrates a working knowledge of the following principles:						
a. Surgical Anatomy and Physiology	29%	29%	14%	29%		
b. Asepsis and Sterile Technique	29%	29%	14%	29%		
c. Sterilization, Disinfection, and Antisepsis	29%	29%	29%	14%		
d. Surgical Procedures and Specialties	29%	29%	14%	14%	14%	
e. Surgical Pharmacology and Anesthesia	29%	29%	29%	14%		
f. Equipment, Supplies, and Instrumentation	29%	29%	29%	14%		
g. Basic Case Preparation	29%	29%	29%	14%		
h. Patient Care Concepts (e.g.: consent, identification, transportation, positioning, skin preparation, care of specimens, hemostasis)	29%	29%	29%	14%		
2. Technical Skills						
Demonstrates the desire and ability to perform the tasks necessary to prepare for the surgical procedure						
a. Preoperative Skills and Routines	29%	29%	29%	14%		
b. Intraoperative Skills and Routines	29%	29%	14%	29%		
c. Postoperative Skills and Routines	29%	29%	29%	14%		

Part II Key: 5 = Strongly Agree, 4 = Agree, 3 = Somewhat Agree, 2 = Disagree, 1 = Strongly Disagree, N/A = Not Applicable

	5	4	3	2	1	N/A
1. In general, this graduate was adequately prepared for an entry-level position	43%	29%	14%	14%		
2. Given the opportunity, I would hire another graduate from this program	86%				14%	
3. The graduate needed little time after hiring to be supervised and monitored	29%	43%	14%	14%		

In a review of the data for the previous year(s), we determined that the baseline rate for Employer Satisfaction for the Surgical Technology program. We have averaged together the results from each category to determine the baseline rate.

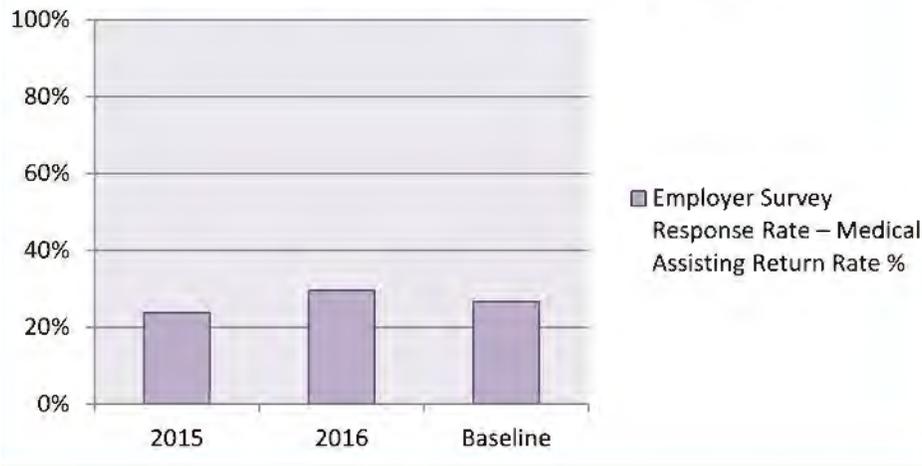
Baseline Data – Surgical Technology (Strongly Agree/Agree)	
Part I	
Attendance and Punctuality	
1. Arrives to work prepared and on time, with few absences	76%
2. Proves to be responsible when taking emergency call	42%
Professionalism, Judgment, and Attitude	
1. Exhibits self-direction and responsibility for actions	76%
2. Demonstrates compassion for the patient and maintains his/her confidentiality	83%
3. Exhibits enthusiasm and interest toward work	76%
4. Establishes and maintains good rapport with co-workers	83%
5. Recognizes the value of teamwork and functions well as a member of the team	69%
6. Exhibits a strong sense of ethical behavior and surgical conscience	62%
7. Is receptive to constructive suggestions or corrections	69%

8. Responds calmly and effectively under pressure	86%
9. Observes rules of safety and takes no unnecessary risks	86%
10. Adjusts well to new tasks and situations	69%
11. Participates in continuing education and professional development	69%
12. Demonstrates problem-solving skills	59%
Clinical Skills and Performance	
1. Technical Knowledge Demonstrates a working knowledge of the following principles:	
a. Surgical Anatomy and Physiology	59%
b. Asepsis and Sterile Technique	59%
c. Sterilization, Disinfection, and Antisepsis	69%
d. Surgical Procedures and Specialties	69%
e. Surgical Pharmacology and Anesthesia	59%
f. Equipment, Supplies, and Instrumentation	59%
g. Basic Case Preparation	59%
h. Patient Care Concepts (e.g.: consent, identification, transportation, positioning, skin preparation, care of specimens, hemostasis)	59%
2. Technical Skills Demonstrates the desire and ability to perform the tasks necessary to prepare for the surgical procedure	
a. Preoperative Skills and Routines	59%
b. Intraoperative Skills and Routines	69%
c. Postoperative Skills and Routines	59%
Part II	
1. In general, this graduate was adequately prepared for an entry-level position	76%
2. Given the opportunity, I would hire another graduate from this program	83%
3. The graduate needed little time after hiring to be supervised and monitored	76%

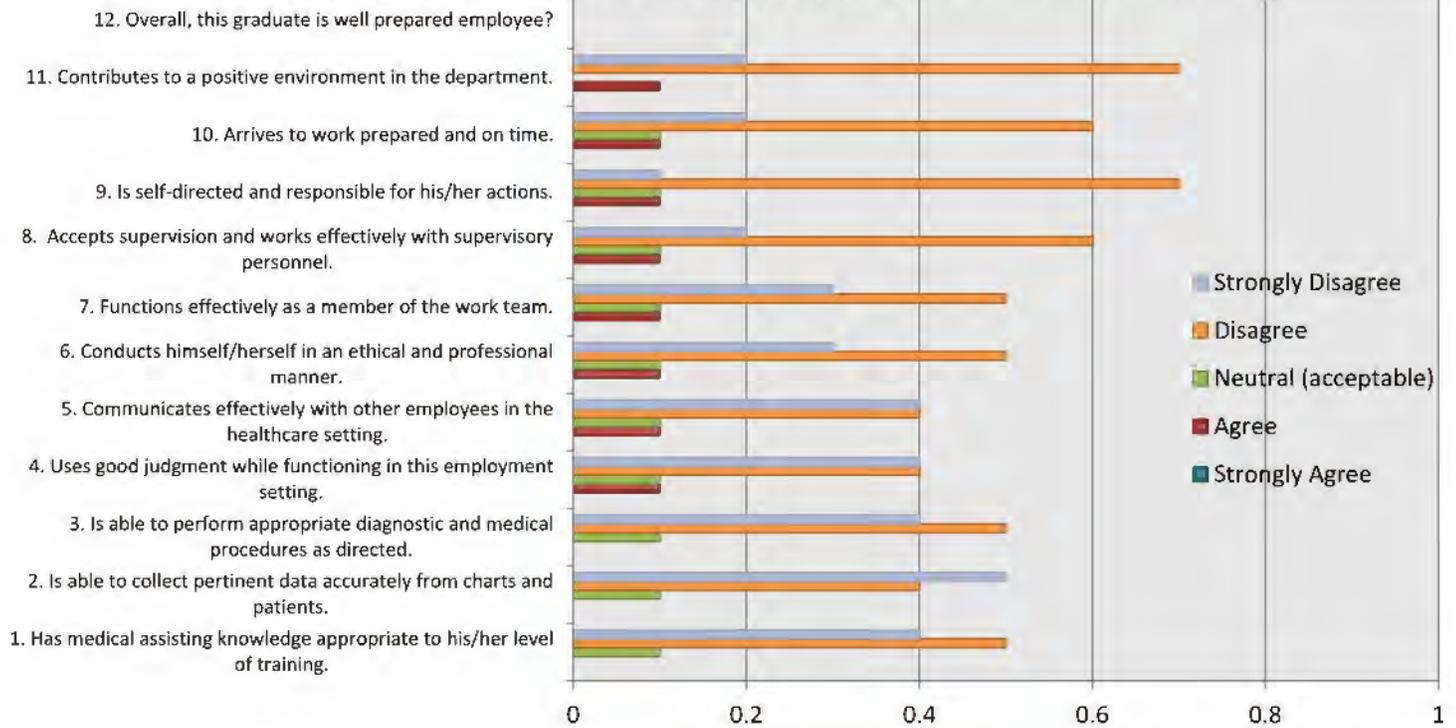
Summary and Analysis of the Data

- Employers were primarily positive about their feedback. One area of concern was use of computer technology and requiring more case experience.
- Overall 93 % of employers felt the graduate had the basic knowledge required for surgical procedures.
- Direct OR supervisors were met with or contacted to obtain survey results.
- More case experience especially increased instrument usage.
- One survey the graduate really had a bad experience and exhibited that with that employer. They are aware that others have been good and didn't hold that one against the program.
- Case preparation across the board was noted as strength.

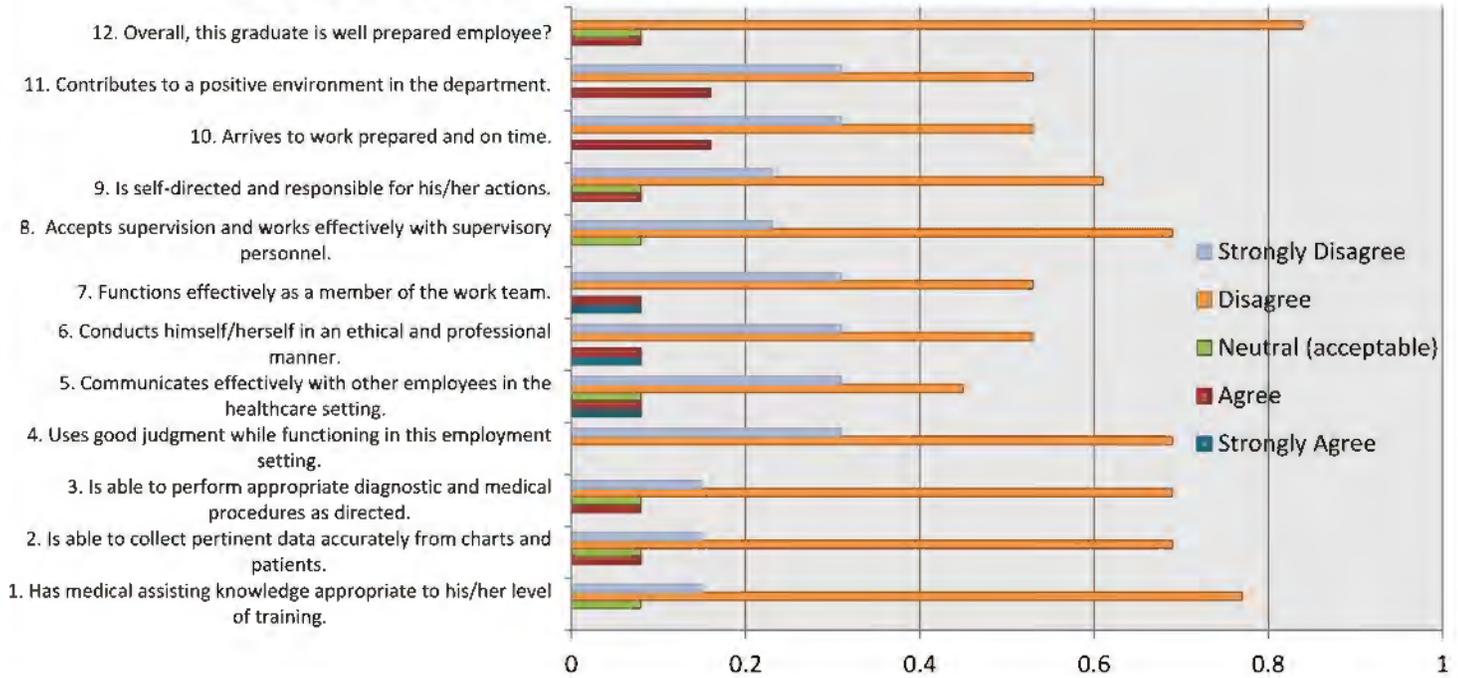
Employer Survey Response Rate – Medical Assisting Return Rate %



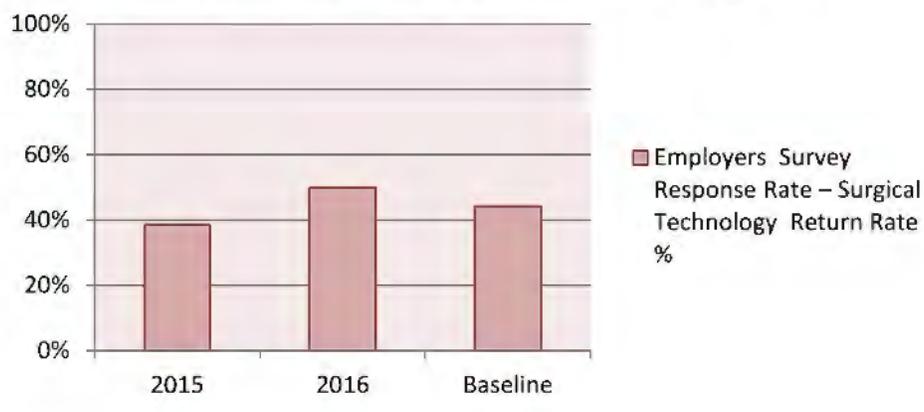
2015 Employer Survey Results - Medical Assisting



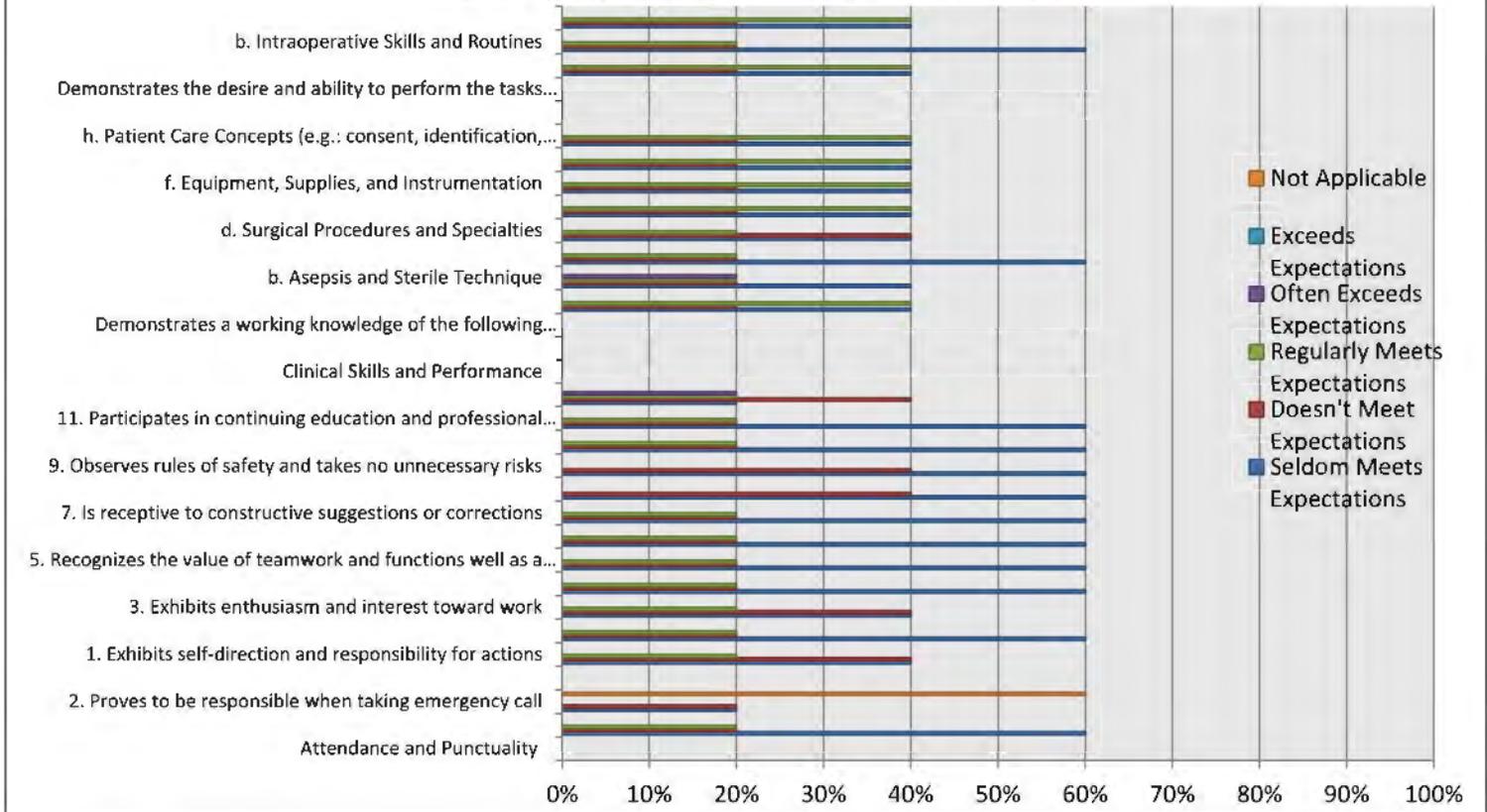
2016 Employer Survey Results - Medical Assisting



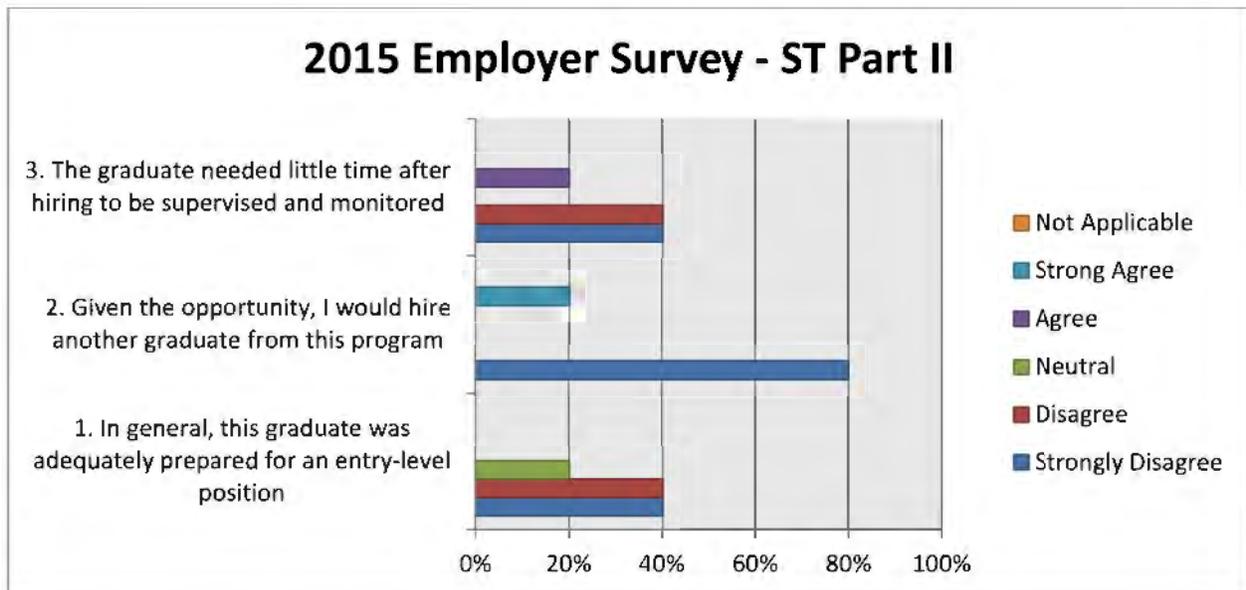
Employer Survey Response Rate – Surgical Technology Return Rate %



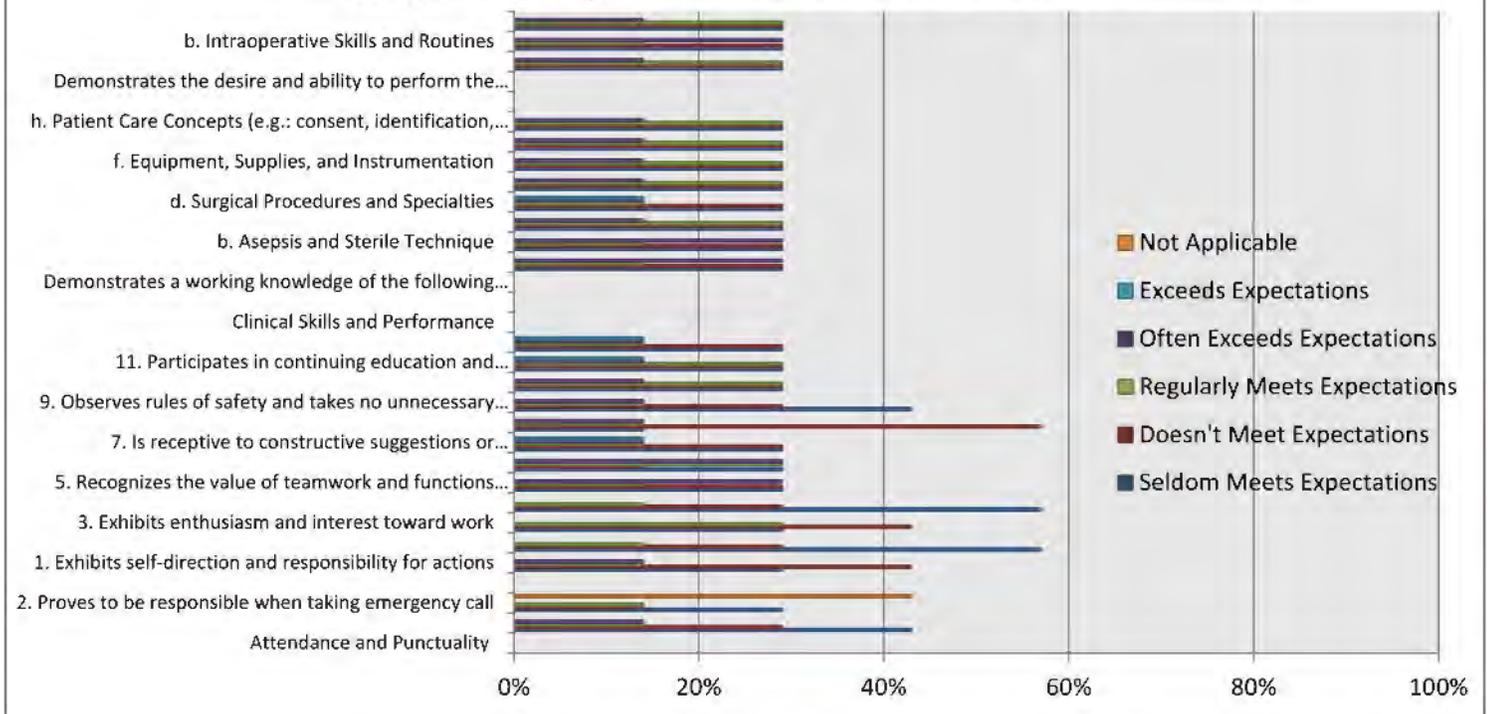
2015 Employer Survey - ST Part I



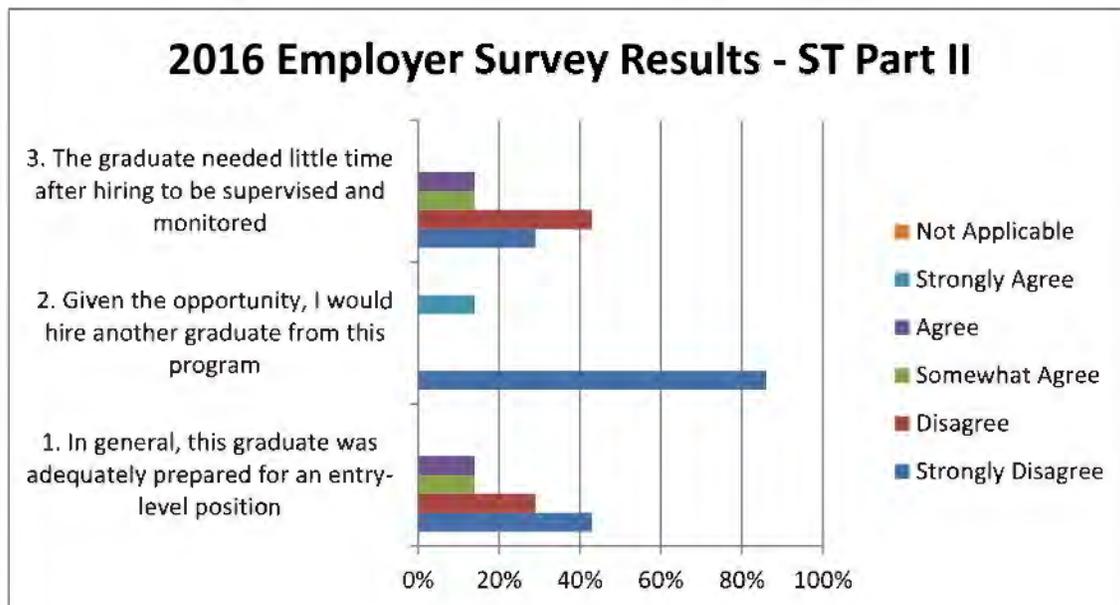
2015 Employer Survey - ST Part II



2016 Employer Survey Restuls - ST Part I



2016 Employer Survey Results - ST Part II



Identifying Goals

A review of the baseline rates and programmatic requirements was used to determine goals as outlined below for the 2017 year.

Our 2017 Return Rate Goal for Employer Satisfaction Responses is 50% for the Medical Assisting program and/or 50% for the Surgical Technology program.

Based on MAERB programmatic requirements and our previously reported results, our goal is to achieve a 50% or greater of survey collection Medical Assisting program.

Based on ARCST/SA program requirements and previously reported results, our goal is to achieve a graduate satisfaction response of 50% for the Surgical Technology program.

Action Plan to Achieve Goals on Employer Satisfaction Goals

Focus is continually made on employer satisfaction. Based on our findings, the following initiatives will be implemented to achieve our goals.

STRATEGY#1: Increase **response rate** 50% through FY 2016 to 2017 Cohort year.

Action Items	Person Accountable
Career services to take the employer survey to the supervisor between three and six months after their hire date.	Career Services Director and Program Director

STRATEGY#2: Improve survey collection through employer visits.

Action Items	Person Accountable
More site visits will take place in order to capture the employer right away. Delay appears to be our biggest reason for lack of completion. Focusing more toward the OR directors then utilizing HR.	Career Service Director

STRATEGY#3: Improve survey collection through advisory board meetings.

Action Items	Person Accountable
We will provide surveys during these meetings and an email will be sent beforehand to obtain the proper information the day of the meeting.	Career Services Director and Program Director

STUDENT SATISFACTION

Student Satisfaction results are a new CEP requirement for campus beginning on July 1, 2016. Survey data is collected electronically through the student portal twice a year; typically in the fall and spring. Students take the survey through the portal and the results are then compiled in a report for the Director of Education. Data is shared with the leadership team.

Survey questions are as follows:

1. Are you satisfied with the education you are receiving?
2. What feature(s) influenced your decision to enroll at this school?
3. Based on your answers to the previous question, do you feel that the school has met your expectations?
4. Based on your experience, what is your degree of satisfaction and the level of importance of each question. Please select an answer from the drop down boxes next to each question. (Level of important, Satisfaction)
5. How likely is that you would recommend this school to a friend, family member, or colleague? (Scale of 1 to 10 with 1 = not at all and 10 = absolutely).

Evaluation Tools and Data Collection Methods

Students take the Student Satisfaction Survey twice during a fiscal year (November and March). The survey focuses on the overall educational experience of the student. Student Surveys allow the school to monitor and receive feedback from students on a variety of topics including the enrollment process, class/instructor experience, and exit experience. Student Surveys are conducted using the Student Portal.

Evaluation Tool	Data Collection
Student Satisfaction Survey	Biannually

Historical Rates and Development of Baseline Data

Student Survey Response Rate

Student Survey Response Rate FY2016			
	# Sent to Students	# Collected	Return Rate %
November Results	500	156	31%
March Results	504	61	12%
Baseline			22%

Baseline data averages the results from year.

Student Survey Results

November Results	
1. Are you satisfied with the education you are receiving?	
Yes	No
86.16%	13.84%
2. What feature(s) influenced your decision to enroll at this school?	
Small	51.27%
Financial aid availability	39.24%
Specific program	48.73%
Placement	11.39%
Location	42.41%

Referral	8.86%
Size	16.46%
Reputation	8.86%
Tutoring	4.43%
Other	20.89%

3. Based on your answers to the previous question, do you feel that the school has met your expectations?

Yes	No
82.22%	17.78%

4. Based on your experience, what is your degree of satisfaction and the level of importance of each question.

	Importance to me	My level of satisfaction
The school staff are caring and helpful.	2.45	2.27
Classes are scheduled at a time that are convenient to me.	2.37	2.24
Library resources are adequate and available when I need them.	2.24	2.13
The quality of instruction is excellent in most of my classes.	2.47	2.18
Faculty are fair in their treatment of students.	2.46	2.18
Overall, the school is clean and well-maintained.	2.39	2.16
Faculty use a variety of technology and resources in the classroom.	2.21	2.12
Admissions representatives adequately portray program offerings during the interviewing process.	2.37	2.17
The equipment used in class is kept up to date and in working order.	2.30	2.10
The school is safe and secure for all students.	2.46	2.31
There is financial literacy counseling available to me.	2.28	2.18
Tutoring services are available to me.	2.21	2.02
I receive ongoing feedback regarding my academic progress.	2.40	2.17
Faculty are available for assistance outside of class time.	2.29	2.12
The tuition paid is well worth the investment in my new career.	2.44	2.10
The Career Services Department is helpful in guiding me on my new career path.	2.37	2.15
I am generally directed to the appropriate person to answer my questions without having to ask several different staff members.	NA	NA
The student portal and email have been helpful to find information.	2.34	2.23
The IT Help Desk is helpful in getting any related questions resolved.	2.17	2.13

5. How likely is it that you would recommend this school to a friend, family member, or colleague?

1 (not at all)	2	3	4	5	6	7	8	9	10 (Absolutely)
5%	3%	0%	0%	2%	0%	12%	10%	8%	59%

March Results

1. Are you satisfied with the education you are receiving?

Yes	No
93.44%	6.56%

2. What feature(s) influenced your decision to enroll at this school?

Small	57.38%
Financial aid availability	40.98%

Specific program	47.54%
Placement	14.75%
Location	57.38%
Referral	14.75%
Size	24.59%
Reputation	16.39%
Tutoring	4.92%
Other	14.75%

3. Based on your answers to the previous question, do you feel that the school has met your expectations?

Yes	No
92.16%	7.84%

4. Based on your experience, what is your degree of satisfaction and the level of importance of each question.

	Importance to me	My level of satisfaction
The school staff are caring and helpful.	2.39	2.08
Classes are scheduled at a time that are convenient to me.	2.40	2.08
Library resources are adequate and available when I need them.	2.15	1.97
The quality of instruction is excellent in most of my classes.	2.40	2.02
Faculty are fair in their treatment of students.	2.39	1.94
Overall, the school is clean and well-maintained.	2.36	2.02
Faculty use a variety of technology and resources in the classroom.	2.20	2.04
Admissions representatives adequately portray program offerings during the interviewing process.	2.32	2.07
The equipment used in class is kept up to date and in working order.	2.34	1.86
The school is safe and secure for all students.	2.45	2.27
There is financial literacy counseling available to me.	2.24	2.00
Tutoring services are available to me.	2.21	1.95
I receive ongoing feedback regarding my academic progress.	2.35	1.95
Faculty are available for assistance outside of class time.	2.26	2.00
The tuition paid is well worth the investment in my new career.	2.34	1.91
The Career Services Department is helpful in guiding me on my new career path.	2.39	1.95
I am generally directed to the appropriate person to answer my questions without having to ask several different staff members.	NA	NA
The student portal and email have been helpful to find information.	2.27	2.05
The IT Help Desk is helpful in getting any related questions resolved.	2.15	1.83

5. How likely is it that you would recommend this school to a friend, family member, or colleague?

1 (not at all)	2	3	4	5	6	7	8	9	10 (Absolutely)
5%	5%	0%	5%	9%	5%	8%	12%	10%	41%

Baseline Results FY2016

1. Are you satisfied with the education you are receiving?

Yes	No
86.69%	13.31%

2. What feature(s) influenced your decision to enroll at this school?

Small	52.90%
Financial aid availability	39.68%
Specific program	49.35%
Placement	12.26%
Location	46.77%
Referral	11.29%
Size	17.42%
Reputation	10.97%
Tutoring	3.55%
Other	17.42%

3. Based on your answers to the previous question, do you feel that the school has met your expectations?

Yes	No
84.09%	15.91%

4. Based on your experience, what is your degree of satisfaction and the level of importance of each question.

	Importance to me	My level of satisfaction
The school staff are caring and helpful.	2.40	2.11
Classes are scheduled at a time that are convenient to me.	2.36	2.12
Library resources are adequate and available when I need them.	2.17	2.03
The quality of instruction is excellent in most of my classes.	2.39	2.03
Faculty are fair in their treatment of students.	2.38	2.00
Overall, the school is clean and well-maintained.	2.33	2.07
Faculty use a variety of technology and resources in the classroom.	2.19	2.02
Admissions representatives adequately portray program offerings during the interviewing process.	2.31	2.06
The equipment used in class is kept up to date and in working order.	2.31	1.91
The school is safe and secure for all students.	2.41	2.24
There is financial literacy counseling available to me.	2.25	2.03
Tutoring services are available to me.	2.19	1.97
I receive ongoing feedback regarding my academic progress.	2.33	2.00
Faculty are available for assistance outside of class time.	2.26	2.03
The tuition paid is well worth the investment in my new career.	2.37	1.93
The Career Services Department is helpful in guiding me on my new career path.	2.35	2.00
I am generally directed to the appropriate person to answer my questions without having to ask several different staff members.	NA	NA
The student portal and email have been helpful to find information.	2.27	2.10
The IT Help Desk is helpful in getting any related questions resolved.	2.13	1.94

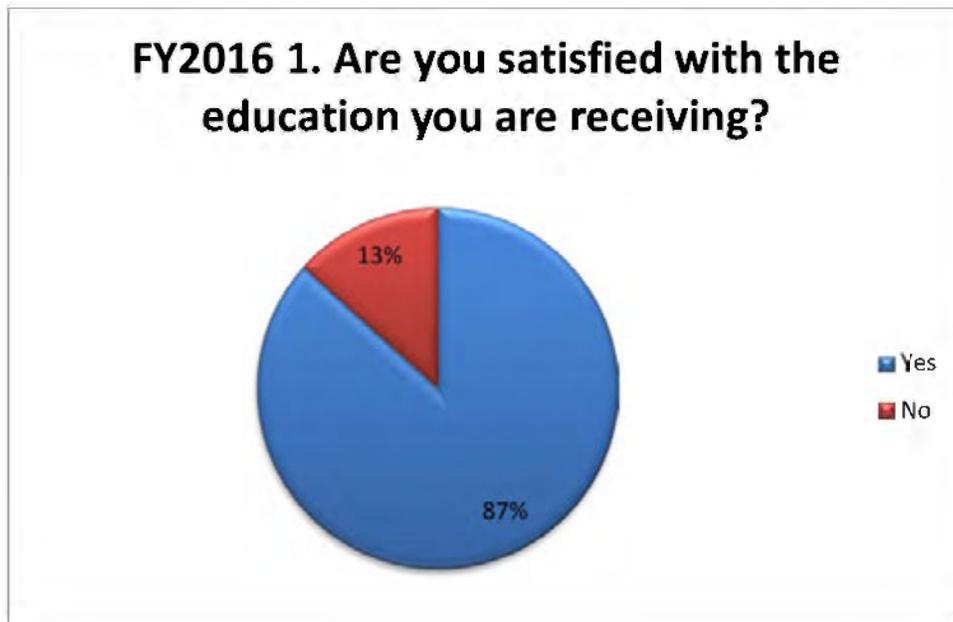
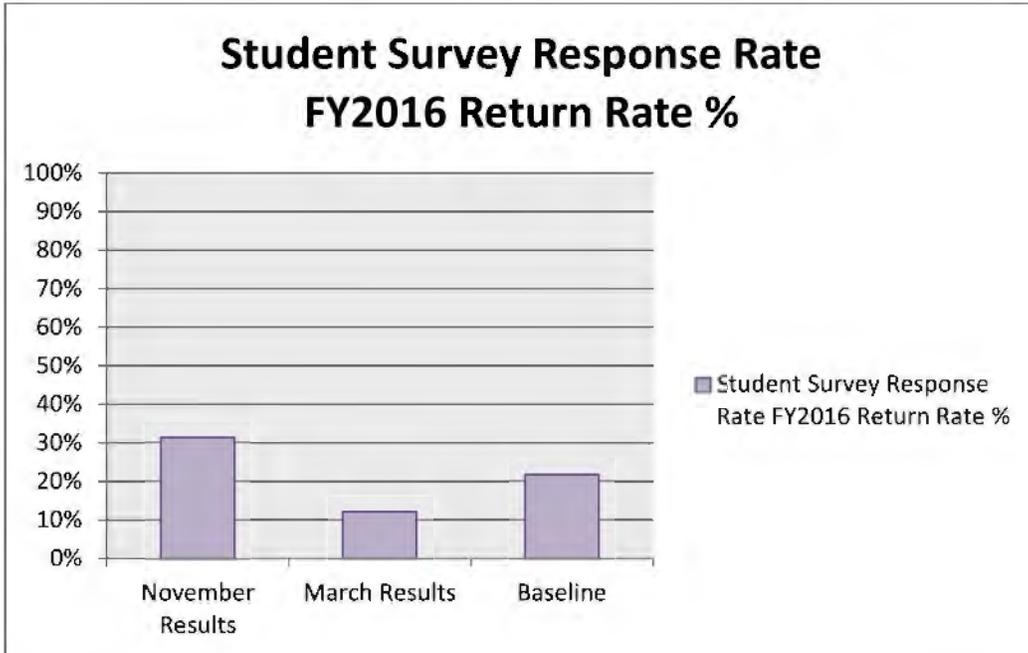
5. How likely is it that you would recommend this school to a friend, family member, or colleague?

1 (not at all)	2	3	4	5	6	7	8	9	10 (Absolutely)
6%	3%	1%	3%	7%	4%	9%	11%	7%	49%

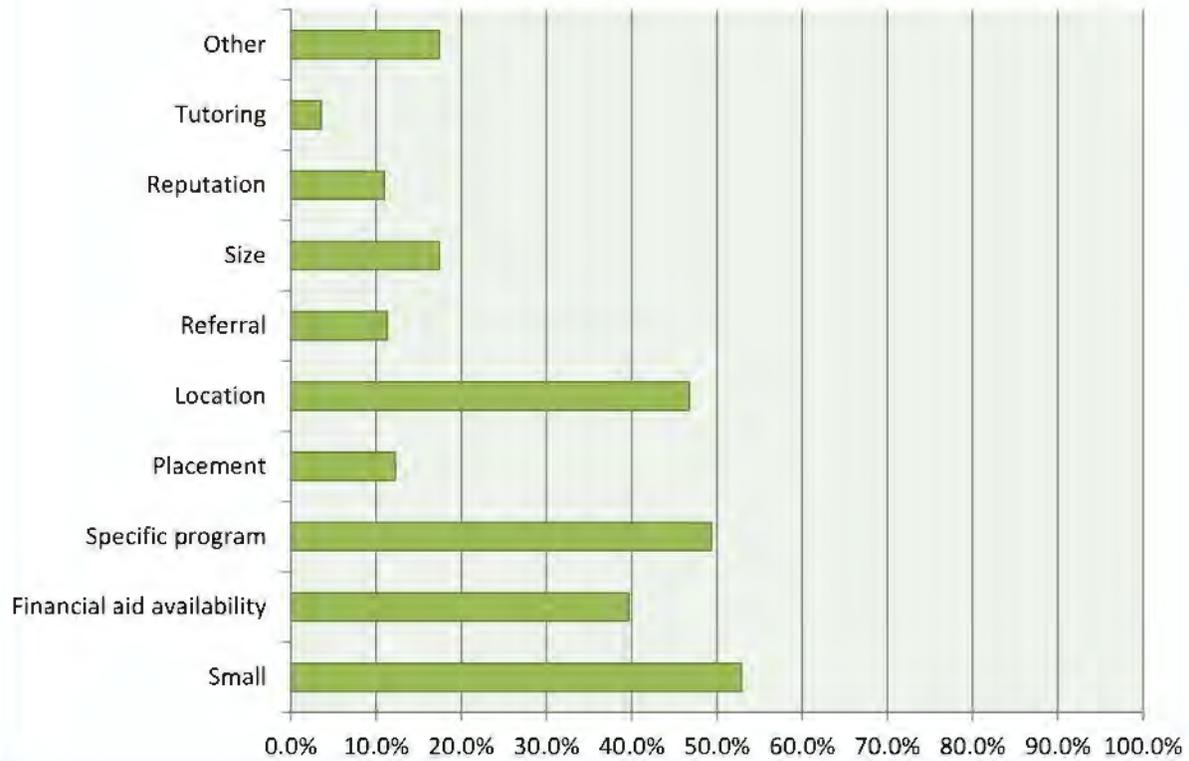
Summary and Analysis of the Data

For FY2016 87% of our population are pleased with their education and 84% feel the school met their expectations. The major influence that attracted students to the school were small class sizes closely followed by specific program and location. Pulling data from question 5 responses 7-10, 74% would recommend our school to a friend, family member, or colleague.

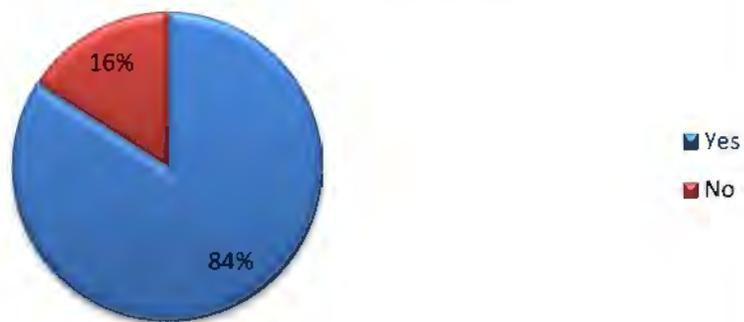
There was a lower return rate from Nonmember to March, which will impact overall numbers. Areas of improvement would be equipment in the classroom, tutoring, and IT help desk. An area that will be out of our control would be creating individual schedules that are convenient for all students. Our strengths are we offer small class sizes and we are conveniently located. The results show us that we need to improve tutoring days and times, communication in the admissions process to make sure students understand all aspects of the program they are enrolling in, and update equipment in the classroom.



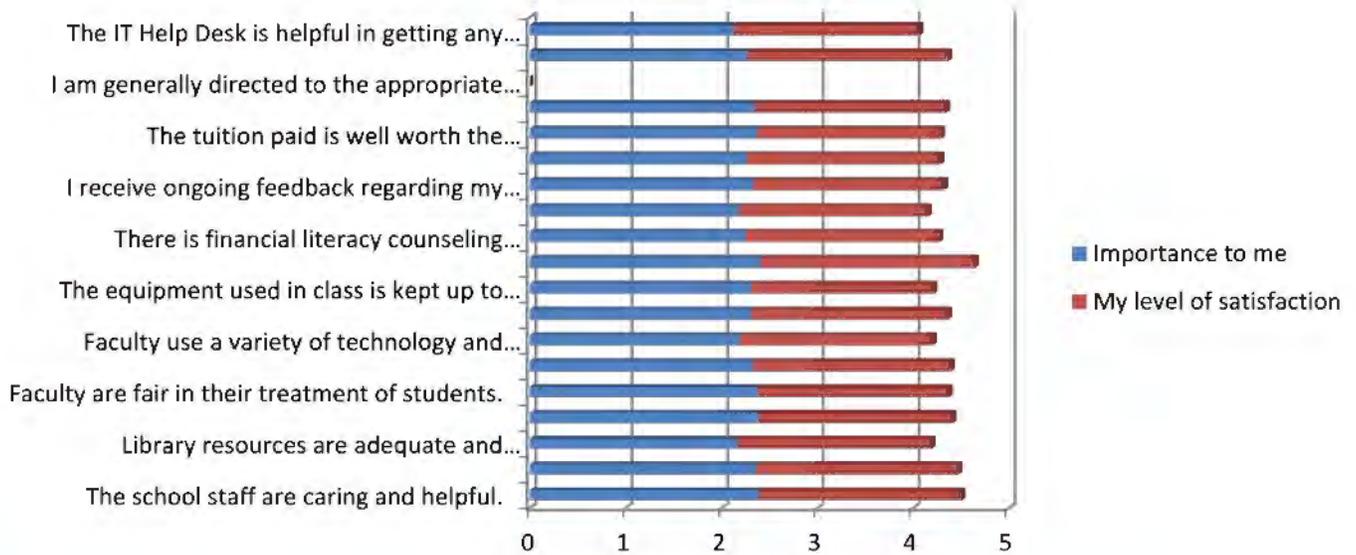
FY2016 2. What feature(s) influenced your decision to enroll at this school?



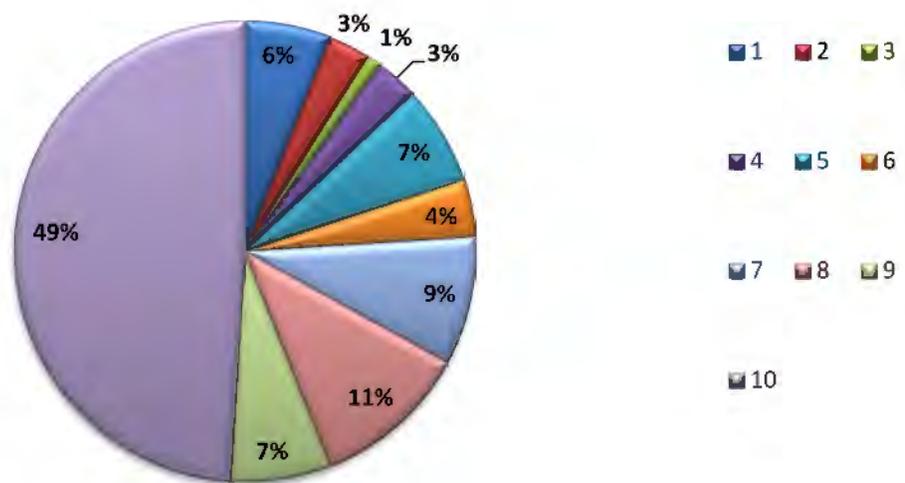
FY2016 3. Based on your answer to the previous question, do you feel that the school has met your expectations?



FY2016 4. Based on your experience, what is your degree of satisfaction and the level of importance of each question.



FY2016 5. How likely is it that you would recommend this school to a friend, family member, or colleague?



Identifying Goals

As we are in the process of collecting data for this new ACICS requirement, our goals may change given the data reviewed for the next year. Our goals as they are currently stated are based on a review of the questions and most recent data.

Our FY2017 Return Rate Goal for Student Satisfaction Responses is 45%.

FY2017 Overall Goals	
Questions	Goal
1. Are you satisfied with the education you are receiving?	90% Yes
2. What feature(s) influenced your decision to enroll at this school?	Increase referral and reputation results
3. Based on your answers to the previous question, do you feel that the school has met your expectations?	90% Yes
4. Based on your experience, what is your degree of satisfaction and the level of importance of each question. Please select an answer from the drop down boxes next to each question. (Level of important, Satisfaction)	Increase level of satisfaction in all categories
5. How likely is that you would recommend this school to a friend, family member, or colleague? (Scale of 1 to 10 with 1 = not at all and 10 = absolutely)	90% positive response

Action Plan to Achieve Goals on Student Satisfaction Goals

Focus is continually made on student satisfaction. Based on our findings, the following initiatives will be implemented to achieve our goals.

STRATEGY#1: Increase **response rate** , ending in an overall response rate of 45% through better communication with students via faculty.

Action Items	Person Accountable
Educate faculty about the student's satisfaction survey and the importance of the results for the school. This will be done at faculty in-services and meetings.	Director of Education and Program Directors
Post announcements about surveys and when to complete	

STRATEGY#2: Improve communication in admissions through product knowledge.

Action Items	Person Accountable
Conduct quarterly product knowledge to inform admissions about new programs, current programs, and any program updates.	Director of Education and Program Directors

STRATEGY#2: Improve quality of instruction through observations.

Action Items	Person Accountable
Conduct faculty observations to assure the right instructors are teaching the right classes	Director of Education and Program Directors
Identify equipment and supply needs	
Ensure faculty receive regular training and feedback.	

STUDENT LEARNING OUTCOMES

Evaluation Tools and Data Collection Methods

Student learning outcomes are an important metric in fulfilling our stated mission. To document student learning outcomes, cumulative grade point average and certification and licensure data (where applicable), and Satisfactory Academic Progress (SAP) are measured.

Data for the CGPA analysis is extracted from CampusVue. Data for those programs with certification/licensure rates was gathered by the Director of Education in collaboration with the Program Director(s).

Evaluation Tool	Data Collection
CGPA	Annually per Program
Certification/Licensure Data	Annually, if applicable
SAP Analysis	Annually per Program

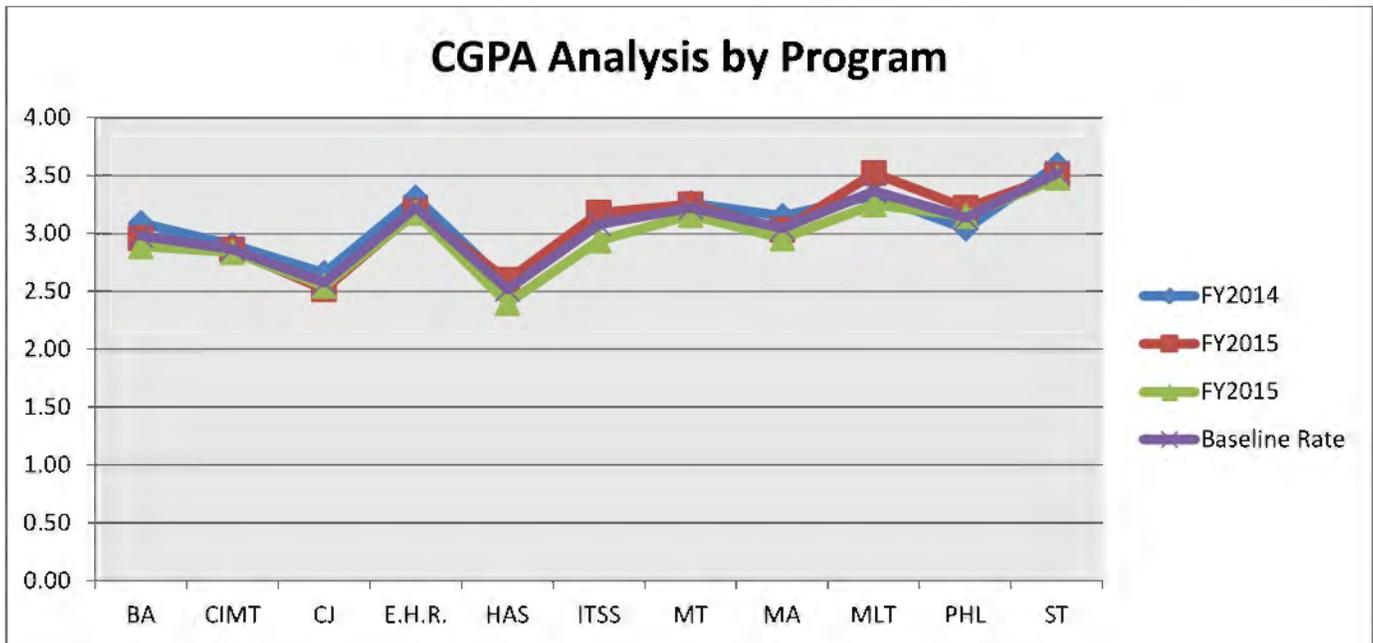
Student Learning Outcomes – CGPA Analysis

Historical Rates and Development of Baseline Data

Program	FY2014	FY2015	FY2016	Baseline Rate
Business Administration	3.09	2.96	2.89	2.98
CIMT	2.90	2.86	2.84	2.87
Criminal Justice	2.66	2.52	2.55	2.58
Electronic Health Records	3.31	3.19	3.18	3.23
Human Services Assistant	2.56	2.60	2.40	2.52
IT Support Specialist	3.12	3.18	2.94	3.08
Massage Therapy	3.26	3.25	3.16	3.22
Medical Assisting	3.15	3.03	2.96	3.05
Medical Laboratory Technician	3.33	3.52	3.25	3.37
Phlebotomist	3.04	3.22	3.15	3.14
Surgical Technology	3.59	3.50	3.48	3.52

Summary and Analysis of the Data

Business saw a slight decrease, but the GPA remains strong. The adjunct faculty change and this often affects grades if the faculty is new or inexperienced. CIMT has experienced turnover in the Program Director role and Instructors; that has changed into 2017 - we have a more stable faculty and new PD. CJ and HSA are our lowest GPAs - we did not have a dedicated Program Director for HAS and we lost our CJ Program Director at the same time. We are teaching out HSA and have a strong PD in Criminal Justice. Medical Assisting decreased slightly, but we have few concerns. We do have a new Program Director and have added another full time faculty who can add support to students. Other Programs experience strong GPAs.



Goals and Monitoring

To establish relevant goals for each program and the campus based on the data presented, baseline rates are established. Quarterly and historical analysis will be done to determine progress against these goals. The goal for each program is to have a CGPA of 3.00. This will be achieved by a goal of 3.00 which will be analyzed on a quarterly basis.

Action Plan to Achieve Goals on Student Learning Outcome CGPA

STRATEGY#1: Increase **CGPA** to an overall CGPA of 3.0-s.

Action Items	Person Accountable
In-service highlighting specific instructors that are excelling in student outcomes to present and share classroom best practices and methodology.	Director of Education
Conduct an In-Service that focuses on how to teach to all learning styles.	Director of Education

STRATEGY#2: Improve faculty trainings through in-services and faculty meetings.

Action Items	Person Accountable
During in-services and faculty meetings the faculty will be trained on the philosophies and guidance provided by the book entitled Bridges Out of Poverty.	Director of Education
Increase tutoring services.	Director of Education

Student Learning Outcomes – Certification/Licensure Data

A summary of certification and licensure data is outlined below. While we track data on numerous programs, the only two programs where certification/licensure are required for employment in Pennsylvania are Medical Laboratory Technician and Massage Therapy.

Historical Rates and Development of Baseline Data

FY2014 Rates				
Programs	Examining Agency	#Tested	#Passed	Pass Rate
Electronic Health Records	NHA	21	12	57%
Phlebotomist	NHA	29	23	79%
Medical Assisting	AAMA	16	8	50%
Surgical Technology	NBSTSA	12	6	50%
Medical Laboratory Technician	NAACLS	1	0	0%
Massage Therapy	MBLEX	8	5	63%

FY2015 Rates				
Programs	Examining Agency	#Tested	#Passed	Pass Rate
Electronic Health Records	NHA	42	30	71%
Phlebotomist	NHA	31	25	81%
Medical Assisting	NHA and AAMA	88	58	66%
Surgical Technology	NBSTSA	12	10	83%
Medical Laboratory Technician	NAACLS	16	4	25%
Massage Therapy	MBLEX	36	27	75%

FY2016 Rates				
Programs	Examining Agency	#Tested	#Passed	Pass Rate
Electronic Health Records	NHA	13	10	77%
Phlebotomist	NHA	25	22	88%
Medical Assisting	NHA	41	29	71%
Surgical Technology	NBSTSA	19	15	79%
Medical Laboratory Technician	NAACLS	3	0	0%
Massage Therapy	MBLEX	15	11	73%

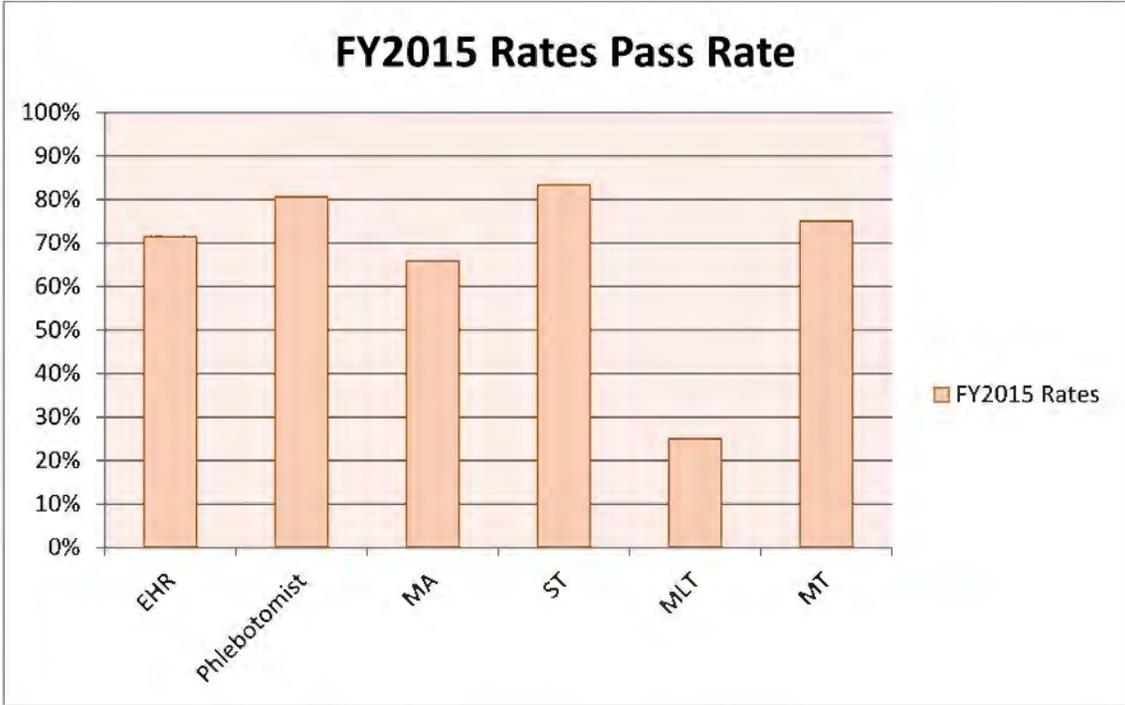
Baseline				
Programs	FY2014 Pass Rate	FY2015 Pass Rate	FY2016 Pass Rate	Baseline Data
Electronic Health Records	50%	72%	77%	66%
Phlebotomist	71%	81%	88%	80%
Medical Assisting	55%	66%	71%	64%
Surgical Technology	89%	83%	79%	84%
Medical Laboratory Technician	0%	25%	0%	8%
Massage Therapy	63%	75%	73%	70%

The baseline rate was determined by averaging the data 2014-2016.

Summary and Analysis of the Data

Year over year there has been an increase in pass rate for Electronic Health Records, Phlebotomist, and Medical Assisting. This increase may be due to the fact we are a testing center for all three programs and we started having the students take their exam in their last quarter before they graduate. Surgical Technology increased tremendously from 2014 to 2015, then went down slightly in 2016, but still above the benchmark of 70%. This change could be contributed to the changes in program director and full time instructor. Medical Laboratory Technician is well below the benchmark, the low numbers could be due to the low enrollment and there was a period of time when we stopped enrolling in the program all together. Massage Therapy fell below the benchmark in 2014 but climbed back up in 2015 and 2016 to be above the 70%. The Massage Therapy program started incorporating review classes before each exam and the program director had all students fill out the application for the exam before the student graduated.





Goals and Monitoring

Our goal for each program that includes a certification is outlined as follows:

Program	Examining Agency	FY2017 Goal
Electronic Health Records	NHA	80%

Phlebotomist	NHA	89%
Medical Assisting	NHA	72%
Surgical Technology	NBSTSA	80%
Medical Laboratory Technician	NAACLS	70%
Massage Therapy	MBLEX	74%

Action Plan to Achieve Goals on Student Learning Outcome Licensure/Certification

STRATEGY#1: Increase **Massage licensure rate** to 74% in 2017 for each Program.

Action Items	Person Accountable
Incorporate licensure exam questions throughout all courses within the program. Add questions to assessments and reviews.	Program Director and Instructors
Review sessions at the end of the program before they sit for the exam	Program Director
Ensure students are attending review classes and schedule exam before or soon after graduation.	

STRATEGY#2: Improve MLT certifications pass rate through education.

Action Items	Person Accountable
In their last quarter hold review sessions for students to prepare for the exam.	MLT Instructor
Ensure students are attending review sessions, take attendance and incorporate fun event with review sessions.	

Student Learning Outcomes – Standards of Academic Progress

As new addition to the 2017 CEP, we are evaluating Satisfactory Academic Progress. The Director of Education reviews each student's academic progress quarterly. Standards of academic progress apply to *all* students and to all periods of enrollment regardless of whether or not the student receives financial aid. It is also applicable to both full-time and part-time students. Student enrollment status for financial aid purposes is determined at registration. Students must maintain a 2.0 minimum GPA and a course completion rate of at least 66.67%. All courses in a program must be successfully completed in order to graduate from the program. A 2.00 cumulative grade point average (CGPA) is a graduation requirement.

Permanent records are maintained for every student indicating courses completed and grades earned. A student is in good standing at the institution when allowed to enroll for the ensuing quarter as a regular student during any given enrollment period. Below is a SAP Status Chart for FY2016 SAP status.

Historical Rates and Development of Baseline Data

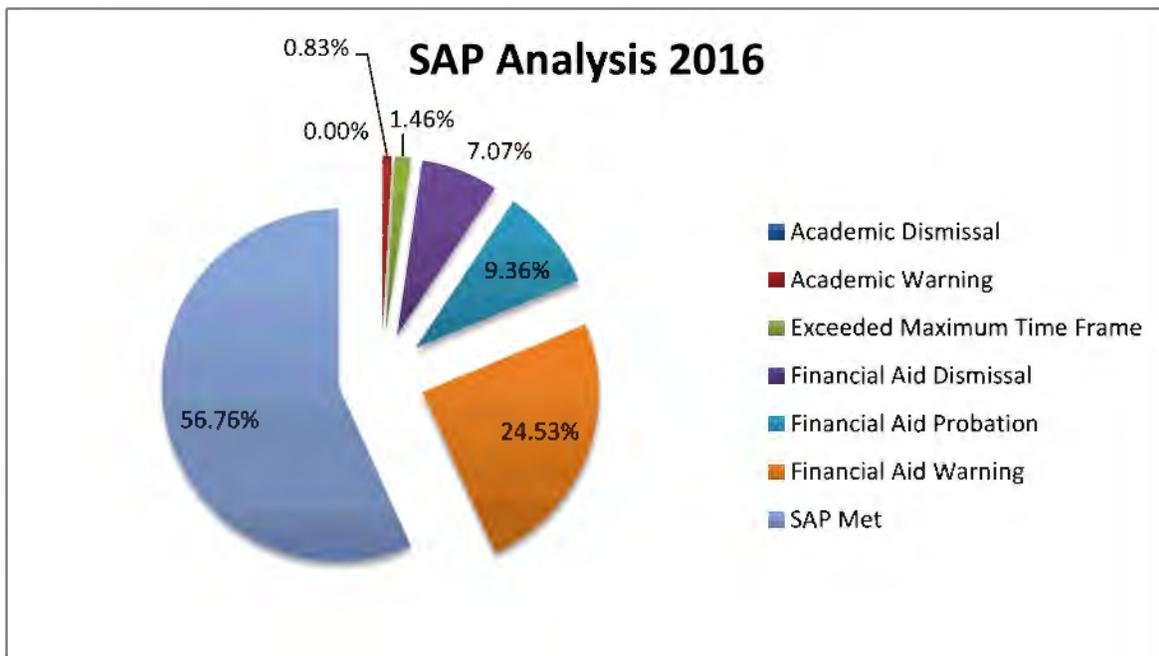
	Total Number of Students Evaluated	Number of Student with Issues	Percentage
Academic Dismissal	482	0	0%
Academic Warning	482	4	1%
Exceeded Maximum Time Frame	482	7	1%
Financial Aid Dismissal	482	34	7%
Financial Aid Probation	482	45	9%

Financial Aid Warning	482	118	24%
SAP Met	482	273	57%

*Baseline Data = SAP Met status of 80% based on the data for FY16. Once more data is gathered for the following year, we will factor in an average of the data.

Summary and Analysis of the Data

Over half of our population is SAP met sitting at 57%. We believe there is a correlation between retention and being on a SAP. SAP status can be discouraging to students causing them not to want to come to school. In addition the reason they are on SAP status is often related to personal issues they are having outside the school. Those personal issues can interfere with being successful in school.



Goals and Monitoring

Goal is to provide academic advisement of SAP status to all students who did not reach standards of academic progress prior to end of drop/add period of each term. When a student is placed on financial aid probation, he/she meets with the Assistant Director of Education in a one-on-one session. The Assistant Director of Education and student create an academic plan designed to enhance student level of achievement and ultimately meet academic standards. Our goal is to reduce the number of students who do not meet SAP progress standards, or who have other SAP issues to less than 7% per term.

	Goal	Baseline
Academic Dismissal	0%	0%
Academic Warning	0%	1%
Exceeded Maximum Time Frame	0%	1%
Financial Aid Dismissal	6%	7%
Financial Aid Probation	8%	9%

Financial Aid Warning	23%	24%
SAP Met	60%	57%

Action Plan to Achieve Goals on Student Learning Outcome – SAP

STRATEGY#1: Improve SAP met to 70%

Action Items	Person Accountable
Have a consistent schedule of tutoring per term that is posted throughout the building.	Assistant Director of Education
Increase Open Lab Hours for Clinical Programs	Program Director
Ensure faculty are placed in right classes and right terms.	Director of Education

STRATEGY#2: Improve SAP by reducing the FA Warning % of Students.

Action Items	Person Accountable
Meet with high risk students prior to reaching status	Program Director
Conduct mid- term advising for all students so they are aware of status.	Program Director

DISTANCE EDUCATION

The distance education program is consistent with the institution's mission and objectives. As a result the growing number of adult and part-time learners, increasingly mobile students, the expanding acceptance of online education as an effective educational delivery method, and the development of online programs at more traditional schools, providing McCann School of Business & Technology students with multiple delivery options is a competitive necessity.

With the increasing availability of internet based training, assessment and communication, students are requesting online alternatives to educational opportunities. Additionally, external considerations that include work, family and financial limitations are making online course offerings a viable solution for students wanting to efficiently complete their degree. Access to course content via the internet, through computers or hand-held devices, is an expectation and is reinforced through publisher provided resources and promotion. In order to maintain our competitive advantage we must accommodate our students increasing electronically connected lifestyles.

As a result of integrating the use of technology to enhance teaching and learning, students will be prepared to:

- Communicate using a variety of media and formats;
- Access and exchange information in a variety of ways;
- Compile, organize, analyze, and synthesize information;
- Draw conclusions and make generalizations based on information gathered;
- Acquire knowledge and be able to locate additional information as needed;
- Become self-directed learners;
- Collaborate and cooperate in team efforts; and
- Interact with others in ethical and appropriate ways.

McCann School of Business & Technology students may have the opportunity to complete a portion of their programs of study, subject to limits established by the institution's state licensure and accreditation, through distance education in Flex Track programs. Flex Track programs of study allow students in certain programs of study to complete up to 49 percent of the program through online courses. These online courses are specifically designed for the student who will be accessing online courses from a standard home or personal computer. All distance education/online courses offered by the campus have been deemed as equivalent in content and quality to the same courses offered via traditional, campus-based delivery methods.

Under certain circumstances, such as a student getting out of sequence with course schedules or courses that may not be offered each term, students enrolled in a campus-based program may be required to take fully online classes to graduate.

At least 51 percent of the educational program must be taken on campus. The actual percentage of the program offered online will depend on the program selected and the educational delivery for each course. Due to state regulation in the state of Pennsylvania, students who take more than 50% of their coursework online during a term may forfeit their eligibility to receive state grant money. Please see your on-site financial services officer or director of education for more information.

Students participating in Flex Track programs are expected to complete the online orientation prior to the start of classes.

Flex Track

At least 51 percent of the educational program must be taken on campus. The actual percentage of the program offered online will depend on the program selected and the educational delivery for each course.

All distance education/online courses offered by the campus have been deemed as equivalent in content and quality to the same courses offered via traditional, campus-based delivery methods.

Historical Data

Grade Distribution

Course #	Course Name	Total # Students Registered In course		% Students completed course		%A		%B		%C		%D		%F	
		G	O	G	O	G	O	G	O	G	O	G	O	G	O
AC101-	Accounting Principles I	20	1	90%	100%	45%	0%	30%	0%	10%	100%	5%	0%	10%	0%
AC103	Accounting Principles III	20	1	95%	100%	45%	0%	20%	0%	25%	100%	5%	0%	5%	0%
AC120	Payroll Accounting	29	1	93%	100%	31%	0%	24%	0%	17%	100%	21%	0%	7%	0%
AC225	Computerized Accounting	34	4	82%	75%	17%	0%	24%	25%	17%	50%	24%	0%	17%	25%
BU105	Management Principles	67	5	84%	100%	31%	40%	22%	60%	22%	0%	7%	0%	16%	0%
BU110	Business Law	28	3	89%	67%	39%	67%	39%	0%	4%	0%	7%	0%	11%	33%
BU115	Customer Service	18	21	94%	71%	61%	38%	11%	14%	11%	14%	11%	5%	6%	29%
BU205	Human Resource Management	26	1	100%	0%	46%	0%	42%	0%	12%	0%	0%	0%	0%	100%
BU240	Small Business Management	30	3	90%	67%	40%	0%	33%	67%	10%	0%	0%	7%	10%	33%
CJ110	Criminal Law & Procedures	27	2	81%	50%	11%	0%	19%	50%	33%	0%	19%	0%	19%	50%
CJ120	Substance Abuse	28	4	75%	50%	14%	50%	25%	0%	29%	0%	7%	0%	25%	50%
CJ125	Writing for Criminal Justice	16	6	100%	100%	13%	83%	69%	0%	19%	0%	0%	17%	0%	0%
CJ205	Security Procedures	19	2	53%	100%	0%	0%	11%	100%	5%	0%	4%	0%	47%	0%
CJ210	Juvenile Justice	26	2	88%	100%	15%	100%	35%	0%	31%	0%	8%	0%	12%	0%
CJ212	Constitutional Law	10	1	70%	100%	10%	0%	40%	0%	20%	0%	0%	100%	30%	0%
CJ215	Introduction to Corrections	12	3	83%	100%	17%	0%	42%	0%	17%	100%	8%	0%	17%	0%
CJ230	Police Operations and Administration	19	2	84%	50%	11%	0%	21%	50%	42%	0%	11%	0%	16%	50%
COM1101	Interpersonal Communications	146	27	90%	85%	12%	44%	44%	26%	25%	11%	10%	4%	10%	15%
EN215	Business Communication	36	7	89%	86%	28%	14%	33%	57%	19%	14%	8%	0%	11%	14%
ENG1101	English Composition I	128	12	84%	75%	27%	33%	25%	25%	22%	8%	9%	8%	16%	25%
GS201	Career Management	170	7	93%	100%	66%	28%	14%	28%	9%	3%	4%	14%	7%	0%
GS235	Critical Thinking	9	9	89%	100%	33%	56%	22%	22%	33%	22%	0%	0%	11%	0%
IT100	Introduction to Computers	213	8	89%	88%	40%	63%	23%	25%	16%	0%	9%	0%	11%	13%
IT101	Word Processing	61	25	93%	76%	54%	12%	13%	36%	10%	20%	16%	8%	7%	24%
IT102	Spreadsheets	13	5	92%	80%	54%	60%	8%	0%	23%	0%	8%	2%	8%	2%
IT103	Database Management	13	5	92%	80%	62%	20%	31%	40%	0%	20%	0%	0%	8%	20%
IT110	PC Operating Systems	19	2	79%	50%	26%	0%	26%	0%	11%	50%	16%	0%	21%	50%
IT202	Advanced Spreadsheets	36	6	100%	67%	67%	17%	14%	17%	14%	17%	6%	17%	0%	33%
MA105	Medical Law & Ethics	132	1	89%	100%	52%	0%	24%	0%	10%	100%	4%	0%	11%	0%
MA112	Anatomy & Physiology	89	4	87%	75%	21%	0%	29%	50%	20%	25%	16%	0%	13%	25%
MA113	Pathology	6	6	100%	100%	33%	67%	17%	17%	17%	17%	33%	0%	0%	0%

MA121	Pharmacology	82	7	93%	6%	26%	14%	21%	29%	33%	0%	13%	14%	7%	43%
MA132	Healthcare Standards	6	9	100%	100%	17%	67%	50%	33%	0%	0%	33%	0%	0%	0%
MA134	Health Information Systems	6	2	100%	100%	50%	50%	33%	0%	17%	50%	0%	0%	0%	0%
MA215	Medical Insurance	32	5	100%	100%	25%	0%	34%	20%	25%	20%	16%	20%	0%	40%
MA216	Advanced Medical Coding	9	3	89%	0%	56%	0%	11%	0%	22%	0%	0%	0%	11%	100%
MA220	Medical Computer Applications	37	7	92%	57%	49%	14%	35%	43%	3%	0%	5%	0%	8%	43%
MA222	Medical Office Systems	40	16	90%	88%	30%	44%	35%	25%	20%	13%	5%	6%	10%	13%
MTH1101	College Mathematics	152	11	92%	64%	47%	45%	32%	0%	7%	10%	7%	10%	8%	36%
PL100	Introduction to Legal Systems	30	1	67%	0%	10%	0%	23%	0%	20%	0%	13%	0%	33%	100%
SCI1101	Environmental Science	106	26	95%	88%	43%	42%	30%	19%	12%	8%	9%	19%	5%	12%
SOC1101	Information Literacy	168	6	87%	100%	40%	83%	23%	0%	15%	117%	8%	0%	13%	0%
OT101	Document Processing I	79	37	85%	81%	42%	27%	19%	19%	19%	22%	5%	14%	15%	19%

Summary and Analysis of the Data

BU205, CJ110, CJ120, CJ230, IT110, MA121, MA216, MA220, and PL100 all did poorly in the online portion with 57% being the highest percentage of students successfully completing the course. For ground courses all but CJ205 had high percentages of students successfully completing the course. Courses that showed a significant difference between ground and online are BU110, BU240, CJ110, CJ205, CJ230, IT110, IT202, MA121, MA216, MA220, and PL100 with online being the lower of the percentages. This may be due to the low numbers of students taking online courses. According to the data students struggled more online with criminal justice and medical classes.

Identifying Goals

In general, we would like to better align the grade distribution data to reflect more consistency. To help reach our goals for FY2017 we will look at scheduling more classes online and encourage students to take online courses.

Grade Distribution Goals – Distance Education (all delivery methods)	
Course Number/Course Name	% Course Completion
AC101 Accounting Principles I	95%
AC103 Accounting Principles III	97%
AC120- Payroll Accounting	96%
AC225 Computerized Accounting	70%
BU105 Management Principles	92%
BU110 Business Law	80%
BU115 Customer Service	82%
BU205 Human Resource Management	70%
BU240 Small Business Management	80%
CJ110 Criminal Law & Procedures	70%
CJ120 Substance Abuse	70%
CJ125 Writing for Criminal Justice	100%
CJ205 Security Procedures	75%
CJ210 Juvenile Justice	94%
CJ212 Constitutional Law	85%
CJ215 Introduction to Corrections	92%
CJ230 Police Operations and Administration	70%

COM1101 Interpersonal Communications	87%
EN215 Business Communication	88%
ENG1101 English Composition I	80%
GS201 Career Management	95%
GS235 Critical Thinking	94%
IT100 Introduction to Computers	90%
IT101 Word Processing	85%
IT102 Spreadsheets	85%
IT103 Database Management	85%
IT110 PC Operating Systems	70%
IT202 Advanced Spreadsheets	80%
MA105 Medical Law & Ethics	94%
MA112 Anatomy & Physiology	80%
MA113 Pathology	100%
MA121 Pharmacology	70%
MA132 Healthcare Standards	100%
MA134 Health Information Systems	100%
MA215 Medical Insurance	100%
MA216 Advanced Medical Coding	70%
MA220 Medical Computer Applications	75%
MA222 Medical Office Systems	89%
MTH1101 College Mathematics	78%
PL100 Introduction to Legal Systems	70%
SCI1101 Environmental Science	92%
SOC1101 Information Literacy	92%
OT101 Document Processing I	83%

Action Plan to Achieve Goals for Distance Education

STRATEGY#1: Improve online assistance through on ground tutoring.

Action Items	Person Accountable
The Hybrid Teaching Assistant will have set hours from term to term for students to get assistance with online courses.	Assistant Director of Education and Hybrid Teaching Assistant

STRATEGY#2: Improve the volume of students taking online courses through scheduling efficiency.

Action Items	Person Accountable
The Registrar and the Director of Education will review the schedule each term and identify courses to be put online.	Registrar and Director of Education

STRATEGY#3: Improve the Online assistance increase Campus assistance and individual tutoring. insert campus strategy here].

Action Items	Person Accountable
Require students to attend online orientation at Campus.	Director of Education
Work with Tutor to demonstrate ability to navigate through the course and understand the platform and necessary course requirements.	Assistant Director of Education and Hybrid Teaching Assistant
Conduct weekly sessions for students to attend until they are completing assignments and staying at pace with coursework.	Hybrid Teaching Assistant

Rationale

Online instructional delivery was launched in an effort to appeal to a market of potential students who seek flexibility in their learning. The key demographics in the market are those who work, those with family responsibilities, and those who commute.

The National Center for Education Statistics, a part of the U.S. Department of Education, maintains the Integrated Postsecondary Education Data System (IPEDS), which collects data from the institutions eligible for Title IV financial aid. In 2012, for the first time, data regarding online enrollment was a required element in the IPEDS survey.

According to the IPEDS data, approximately 5.5 million students engaged in some level of online learning; this constitutes roughly one-quarter of the total post-secondary education enrollment.[1]

Among those 5.5 million students, about 2.6 million were enrolled in fully online undergraduate or graduate programs.[2] In a 2013, publication entitled *Changing Course: Ten Years of Tracking Online Education in the United States*, the tenth annual report in this series, published by the Babson Survey Research Group, it was reported that the number of students taking at least one online course increased by over 570,000 to a new total of 6.7 million.[3] The proportion of all students taking at least one online course has reached an unprecedented high of 32.0 percent. [4]

The proportion of post-secondary students taking at least one online course has reached 32 percent.[5] For purposes of comparison, the first year of this study (fall 2003) reported slightly less than ten percent of all higher education students were taking at least one online course. [6]The proportion has continued to increase almost linearly over this ten-year time span. [7]

The research conducted by the Babson Group includes a survey of academic officers. In the first report of this series in 2003, 57.2 percent of academic leaders rated the learning outcomes in online education as the same or superior to those in face-to-face. [8] The 2013 survey results indicate that 77.0 percent of academic leaders believe that the learning outcomes of programs taught online are equivalent to or better than those achieved in a physical classroom.[9] Only 23 percent of academic leaders continue to believe the learning outcomes for online education are inferior to those of face-to-face instruction.[10]

The use of technology to provide access to post-secondary education, to engage learners, and to facilitate optimal learning outcomes is pervasive. "The only real measure of the effectiveness of technologies and technology-enhanced educational programs is the extent to which they promote and support students' engaged learning and collaboration" (Jones, Valdez, Nowakowski, and Rasmussen, 1995).[11]

Decisions regarding curriculum design and instructional delivery are holistically contemplated. As suggested by Brinthaupt, Clayton, Draude, and Calahan (2014), campus delivery infrastructure, institutional receptivity to alternative instructional delivery methods, and targeted student population demographics inform the design of programs of study and the determination of how those programs will be delivered.[12] The school has determined that the delivery of instruction online is necessary and appropriate for its market, for certain programs of study and for its targeted student population.

The approach to online instructional delivery and support varies by institution and can contribute to market differentiation. It is clear that in order to continue to serve the needs, interests and expectations of our target student population, it is critical that we develop and deliver online education.

Mission Statement

McCann School of Business & Technology prepares students for career-focused employment by delivering relevant career training.

In order to assure continued fulfillment of its mission, the following objectives have been established:

- To provide an educational environment that promotes the relationship between career preparation and employment opportunities;
- To recruit and retain qualified instructors who are effective in the classroom and knowledgeable of current industry trends;
- To graduate students who are prepared to enter their chosen career;
- To assist graduates in becoming gainfully employed in their chosen career field; and
- To maintain an organizational model that is responsive to its constituents.

According to the *Accreditation Criteria: Policies, Procedures and Standards*, the Accreditation Council for Independent Colleges and Schools (ACICS) requires that an institution of postsecondary education primarily offer educational programs designed to train and educate persons for careers or professions (2015), which is consistent with our mission.[13]

According to Partnership for 21st Century Skills, "To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology." [14] When the Conference Board asked employers which skills they expected to become more important for entry level employees over the next five years, "information technology application" ranked second— just below critical thinking and problem solving.[15]

In a 2013-2014 publication entitled "The Foundation Skills, " written by Lawrence K. Jones, which is based upon *Job Skills for the 21st Century: A Guide for Students*, the seventeen skills required of all workers in high-performing workplaces in the 21st century were categorized into four clusters: Basic Skills; Thinking Skills; People Skills; and Personal Qualities.[16] Utilization of a computer to locate, analyze, store and communication is included as part of the description of Basic Skills required for employment.

According to the Department of Commerce, ninety-six percent of employed Americans utilize technology on a daily basis; sixty-two percent of working Americans are required to use the Internet as an integral part of their job responsibilities.[17] The Department of Commerce further indicates that the ability to access and utilize the Internet is not limited to completion of work-related tasks; additionally, these same skills are necessary for engaging in continuing education, managing health and healthcare, renewing one's driver's license, tracking children's progress at school and a myriad of other daily activities.[18]

The mission of the school is to facilitate development of career-readiness. Therefore, it is critical that students develop the capacity to demonstrate ethical and effective use of technology for purposes of accessing, evaluating, integrating, managing, creating and communicating information. The International Society for Technology in Education (ISTE) identifies the following knowledge and skills as indicators of technological literacy:[19]

- The ability to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology;
- The ability to use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others;
- The ability to apply digital to apply digital tools to gather, evaluate and use information;
- The ability to use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources;
- The ability to understand human, cultural and societal issues related to technology and practice legal and ethical behavior; and
- The ability to demonstrate a sound understanding of technology concepts, systems and operations.

The school strives to develop technological literacy within its students. Activities, assignments and assessments are integrated throughout the curriculum, as appropriate, to develop and demonstrate technological literacy. Additionally, the provision of the opportunity to take online courses creates the opportunity for students to develop and demonstrate technological literacy. The development of technological literacy contributes to career-readiness and is consistent with the school's mission.

Resources

Technology Resources

Sound instructional design is required to optimize learning in an online environment. According to report produced by Pennsylvania State University in collaboration with Lincoln University and Cheyney University, "a thorough analysis of the role of the instructional media and supporting tools in achieving learning goals, an understanding of the impact of the use of technology, and careful consideration of the characteristics of the distance learner should drive the media selection and application process." [20]

The selection of instructional media and tools to support the delivery of distance education was based upon ability to facilitate the accomplishment of the learning objectives of the programs of study offered. Furthermore, the technology was chosen due to its accessibility by the widest range of the targeted student population. Considerations undertaken in the selection of technology include:

- Access to the technology by the targeted student population;
- Affordability by the targeted student population;
- Cost to the institution;
- Stability and predictability of the technology to minimize required technical support;
- Support available to users (students and faculty);
- Availability within the local community (school labs, local libraries);
- Functional level of familiarity with the tool by the targeted student population and faculty;
- Instructional strategies that can be supported by the technology;
- Amount of faculty development required to use the technology;
- Characteristics of the targeted student population including age, maturity, social, economic and cultural background;
- Disabilities that members of the targeted student population may possess and that need to be accommodated;
- Adequacy, dependability, reliability and expandability of the instructional delivery; and
- Ability to provide backup, technical oversight and maintenance.

Learning Management System

The Learning Management System utilized to deliver distance education is Moodle. The school is currently utilizing version 2.8.6 of the LMS. Moodle is a learning management platform that supports open standards, and is interoperable by design to enable integration of external applications and information onto a single Moodle platform.

The instructional resources used to deliver online courses allows student asynchronous access to course content and supportive instructional resources that are presented in a variety of formats. The LMS also provides an opportunity for the student to interact with the instructor and with other students both synchronously and asynchronously. Each course provides the opportunity for students to engage with course content, with their peers, and with their instructor synchronously and asynchronously.

Each course will be comprised of a set of learning activities that include the following:

Presentations: Content that introduces new concepts and are accessed by students asynchronously.

Discussion Questions: Topic-based discussions facilitated asynchronously by the instructor. Discussion questions provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.

Live Chat Sessions: Instructors have the ability to convene live (synchronous) chat sessions. The instructor may use these chat sessions to deliver a structured presentation and/or to use this time to respond to student questions.

Assignments: Each assignment allows the student the opportunity to demonstrate their knowledge and to interact with their instructor.

Assessments: A variety of assessment techniques are utilized for students to demonstrate achievement of course learning objectives.

Technical Support: Technical support is available to faculty and students to support effective online instruction and learning.

Delta Technology Support

Delta Technology Support is the primary point of contact for reporting & receiving support for technical issues on a case-by-case basis. Examples of duties include troubleshooting problems with desktop computers, laptops, problems with printing, installing software for individuals, troubleshooting access to systems and providing password resets.

Hours of Operation

Delta Technology Support is on-call during the following hours: Monday through Friday, 8am EST to 8pm EST.

After-Hours Support

Calls received after hours are answered by a live person and assigned to the Delta Technology Support for follow-up the following business day. Technical Support outside of password resets and troubleshooting student login is unavailable from the after-hours call center.

Methods of Contact

Delta Technology Support can be contacted by Phone, Email, or Live Chat. We recommend calling Technology Support for issues that need immediate attention and/or critical issues. Email should be reserved for non-critical issues.

Phone: 855-DELTA-IT (855-335-8248)

Email: Technology.support@deltaed.com

Submission of Incidents

Delta Technology Support is committed to addressing issues as quickly as possible. Our response times for acknowledging issues are listed below. Be aware that a response time does not mean we will resolve the issue in that time frame. A response time means the assigned technician will contact the requester to acknowledge the issue and gather more information to begin assisting them.

Response Times

<u>Contact Method</u>	<u>Response Time</u>
Issues Submitted Via Email	24 Hours / Next Business Day
Issues Submitted By Phone	Answered Immediately

Escalation

Not all issues can be resolved by a first level technician. Some issues go directly to a specialist group. When a first level technician is unable to resolve an issue they'll request that it be escalated to a specialist.

A requester can get the status of the ticket by calling Technology Support and providing the incident number received when the ticket was opened. The requester can also request an escalation if they believe it's necessary.

Closure Policy - 3 Contact Rule

Delta Technology Support will make three consecutive attempts to reach the requester to troubleshoot an open issue. We will attempt to reach the requester first by phone and secondly by email. If support cannot reach you after three consecutive attempts across three days, the issue will be closed out.

If your ticket is closed due to no response the requester may contact the helpdesk and a new ticket will be opened for the issue. It's helpful to be able to provide the original ticket number to track the history of the issue.

If we receive an out-of-office message stating you'll be on vacation for an extended period, the open ticket will be closed. The requester can request the issue be reopened after returning to work.

Outages

Systemwide and campus-wide issues are tracked on the company homepage. We ask that if you are experiencing an outage, check the homepage for updates. We will not open tickets when we determine your issue is caused by an ongoing outage.

Student Academic Support

It is the policy of the Delta Technology Support that we cannot directly assist students with issues involving academic outcomes. Examples include:

- Assisting with retaking/reopening an online test;
- Assisting with changing a due date or submission of a late assignment; or
- Uploading homework, assignments, or posting on behalf of the student.

It is our policy to redirect students to their instructors for these kinds of issues, and to redirect instructors to academic faculty managers for support with managing online learning.

Student Owned Devices

It is the policy of the Delta Technology Support that we will not make any changes to computers and mobile devices owned by the student under any circumstances. Examples of issues we will refuse service on include:

- Installing antivirus on a student's personal computer or mobile device;
- Installing software programs or plug-ins to a student's personal computer or mobile device; or
- Making changes to system settings on a student's personal computer or mobile device.

It is the policy of the Delta Technology Support to provide students with support documents and links for self-help from the publishers and vendors they utilize to complete school work. We will recommend that they seek professional services in cases of virus infection and system issues.

Chromebooks

Hardware support for student owned Chromebook is provided directly by the device manufacturer. An option for Chromebook support is provided on our IVR when students call our primary support number.

Technology Support Ticketing Procedure

Technology Support receives, logs, and resolves all incoming calls & emails. A unique tracking number is assigned to each issue entered into BMC Remedyforce software. This number will be referenced in all subsequent communications for tracking purposes.

Technology Support representatives will record the issue information into BMC Remedyforce, a ticket management system. The following information is required when entering ticket:

- Date call received – will be auto-populated with system date.
- Time call received – will be auto-populated with system time.
- Caller name, caller contact information, including email address, and phone number.
- User experiencing the program (may be different than the caller)
- Location (campus, corporate office, home office)
- Equipment affected.
- Detailed description of problem or issue
- Assignment of ticket to a workflow queue following the escalation procedure, if necessary.
- Other relevant information about problem occurrence, such as frequency of the problem.

Data Center Specs

Hardware

Below is a list of hardware (mainframe, mid-range, LAN servers) used by Delta. The list also include lease terms, current support status and equipment status.

Equipment	Quantity	Lease d?	Warranty Support
UCS 5108 Chassis	2	No	Yes
B200-M1	7	No	No, End of Life
B230-M3	5	No	Yes
B200-M4	4	No	Yes
EMC VNX5300	1	No	Yes
Nimble C500	1	Yes	Yes
Dell 6500VX	6	No	Yes
Dell 6500PE	2	No	No, End of Life
Dell VRTX	1	No	Yes
ASA 5525 Firewall	2	No	Yes
ASA5525-IPS	2	No	Yes
Wlan Controller	2	No	Yes
Nexus 5000	2	No	Yes
Nexus 2000	4	No	Yes
Barracuda Backup	1	No	Yes
Citrix Netscaler 8300	2	No	Yes
Fabric Interconnect 8248	2	Yes	Yes
Cisco 4948E	5	No	No, End of Life
Cisco ASR 1001	2	No	Yes
Cisco NGA 3240	1	No	No, End of Life

Server and Storage Infrastructure Deployed Storage

Currently the server infrastructure is scaled to hosting critical data on our top-tier storage array of the Nimble C500 storage area network (SAN) which is directly plugged into the Unified Communication Systems (UCS) chassis environment. This method of directly connecting the Nimble into the UCS environment allows for the lowest latency for Delta's blade virtual machine (VM) environment, as well as providing the highest possible performance. The second storage tier is our EMC VNX storage appliance that is specifically tuned for our Citrix environment, which is hosting our new CampusVue and Citrix servers. Lastly, is the legacy EqualLogic which is slated for retirement in June 2016 as the equipment is now at end of life from Dell Support in both hardware and software.

Servers

Currently our environment has 4 UCS B200-M4's (Gen 4), which are balanced between both UCS chassis for maintenance and server load balance. These provide CPU, network, and storage for our highest priority and mission critical applications. Our 5 B200-M3 (Gen 3) currently run development (application or server), test and stage environment, as well as, non CPU or memory intensive applications such as domain controllers and file servers. Lastly, the UCS 230-M1 (gen 1) blades run only test or temporary virtual machines as these blades are no longer supported under software or hardware support and have been deemed end of life by Cisco.

Data Centers

Below is the names and locations of any data centers for Delta.

Raleigh Data Center
 (Peak10 RAL2)
 5150 McCrimmon Pkwy
 Morrisville, NC 27560

Server/Data Hosting Facility

Corporate and Academic Sites: Current site security is handled with Tyco Security systems. Currently each has their own local camera security system and their access to building resources is controlled via Brivo software management.

Datacenter: Peak 10 access is controlled via Biometric and Peak 10 key card access providing multi-factor authentication to all data center access. Fire suppression systems are controlled via Dry Gas (CO2) which prevents water damage of server components in case of fire.

6.38.2 Backup and Recovery

Database: System Database backups are performed automatically nightly for key academic and business applications (Moodle, Great Plains, CampusVue, etc.). A full system backup is taken and stored on a remote server.

Operating Systems / Applications

The following is the restore process for a VM in our environment. When testing this method recovery of the full VM including: DB, OS, and applications; the whole process took roughly 15-30 minutes to determine the VM with the, find the backup of the VM, and attach it to recover the files.

This is the process of restoring a CampusVue Database that has been dropped and deleted from a disk. The same method can be applied for files and folders on servers.

- Database has been dropped and deleted from disk
- Once the report of a VM or data corruption has occurred and files need to be restored to a prior state, the restore process can be done from Delta's existing VM infrastructure normally within 1 hour. This test took roughly 5-10 minutes to completely remount the lost VM and files for recovery.
- With the Nimble Plugin in our VMware vSphere Client technicians can determine the date, age, and location of the snapshot can be easily found.
- From here technicians clone the snapshot needed from the time specified and restore the VM's or files needed. This process of copying out a snapshot does not use any additional space on the Nimble array, so restoring large files does not impede the capacity for cloning a snapshot.
- Once the old drive containing the files needed are located and attached to the VM, the needed files can be copied back onto the host. This process testing verified that the database could be copy back over and restored to the needed VM

Online Learning Systems

The online learning platform is supported by 10 load balanced Windows 2008 R2 servers. This provides for minimal wait times for students and staff when utilizing the system. This also allows the systems to remain up and operating through system maintenance events. The sessions will be assigned to an available server with the lowest wait time and least number of users.

Library Resources and Services

All students and faculty have access to the Library and Information Resources Network (LIRN) collection of electronic databases, accessible from the Library website. The resources provided for students and faculty are described below:

Vendor	Database	Description
Culture Visit Resources		
Culture Vision	Culture Vision	Culture Vision's comprehensive, user-friendly database gives professionals access to culturally competent information for over 50 ethnic, cultural, religious, and ability groups. Culture Vision also improves teamwork, productivity, performance and communication by creating understanding of cultural commonalities and differences in the workforce and marketplace.
Credo Academic Core		
Credo	Credo Academic Core	Covers the primary disciplines of Higher Education, providing students with the reference tools they need to perform research at any level of study. Includes over 650 titles with particular emphasis on subject encyclopedias, dictionaries, atlases, and reference handbooks. Also, includes over 1,000 short reference videos, nearly 300,000 high-resolution art images, and thousands of additional images across all subject areas.
ebrary		
ProQuest	ebrary: Academic Complete	ebrary offers authoritative ebooks in a wide range of subject areas, along with powerful tools to help you find, use, and manage the information you need. ProQuest's collections span six centuries, all disciplines and the diverse content types needed by researchers, providing the world's largest collection of dissertations and theses; three centuries of newspapers; more than 450,000 academic ebooks; collections of important scholarly journals and other content researchers need such as data; and unique digital vaults of primary source materials. ProQuest's renowned abstracting and indexing enables researchers to find sources in their area of study.
Statista		
Statista	Statista	Access to over 1 million statistics & Facts – ready to use in PPT, XLS (sheets) and PNG (image).Comprehensive reports on over 3,000 industry topics. And, revenue forecast „2015 to 2020“on over 400 industries.

Vendor	Database	Description
ProQuest Silver Core		
ProQuest	ABI/Inform Complete	A comprehensive business database covering full-text of over 5000 journals. Subjects include accounting, economics, finance, information technology, management, marketing, operations, real estate, risk management, supply chain.
ProQuest	Accounting & Tax	This is the quintessential accountant's database. It brings together highly ranked global and scholarly journals with key resources for locating quick and precise results covering current news and topics, as well as the trends and history influencing important accounting and tax issues of the day.
ProQuest	Asian Business and Reference	This database focuses on business and financial news from the eastern hemisphere. It covers Asian business and financial information from key international publications. Subjects include news and current awareness sources, country information and statistics, people and institutions, and policy and analysis.
ProQuest	Banking Information Source	This database enables one to search essential banking industry publications for information about the financial services industry, banking and industry trends. Subjects include banks, banking industry, banking law, finance, financial institutions, financial services industry, and investments.
ProQuest	Biology Journals	Provides comprehensive coverage of biological science fields including animal behavior, aquatic life and fisheries, chemoreception, biochemistry, ecology, plant science, toxicology, virology, microbiology, immunology genetics, health and safety science, oncogenes, entomology, and endocrinology neuroscience. The resource also includes access to MEDLINE, bringing ProQuest's award-winning search functionality and the ability to cross-search with over thirty subject-specialized abstract and citation databases.
ProQuest	Canadian Business & Current Affairs Complete (CBCA)	CBCA Complete combines full text and indexed content from all four CBCA database subsets (Business, Current Events, Education, and Reference). Subject coverage is comprehensive and information is available from the broadest range of Canadian sources anywhere. With over 4.5 million records and more than 1,730 titles, CBCA Complete is ideal for anyone interested in current events, business, science, the arts, and academic information as produced in Canada.
ProQuest	Canadian NewsStand Complete	This database offers unparalleled access to the full text of over 190 Canadian newspapers from Canada's leading publishers. This full text database includes the complete available electronic backfile for most newspapers, providing full access to the articles, columns, editorials and features published in each. Some backfiles date as far back as the late 1970s.
ProQuest	Career and Technical Education	This database is the definitive source for vocational information. The database includes nearly 600 titles, with more than 500 available in full text for quick access to research on virtually any technical topic. Subject coverage includes careers & Vocations, Trade & Industry, Technical Resources, and Job Search.
ProQuest	Computer Science Collection	This full text database is the premium resource for those who need access to worldwide, comprehensive coverage of computer science topics, ranging from computer security to web commerce. This database also includes deep indexed tables & figures. ProQuest's patented deep indexing captures and categorizes data, variables and other content represented in tables, maps, photographs and other figures which are typically embedded in scholarly publications and previously undiscoverable when searching publications.
ProQuest	Computing	This database is a premium resource for those who need access to comprehensive coverage of computer topics. The database includes numerous titles, most of them in full text, allowing users to search records dating back to the early 1990's. Subject coverage includes Computer Science, Information Systems, Computer Security, Database Design, Software Development, and Web Commerce: LANs, WANs, Intranets, and Internet.
ProQuest	Criminal Justice	A comprehensive database supporting research on crime, its causes and impacts, legal and social implications, as well as litigation and crime trends. As well as U.S. and international scholarly journals, it includes correctional and law enforcement trade publications, crime reports, crime blogs and other material relevant for researchers or those preparing for careers in criminal justice, law enforcement and related fields.
ProQuest	Education Journals	This database gives users access to over 900 top educational publications, including more than 600 of the titles in full text. The coverage spans the literature on primary, secondary and higher education as well as special education, home schooling and adult education. Many titles are indexed in the ERIC database.
ProQuest	European Business	This database contains the latest European business and financial information. Includes quality resources such as The Economist, Fortune and European Business Journal.
ProQuest	Family Health	This database includes journals and magazines covering an enormous range of health subjects, from sports injuries to women's health, from food and nutrition to midwifery, from eye care to dentistry.
ProQuest	Health & Medical complete	This database covers over 1500 full text medical journals. Includes charts, diagrams, graphs, tables and photos. Subjects include major clinical and healthcare disciplines, including medical sciences, immunology, pharmacy and pharmacology, nursing, physical fitness and hygiene, surgery and much more.
ProQuest	Health Management	This database is designed to meet the needs of researchers studying the field of health administration. This high-demand healthcare management content provides the most reliable and relevant information on a wide range of topics, including Hospitals, Insurance, Law, Statistics, Business management, Personnel management, Ethics, Health economics, Public health administration. Coverage for around 800 key journals with over 4,500 Doctoral Dissertations and Theses, ProQuest Health Management provides users with the highest quality content, much of which is not available elsewhere.

Vendor	Database	Description
ProQuest	Hoover's Company Profiles	A valuable resource for academic libraries. Users can integrate business information from one of the world's leading electronic distributors of information about companies, industries, and the people who lead them. Featuring profiles of more than 40,000 companies, 600 industries, and 225,000 key executives, Hoover's Company Profiles provides easy access to the most thorough and up-to-date business information available. This comprehensive database gives users the whole picture, including, Company overview, Company history, Officers and board members, Competitors, Products and operations, Auditors, Rankings, Related industry information, and Historical financials.
ProQuest	Literature Online (LION)	Literature Online offers the most authoritative and comprehensive primary and critical texts database matched with a specialist interface designed for literary research at all levels. Optimized for the literary researcher, Literature Online facilitates new discoveries and incisive critical analysis so less time is spent locating essential primary works and finding reference and criticism leaving more time for research breakthroughs. Essential for teaching, with unique content and specialist functionality.
ProQuest	Military Collection	This database covers topics across all government and military branches, including international relations, political science, criminology, defense, aeronautics and space flight, communications, civil engineering and more. It includes over 550 titles, with more than 370 available in full-text, allowing you to search over 3.5M records, dating back to the early 1990's.
ProQuest	MLA International Bibliography	Modern Language Association (MLA) International Bibliography is the leading annual bibliography of books and articles on modern languages and literatures, linguistics, folklore, and other related topics. Currently a collection of 2.5 million citations drawn from almost 5,000 journals and other key global sources, MLA adds new records for 65,000 books and articles each year. Coverage includes literature from all over the world - Africa, Asia, Australia, Europe, and North and South America. Linguistics and language topics covered in the MLA International Bibliography include history and theory of linguistics, comparative linguistics, semantics, stylistics, syntax, and translation. Other subjects that are well represented include literary theory and criticism, dramatic arts (film, radio, television, and theater), teaching of language and literature, rhetoric and composition, and the history of printing and publishing.
ProQuest	Newsstand	This database offers unparalleled access to the full text of over 1300 newspapers, news websites and blogs from leading publishers throughout the world. The database includes backfile for most newspapers, providing access to articles, columns, editorials, obituaries and features published in each paper. Major newspapers include the New York Times, Wall Street Journal, Chicago Tribune, Washington Post, USA Today, Los Angeles Times, Boston Globe, The Guardian and many other national and regional titles. ProQuest Newsstand provides the very latest local, regional and national news.
ProQuest	Nursing & Allied Health	This database covers nursing, allied health, alternative and complementary medicine. Includes over 850 full-text journals, more than 12000 full text dissertations representing nursing and related fields, over 400 videos and 2300 evidence based resources. Topics include cytology, nursing, nutrition, oncology, pediatric care, pharmacology, public health, radiology.
ProQuest	OxResearch	This database provides succinct analytical articles covering world and regional economic and political developments of major significance. It evaluates issues and events within a coherent political, social and economic framework. Additionally, it contains objective, multi-disciplinary articles compiled by an extensive international network of over 1,000 faculty members at Oxford and other leading universities around the world, as well as think-tanks and institutes of international standing.
ProQuest	Pharmaceutical News Index	As public scrutiny of the healthcare industry intensifies, this database gives researchers access to the latest information on medical technology, research, and legislative developments. The database contains bibliographic information and indexing for 22 key U.S. and international pharmaceutical, healthcare, biotechnology, medical device, and cosmetic industry newsletters. All the publications in Pharmaceutical News Index are thoroughly indexed so students / faculty can perform quick, efficient searches.
ProQuest	Political Science	ProQuest Political Science gives users access to hundreds of leading political science and international relations journals, providing full-text of many core titles indexed in Worldwide Political Science Abstracts. In addition, over a thousand recent full-text doctoral dissertations on political science topics are included, together with working papers, conference proceedings, country profiles, political news and other sources. ProQuest Political Science covers the literature of political science and international relations, including such topics as comparative politics, political economy, international development, environmental policy, and hundreds of related topics.
ProQuest	PRISMA with HAPI Index	PRISMA Publicaciones y Revistas Sociales y Humanisticas is a comprehensive reference resource providing more than hundred full-text scholarly journals with articles in the social sciences and humanities for the interdisciplinary academic study of Hispanic and Latin America and the Caribbean Basin. It offers key titles in English, Spanish and Portuguese indexed in the Hispanic American Periodicals Index (HAPI), a highly respected database produced by the Latin American Institute of the University of California, Los Angeles.
ProQuest	Psychology Journals	Over 500 full text articles covering topics like behavioral, clinical, cognitive, developmental, experimental, industrial and social psychology.
ProQuest	Religion	This database provides a wide range of primarily full-text, international periodicals for diverse religious and spiritual studies, covering formal theological studies of major religions, as well as the most recent trends and scholarly thought. Included are titles from religious publishing bodies and nondenominational organizations. The resource reflects a wide spectrum of religious belief systems and supports the global study of religion.
ProQuest	Research Library	This database covers a wide range of popular academic subjects. Includes over 3000 full-text publications. Subjects include art, business, education, general interest, health & medical, humanities, law military multicultural psychology sciences social sciences women's interest.

Vendor	Database	Description
ProQuest	Science Journals	This database provides unmatched research support for both the applied and general sciences. Perfect for students / faculty in academic research environments, this impressive collection of scientific journals offers users a one-stop resource for their research needs. With coverage dating back to 1986, ProQuest Science Journals features over 1,145 titles—with more than 965 available in full text. In full-text format, researchers have access to all the charts, diagrams, graphs, tables, photos, and other graphical elements so vital to scientific and technical literature. Subject coverage includes Physics, Engineering, Astronomy, Biology, Earth Science, Chemistry, and more.
ProQuest	Social Science Journals	This database is a definitive resource for those who need access to a variety of scientific journals. The database includes over 1000 titles, with the majority available in full text. It covers core disciplines across the social sciences including sociology, social work, anthropology, politics and other areas, featuring journals from over 50 countries, facilitating multidisciplinary research and providing researchers with a variety of perspectives.
ProQuest	Sociology	This database covers the international literature of sociology and social work, including culture and social structure, history and theory of sociology, social psychology, substance abuse and addiction and more. This collection provides full-text coverage of many core titles indexed in Sociological Abstracts and Social Services Abstracts. As well as hundreds of full text scholarly journals, the database also includes over 500 recent full-text doctoral dissertations on sociology. Subject coverage includes Community and mental health services, Crisis intervention, The family and social welfare, Gerontology, Poverty and homelessness, Professional issues in social work, Social services in addiction, Social work education, Social work practice, and Violence, abuse, neglect.
ProQuest	Telecommunications	This database is an essential resource for anyone researching the industry or its technology. Whether one is looking for the latest news on WAP technology, following market penetration of new technologies or gathering information about the key players in this field, ProQuest Telecommunications helps one stay one step ahead. The database includes over 140 titles, with more than 115 available in full text. Search more than 600,000 records, dating back to the early 1990's.
ProQuest	The Snapshot Series	Used by institutions around the world, The Snapshots Series includes over 8,890 market reports across 43 industries in 40 countries, spanning the UK, Western Europe, Eastern Europe, Asia Pacific, North America, and Latin America. It's a unique source for market research data, offering worldwide market data for a broad range of industries and regions. The Snapshots Series reports provide concise business information including market size, market segmentation, market shares, market-share weblinks, market distribution, market forecasts, and socio-economic data provided by the Economist Intelligence Unit, along with a list of further sources for additional research opportunities. The reports give users everything they need to produce business plans, marketing plans, start-up plans, new business development, market growth analysis, and strategic and financial plans. Much of the information is available in color graphs and charts, ideal for incorporating into reports and presentations.
Gale	Academic OneFile	This comprehensive resource covers the physical and social sciences, technology, medicine, engineering, the arts, technology, literature, and many other subjects. With millions of articles in both PDF and HTML full-text format and simultaneous, unlimited usage, researchers are able to find accurate, timely information quickly. Gale's InterLink technology intelligently connects contextually-relevant results from your library's eBook collection on GVRL within articles in a user's search results.
Gale	Agriculture Collection	This database provides a comprehensive view of agriculture and related fields. The database provides access to current and authoritative content that spans the industry -- from practical aspects of farming to cutting edge scientific research in horticulture.
Gale	Business and Economic Theory Collection	This database offers instant access to full-text academic journals and magazines—with a strong emphasis on titles covered in the EconLit bibliographic index. Powered by InfoTrac, it includes more than 1,800 titles. Content is useful for starting a business, marketing a product, developing policy, analyzing trends, constructing economic models, investing for the future, researching rates, and more.
Gale	Business Insights: Global	This database provides students and researchers with the broad yet detailed coverage of international business they need to develop into savvy professionals that can compete and succeed working across the countries and cultures of the world. Gale Business Insights: Global is the most convenient and comprehensive way to access timely case studies, full-text articles, and robust data sets coupled with authoritative references and tools for analysis. Deep business intelligence powered by statistical data lets researchers spend less time searching and more time connecting their discoveries to practical applications.
Gale	Communications and Mass Media Collection	This database brings together information found in more than 400 journals. Nearly 3 million articles on all aspects of the communications field, including advertising, public relations, linguistics, and literature, meet the needs of researchers. Exclusive features, including Topic Finder, InterLink, and a mobile-optimized interface, support and enhance the search experience.
Gale	Computer Database	This database provides access to leading business and technical publications in the computer, telecommunications, and electronics industries. The database includes computer-related product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications, and the application of technology.
Gale	Criminal Justice Collection	This database provides access to academic journals and magazines on topics in criminal justice and related fields. Key subjects covered in the database include law, law enforcement, security, and terrorism.
Gale	Culinary Arts Collection	This database provides access to academic journals and magazines on all aspects of cooking and nutrition. The database includes thousands of searchable recipes, restaurant reviews, and industry information.
Gale	Diversity Studies Collection	This database provides access to scholarly journals and magazines that explore cultural differences, contributions, and influences in the global community. The database is a must-have for social science, history and liberal arts coursework.

Vendor	Database	Description
Gale	Educator's Reference Complete	This collection of more than 1,100 periodicals and 200 reports is a great resource for any educator--from the school teacher and administrator to those studying in the field at the collegiate and graduate level. Educator's Reference Complete seeks to provide full text for titles in the Eric database and covers multiple levels of education from preschool to college, and every educational specialty--such as technology, bilingual education, health education, and testing. It also provides insight on issues in administration, funding, and policy.
Gale	Environmental Studies and Policy Collection	The Environmental Studies & Policy Collection is a digital resource that answers inquiries about environmental concerns with coverage of more than 5.4 million articles from more than 300 journals and book reference content from Delmar, including Soil, Science, and Management; Introduction to Agronomy; Food, Crops, & Environment; Fundamental Soil Science; and more.
Gale	Expanded Academic ASAP	Expanded Academic ASAP covers everything from art and literature to economics and the sciences. This resource for academic research integrates the full text of publications from across the disciplines and now includes vocational/technical titles used by community college students, filling a specific need for curriculum-oriented collections. Expanded Academic ASAP provides indexing for more than 5,000 periodicals, more than 2,800 in full text without any embargo. The combination of full text for scholarly journals and selected general interest titles for smaller academic libraries is ideal.
Gale	Fine Arts and Music Collection	Fine Arts and Music Collection provides access to scholarly journals and magazines that support research in areas including drama, music, art history, and filmmaking. The database emphasizes full-text content for publications included in the Wilson Art Index and RILM bibliography.
Gale	Gale's Ready Reference Shelf	Gale's Ready Reference Shelf uses the power of electronic searching to create an integrated resource that incorporates Gale's most popular general reference directories. Users can access more than 355,500 entries for associations, research centers, publishers, publications (ranging from newspapers and newsletters to periodicals and directories), databases, television and radio stations and more.
Gale	Gale Virtual Reference Library (GVRL)	A multi-disciplinary database of encyclopedias, almanacs and specialized reference. This database delivers more than 12,000 eBooks from over 100 industry-leading publishers for every discipline and a unique research experience with.
Gale	Gardening, Landscape and Horticulture - Collection	Gardening, Landscape & Horticulture Collection serves horticultural enthusiasts of all levels with more than 3.6 million articles from more than 100 journals, as well as more than 20 reference titles from Delmar, including Handbook of Flowers; Foliage and Creative Design; Computer Graphics for Landscape Architects; and more.
Gale	Gender Studies Collection	Gender Studies Collection provides balanced coverage of this significant aspect of culture and society. The database offers access to scholarly journals and magazines covering topics including gender studies, family and marital issues, and more.
Gale	General OneFile	General OneFile is Gale's largest general-interest database, serving as the public library's ultimate periodical resource, with more than 8,000 titles (most in full text with no embargo), many of which are recommended by Bowker's Magazines for Libraries. We've included the reference, newspaper, and audio content that complement the resource's robust collection of magazines and journals. With millions of articles available in both PDF and HTML full-text, General OneFile serves a wide audience of readers.
Gale	General Science Collection	With the General Science Collection, researchers can remain current with the latest scientific developments in particle physics, advanced mathematics, nanotechnology, geology, and hundreds of other areas. More than 350 full-text, non-embargoed journals are covered; updated daily, this collection includes more than 1.6 million articles to satisfy almost every scientific inquiry. Key subjects covered include the biological sciences, computing, engineering, and technology.
Gale	Health & Wellness Resource Center (including Alternative Health)	Health And Wellness Resource Center With Alternative Health Module, Gale's comprehensive consumer health resource, provides accurate, authoritative information on a full range of health-related issues, from current disease and disorder information to in-depth coverage of alternative and complementary medical practices. Designed for researchers at all levels, its intuitive interface provides multiple pathways to information. New periodical and newspaper articles are added daily.
Gale	Health Reference Center Academic	Created specifically for students, knowledgeable consumer health researchers, and health care professionals, Health Reference Center Academic is the perfect resource for up-to-date information on the complete range of health care topics. With more than 2,500 embargo-free, full-text periodicals, reference books, pamphlets, and hundreds of videos demonstrating medical procedures and live surgeries, Health Reference Center Academic ensures that researchers get current, scholarly, comprehensive answers to health-related questions.
Gale	Home Improvement Collection	The Home Improvement Collection puts the research of hobbyists and professionals alike on a solid foundation with more than 4.5 million articles from more than 200 home improvement-focused titles, covering topics including architectural techniques, tool and material selection, zoning requirements, and others.
Gale	Hospitality, Tourism and Leisure Collection	Hospitality, Tourism, and Leisure Collection provides access to scholarly journals, magazines, and trade publications that cover topics including the cultural and economic aspects of travel and tourism. The database offers current and relevant content that provides well-rounded coverage of both the historical and current state of affairs in the hospitality and tourism industries. The curious traveler will also find a wealth of information, from contents on state parks and information on planning a vacation to full-text travel guides from Fodor's.
Gale	Information Sciences & Library Issues Collection	Library science students, information science and technology professionals, and others will value the Information Science & Library Issues Collection. It is updated daily with articles covering all aspects of managing and maintaining information and technology, including usability, cataloging, circulation, business information, and more.
Gale	Informe Academico	Informe Académico meets the research needs of Spanish-speaking users with a wide range of full-text Spanish- and Portuguese-language scholarly journals and magazines both from and about Latin America. Informe Académico provides quality reference material--not simply translations of English-language materials--on a powerful, easy-to-use interface configured for Spanish-speaking users, allowing researchers to analyze topics and conduct research in Spanish.

Vendor	Database	Description
Gale	InfoTrac Business Collection	Business Collection provides coverage of all business disciplines including accounting, economics, finance, marketing, management, strategy, as well as business theory and practice. The activities of companies and industries worldwide are discoverable through business and trade publications, complemented by a selection of international, U.S., and regional news publications.
Gale	InfoTrac NewsStand	This innovative full-text newspaper resource allows users to search articles instantly by title, headline, date, author, newspaper section, or other fields. InfoTrac Newsstand provides access to more than 2,300 major U.S. regional, national, and local newspapers, as well as leading titles from around the world. It also includes thousands of images, radio and TV broadcasts and transcripts.
Gale	Insurance & Liability Collection	Protection of assets--physical or intellectual--is a concern for those ranging from the individual property owner to multinational corporations. The Insurance & Liability Collection connects researchers to hundreds of thousands of updated articles from leading journals, including: Business Insurance, Claims, Employee Benefit News, National Underwriter Life & Health, Pensions & Investments, Risk Management, and more. Exclusive features, including Topic Finder, Interlink, and a mobile-optimized interface, support and enhance the search experience.
Gale	LegalTrac	Ideal for students, law school faculty, and legal researchers, LegalTrac provides indexing for more than 1,200 major law reviews, legal newspapers, specialty publications, Bar Association journals, and international legal journals, including more than 200 titles in full text. The American Association of Law Libraries not only endorses LegalTrac, its special advisory committee selects, reviews, and enhances the content of this resource. The database offers coverage of federal and state cases, laws and regulations, legal practice and taxation, as well as British Commonwealth, European Union, and international law.
Gale	Literature Resource Center	Literature Resource Center offers up-to-date biographical information, overviews, full-text literary criticism, and reviews on more than 130,000 writers in all disciplines, from all time periods and from around the world. Its materials support interdisciplinary approaches, information literacy, and the development of critical thinking skills. The optional MLA International Bibliography module adds citations for hundreds of thousands of books, articles and dissertations from 1926 to the present, linked to full text where available.
Gale	Military and Intelligence Database	Military and Intelligence Database Collection provides access to scholarly journals, magazines, and reports covering all aspects of the past and current state of military affairs. The database offers content in key subject areas including governmental policies, the socioeconomic effects of war, the structure of the armed forces, and more.
Gale	Nursing & Allied Health Collection	With a strong emphasis on full text titles cited in CINAHL and over 10 million articles, this collection's current and authoritative content will help nursing professionals already working in the field, as well as students pursuing a nursing-focused curriculum. Nursing & Allied Health Collection comes to the rescue of nursing students, physician's assistant students, and researchers in allied health fields who are looking for answers related to the specialized care, treatment, and management of all sorts of patients. Nursing & Allied Health Collection features an intuitive interface, providing multiple pathways to key information. Featuring the latest technologies like highlighting, note-taking, and document translation into over 20 languages, all available on the Power Search® platform, this essential resource is versatile and easy to use. The search interface also includes an enhanced 'Did you Mean?' suggestion and Search Assist type-ahead feature to aid researchers in finding the correct information.
Gale	Opposing Viewpoints In Context	Opposing Viewpoints In Context answers the call for a better way to explore today's most hotly debated topics. This next-generation portal delivers a range of perspectives on important issues. Users find a remarkable compilation of proven reference content—including the award-winning Opposing Viewpoints series from Greenhaven Press—integrated with the best multimedia available today. With its scope and depth, Opposing Viewpoints In Context supports virtually any curricular, academic, or general-interest need. Informed, differing views help learners develop critical-thinking skills.
Gale	Physical Therapy and Sports Medicine Collection	Physical Therapy & Sports Medicine Collection provides access to academic journals and magazines covering the fields of physical therapy, physical fitness, and sports medicine. The database offers a wide spectrum of information, including proven treatment techniques, experimental research, and more.
Gale	Pop Culture Collection	Pop Culture Collection provides access to scholarly journals and magazines that both analyze and contribute to popular culture. The database offers useful information for researchers in social science, history, art or liberal arts courses.
Gale	Psychology Collection	Psychology Collection provides access to academic journals and magazines that cover the study of emotions, personality, and the human mind. The database offers content of interest to both researchers and general users.
Gale	Religion and Philosophy Collection	Religion & Philosophy Collection features a selection of more than 200 magazines and academic journals--everything from Anglican Journal to Zygon--covering religion and the related areas of philosophy and anthropology. Researchers can use this database not only to study theological approaches to social issues, but also to learn about the impact that religion has had on culture throughout history, including literature, arts, and language. Coverage, which includes more than 1.1 million articles updated daily, begins as early as 1980 for indexing and 1983 for periodical full text.
Gale	Science In Context	Supporting high school curricula and university coursework, Science In Context features authoritative information covering all major science topics. This revolutionary, curriculum-oriented online experience is designed to boost achievement for students and researchers. Science In Context integrates content from comprehensive Gale reference sets (Encyclopedia of Science, Chemical Elements, Science in Dispute, and Macmillan Science Library), as well as topic overviews, biographies, periodical articles from noted publications, images and videos, detailed experiments from Experiment Central, biographies, and dictionaries.
Gale	Small Business Collection	Ideal for business schools and entrepreneurs, Small Business Collection is updated daily and provides insights, tips, strategies, and success stories. Users find more than 500 subject-appropriate, active, full-text periodicals, including: Beverage Industry, Black Enterprise, Economist, Entrepreneurship: Theory and Practice, HR Magazine, Real Estate Weekly, Restaurant Business, Tea & Coffee Trade Journal, And more. Exclusive features, including Topic Finder, InterLink, and a mobile-optimized interface, support and enhance the search experience.

Vendor	Database	Description
Gale	Student Resources in Context	Student Resources In Context provides stellar support for papers, projects, and presentations that reinforce development of academic skills like critical thinking and problem solving, communication, collaboration, and creativity and innovation. This knowledge portal offers an authoritative selection of overviews, primary sources, videos, images, and more. Student Resources In Context helps students develop 21st-century skills then transition from high school learners to college thinkers.
Gale	Testing & Education Reference Center with Career Module	Testing & Education Reference Center (TERC) is a valuable resource for: test prep, college planning, financial aid tools, career development, and international tools. TERC continues to be the most reliable test prep, college readiness, and career development resource available for students and job seekers alike.
Gale	Vocations & Careers Collection	Vocations and Careers Collection provides access to journals and magazines that aid users in researching a vocation, finding an appropriate institution of learning, job searching, and maintaining a career. The database offers hundreds of current and applicable periodicals, from general career guides to highly specialized industry journals.
Gale	War and Terrorism Collection	Researchers accessing the more than 1.7 million articles in the War and Terrorism Collection will gain valuable insight into conflicts and their causes, impact, and perception on a global scale. This definitive collection for analysts, risk management professionals, and students of military science, history, and social science is comprised of more than 200 subject-appropriate, full-text periodicals that are updated daily.

WestLaw Next is a legal database by Thomson Reuter. One can search Federal, State, and Court cases (including Supreme Court)

Cases

- Trial Court Orders
- Statutes & Court Rules
- Regulations
- Administrative Decisions & Guidance
- Secondary Sources

Briefs

- Trial Court Documents
- Expert Materials
- Jury Verdicts & Settlements
- Proposed & Enacted Legislation
- Proposed & Adopted Regulations

Faculty, student workers and students are all trained on how to access library resources and library services. Completion of the library training is an element of every faculty member's Faculty Development Plan.

Our librarians and library staff play many roles in a student's learning process:

- Provide faculty and student reference support;
- Serve as an extension of the classroom;
- Teach students how to locate and analyze appropriate information relevant to assignments;
- Train faculty on how to access resources and how to facilitate resource utilization by students;
- Collaborate with faculty to acquire resources to support curriculum; and
- Organize information for easy access.

Additionally, on the library website "Program Resources" are created in LibGuides, and updated continuously to reflect current and relevant extra tools and guides for both faculty and students.

Each tab lists a program of study and includes information covering:

- APA Citation Help and Examples
- Videos Both Fun and Instructional
- Career Outlook & Opportunities
- Reliable Websites to Support One's Program of Study / Field
- Terminologies, Blogs, Tutorials, Professional Organizations, & More

Online chat, phone, and email services are available as well to allow us to:

- Extend library reference support hours beyond campus operational hours to include evening and weekends, and provide online students with professional Librarian assistance.
- Have professional, Master-degreed Library and Information staff provide student support, facilitating "anytime, anywhere" access to library resources and services.
- Develop student competency to formulate a research question, conduct a search for information, evaluate relevance and validity of resource and apply the information with professional librarian support.
- Concentrate allocation of resources to the development of a centralized collection of information resources that support the curriculum.
- Facilitate the ability to collect and analyze resource utilization data, and utilize resources in the most student-centric, cost-effective manner.

In order to support faculty and students seeking assistance with research, APA, and other library services, a professional Librarian is available during the hours below:

<u>Day</u>	<u>Time</u>	<u>Number of Hours</u>
Monday	1:00pm – 8:00pm	7 hours
Tuesday	1:00pm – 8:00pm	7 hours
Wednesday	1:00pm – 8:00pm	7 hours
Thursday	1:00pm – 8:00pm	7 hours
Friday	1:00pm – 6:00pm	5 hours
Saturday	10:00am – 6:00pm	8 hours
Total Hours on Online Library Services per week		41 hours

Course/Program Objectives

Technology is viewed as a tool to enhance teaching and learning; it is not the driving force behind curriculum design. The curriculum that is developed for online delivery is constructed utilizing the standard process that is employed to develop programs that are delivered on ground or in a hybrid format. In the event that a program is delivered both online and on ground by the same campus, the curriculum is identical.

Curriculum development begins with the identification of career outcomes. This step is essential to the achievement of the school's mission. After a list of potential career outcomes for the program of study have been identified, an analysis is conducted to determine the Standard Occupational Classification (SOC) Code for each career outcome. The Bureau of Labor Statistics within the Department of Labor uses this coding system to provide Labor Market Information (LMI) including employment projections, wage information and education requirements.

In addition to informing the curriculum development process, the identification of SOC Codes associated with the career outcomes for a program of study, according to Section 668.6 of the Final Regulations, published by the Department of Education on October 29, 2010 in the Federal Register, for each program offered by an institution, the institution must disclose to prospective students the occupations (by name and SOC Code) that the program prepares students to enter, along with links to occupational profiles on O*Net or its successor site. [21] Consequently, identification of career outcomes and SOC Codes is not only a necessary step in the curriculum development process and assures alignment with institutional mission, it is required for compliance with Department of Education regulations.

The Occupational Information Network (O*NET) is developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA). O*Net is designed to serve as an occupational and labor market information resource. The O*Net database identifies, defines, describes and classifies occupations. Using the O*Net Online Site, the knowledge, skills and abilities associated with each occupation are validated to ensure consistency with the anticipated program learning outcomes.

Using the SOC to CIP Crosswalk, accessible on CIP User Site, an analysis is conducted to identify all possible CIP Codes that could prepare an individual for employment in each of the SOC Codes.[22] The National Center for Education Statistics (NCES) and the Bureau of Labor Statistics worked together to prepare the 2010 crosswalk. A CIP-SOC alignment indicates a "direct" relationship; programs in the CIP category provide preparation for entry into and performance in jobs in the SOC category.

The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. The taxonomy was developed by the National Center for Educational Statistics (NCES) within the U.S. Department of Education. The school must report credentials awarded by CIP codes when completing the IPEDS Completion Survey. The school is additionally required to list individual programs by CIP on its Application for Approval to Participate in Federal Student Financial Aid Programs (E-App). State and Accreditation Applications often require CIP Code identification. Additionally the school reports program metrics by CIP Code on the ACICS Campus Accountability Report on an annual basis.

The six digit CIP codes are the basic unit of analysis used by NCES and institutions in tracking and reporting program completions and fields of study data. Each six-digit program appears with a description that generally identifies the objectives and content of the instructional programs. The program description also indicates the instructional content of the program. These subject matter listings are intended as a general guide to the content areas addressed by the instructional program. [23] In summary, investigation of the appropriate CIP Code associated with selected SOC Codes informs the determination of the program learning outcomes as part of the curriculum development process.

The assignment of a CIP Code and determination of program learning outcomes is followed by Subject Matter Expert (instructor) identification of the knowledge, skills and competencies that the student is expected to develop as a result of completion of the program of student. Again, the knowledge, skills and competencies developed by a program of study are not variable by instructional delivery method. These knowledge, skills and competencies are subsequently grouped into units that ultimately become courses.

Course development is undertaken by appointed faculty members who determine course learning objectives that are aligned with program learning outcomes. Additionally, topical outlines are developed and assignments, assessments, rubrics and activities are designed to support achievement of course learning objectives. Additionally, textbooks and/or content sources are identified as part of the curriculum development process.

Appropriate instructional delivery methods are contemplated at each step of the curriculum development process. If a program is being planned for delivery on ground and online, the feasibility of facilitating achievement of program learning outcomes and course learning objectives in both instructional formats is considered during the curriculum development process. The design of assignments, assessments and activities is driven by the course learning objectives and acknowledges the interdependence between course design and course delivery. According to an article entitled "How Should I Offer This Course? The Course Delivery Decision Model (CDDM)" published in *MERLOT Journal of Online Learning and Teaching* (2014), "when one's delivery mode decisions are made independently of the course learning outcomes, the teacher runs the risk of sub-optimal implementation of those outcomes in the final course." [24]

Course Content

Adult learners have preferred ways of learning and of engaging with content. The institution is in the early stages of diversifying learning content. Historically, content has been exclusively text-based. The organization is in the process of integrating multi-media content to more actively engage students in the learning process.

Each course is comprised of a set of learning activities that include the following:

Presentation: Content that introduces new concepts and is accessed by students asynchronously.

Discussion Questions: Topic-based discussions facilitated asynchronously by the instructor. Discussion questions provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.

Live Chat Sessions: Instructors have the ability to convene live (synchronous) chat sessions. The instructor may elect to use these chat sessions to deliver a structured presentation and/or to use this time to respond to student questions. Students unable to participate synchronously may access an archive of the Live Chat.

Assignments: Each assignment allows the student the opportunity to demonstrate their knowledge and to interact with their instructor.

Assessments: A variety of assessment techniques are utilized for students to demonstrate student achievement of course learning objectives.

Student Assessment

The effective instructor utilizes multiple opportunities to informally assess student learning. Sometimes formative assessments are included in the standard curriculum. More often, formative assessment is left to the discretion of the instructor. It is the instructor's responsibility to "check in" with students on a regular basis to determine whether or not they understand the concepts that are being introduced. The possibilities of formative assessment are limited only by the instructor's imagination. Most importantly, the purpose of formative assessment is to get a pulse on student understanding and that it is a low-threat, low-point (or better yet) ungraded assessment. As a result of formative assessment, the instructor is able to reach out and intervene with students at a very personal level, based upon their own progress- or lack thereof- within a course.

Summative assessments are generally part of the standard curriculum. It is important that instructors adhere to use of the standard summative assessments. One important use of student learning outcomes data is the determination as to whether or not the curriculum is creating the appropriate opportunities for students to achieve the stated learning objectives. Summative assessments are written to determine whether or not learning objectives have been mastered.

A critical purpose of assessment – both formative and summative – is that it provides the instructor with data to facilitate critical reflection. The instructor should consider the outcomes generated by assessment as a source of data to inform adjustment of instructional methodology.

The purpose of assessment is to provide a continuous feedback loop. It provides students with visibility as to how well they are mastering the concepts of the course. It allows the instructor to identify those students who require additional assistance. Assessment provides the instructor with insight regarding the effectiveness of his or her instruction. Finally, assessment provides visibility as to whether or not the curriculum is appropriately supporting the achievement of the learning objectives.

Assessments are designed to measure stated learning objectives and are typically determined as part of the curriculum development process. Consequently, the assessment strategy varies, based upon the nature of the learning objective. The chart below identifies a number of different assessment strategies, aligned with the various types of learning objectives as classified within Bloom’s taxonomy:

Type of Learning Objective	Examples of Assessments
Recall Recognize Identify	Objective test items such as fill-in-the-blank, matching, labeling, or multiple-choice questions that require students to: <ul style="list-style-type: none"> ● Recall or recognize terms, facts, and concepts.
Interpret Exemplify Classify Summarize Infer Compare Explain	Activities such as papers, exams, problem sets, class discussions, or concept maps that require students to: <ul style="list-style-type: none"> ● Summarize readings, films, or speeches; ● Compare and contrast two or more theories, events, or processes; ● Classify or categorize cases, elements, or events using established criteria; ● Paraphrase documents or speeches; or ● Find or identify examples or illustrations of a concept or principle.
Apply Execute Implement	Activities such as problem sets, performances, labs, prototyping, or simulations that require students to: <ul style="list-style-type: none"> ● Use procedures to solve or complete familiar or unfamiliar tasks; or ● Determine which procedure(s) are most appropriate for a given task.
Analyze Differentiate Organize Attribute	Activities such as case studies, critiques, labs, papers, projects, debates, or concept maps that require students to: <ul style="list-style-type: none"> ● Discriminate or select relevant and irrelevant parts; ● Determine how elements function together; or ● Determine bias, values, or underlying intent in presented material.
Evaluate Check Critique Assess	Activities such as journals, diaries, critiques, problem sets, product reviews, or studies that require students to: <ul style="list-style-type: none"> ● Test, monitor, judge, or critique readings, performances, or products against established criteria or standards.
Create Generate Plan Produce Design	Activities such as research projects, musical compositions, performances, essays, business plans, website designs, or set designs that require students to: <ul style="list-style-type: none"> ● Make, build, design or generate something new.

Policies and Procedures

Students are expected to log into classes and actively participate in class every other day or minimally four out of seven days each week.

Participation within the virtual classroom environment is defined as:

- Publishing a post on the discussion board and completion of assigned projects;
- Submission of assignments on time and review of feedback from instructor;
- Attendance of live chat sessions via google hangouts each week (or access or archived chat);
- Utilization of online resources such as tutor.com or the online library; or
- Communication with instructor or other students.

Admissions Requirements for Distance Education Flex Track Programs

Admission requirements for flex track programs mirror those for programs that are delivered on the physical campus. Admission requirements that apply specifically to students enrolling in flex track and appear in the catalog and below.

Applicants who plan to enter a program must meet the following admission requirements:

- All programs except Medical Laboratory Technician: Meet a minimum score of 13 or higher on the Wonderlic Scholastic Level Exam (SLE). Medical Laboratory Technician: Meet a minimum score of 18 or higher on the Wonderlic Scholastic Level Exam (SLE).
 - If an applicant fails to meet the necessary score for admission, the applicant may be re-tested using an alternate test form and taking the test timed as before. There is no limit to the number of times an applicant may be retested.
 - Entrance evaluation may be waived for applicants holding an Associate Degree or higher.
- Basic skills assessments are used to determine the students' need for foundational coursework in the areas of English and Mathematics.

Prior Education Requirement

Each applicant must have earned one of the following educational credentials from a McCann School of Business & Technology Allentown recognized organization: a high school diploma or equivalent or a General Educational Development (GED) certificate.

Applicants will be required to sign and "Attestation Regarding High School Graduation or Equivalency" indicating they meet the school's requirements for admission unless they submit proof of high school graduation or a recognized equivalency certificate (GED) to the school by providing the school with a copy of the diploma, transcript confirming graduation, GED certificate or other equivalent documentation.

For a student without a high school diploma or its equivalent but who was enrolled in a Title IV-eligible program of study prior to July 1, 2012, McCann School of Business & Technology Allentown will consider postponing satisfaction of the condition described in the preceding paragraph until the student's date of graduation from McCann School of Business & Technology Allentown so long as applicable state law allows such postponement. A student in these circumstances should discuss his or her situation with the Campus Director prior to enrollment.

Upon acceptance, students enrolling in a program must complete the online orientation program prior to the start of classes.

Campus employees are available via phone, email and via Internet sources to assist students through the application process. Admissions and placement testing will be conducted via online software specifically designed for online distribution.

Requirements to Access Online Course Delivery

Each student enrolled in an online course is expected to have access to an Internet connection, computer hardware and operating software. The following set of specifications is required for participation in distance learning. Campus computer labs are available to access online course content and meet the necessary technology requirements.

To have a quality learning experience in online course(s), the following specifications must be met or exceeded:

PC Specifications

-
- Operating System: Windows XP SP3, Windows Vista SP2, Windows 7, Windows 8 Processor: 1 Ghz or higher
- Memory: 1GB or higher
- Hard Drive 25GB of available hard drive space
- CD ROM DVD-ROM 16XDirectX 9 compatible sound card Headset or speakers
- Monitor/display video card capable of 1024x768 resolution Internet Connection: 56Kbps or High Speed Cable Or DSL connection
- Microsoft Office 2010 or higher
- Adobe Reader X
- Flash Player 10
- Internet Explorer 8, 9 (32-bit) OR
- Mozilla Firefox (most recent release-Mozilla Firefox16) (32-bit)
- Safari (most recent release—Safari 5) (32-bit)
- Chrome (most recent release—Chrome 23) (32-bit)SR

MAC Specifications

- Power Mac G5processor
- OS X 10.2 with Firefox 1.5 or OS X 10.3 and above with Safari 1.2 or Firefox 1.5
- 1GB of RAM (minimum)
- 25GB of available hard drive space
- CD ROM 4x
- DVD-ROM
- Hardware-accelerated OpenGL graphics card
- Sound Blaster compatible 16-bit sound card
- Headset or speakers
- Monitor/display video card capable of 1024x768 resolution and 32-bit color
- Internet Connection: 56Kbps or High Speed Cable Or DSL connection

Note for those who may access courses from place of employment: Employers often place restrictions on the content allowed through the organization's firewall or network security measures. Such measures may affect ability to access online courses from place of employment, or using employer-provided Internet access, and is beyond the school's ability to predict or control.

Mobile Devices

The Student Portal is currently certified to work on iPad and iPhone 4 and 5 devices. Student portal access is not currently available on Android devices. Moodle LMS and other third party vendor web applications are not certified to work on mobile devices. The school cannot be guarantee that third party websites and applications will function with mobile devices.

Authentication and Protection of Student Identity

Each student is provided a unique user name and password for the purpose of authenticating each student's identity when entering the online classroom. Students are prohibited from providing their passwords and log-ins to any other individual. Furthermore, student identity is authenticated through a series of email, telephone interviews, and/or meetings with the campus Online Learning Coordinator. Each student's username, password and email address are used to authenticate student identity in order to complete assignments within the Learning Management System. All testing is

completed through the Learning Management System and the unique username and password is used to verify student identity.

The student's unique username and password is used to verify student identity. Neither the Institution nor Delta Career Education Corporation will release any student's username and password to any individual who would violate a student's rights under the Federal Educational Rights and Privacy Act.

No student is assessed any additional charges or fees associated with the verification /authentication of student identity.

Curriculum and Instructional Delivery

Interaction Between Faculty and Students and Among Students

The online learning experience is designed to facilitate interaction between faculty and students and among students.

Faculty are required to:

- Actively participate in the online classroom a minimum of four (4) out of seven (7) days; however, they cannot be out of the classroom more than 48 hours consecutively;
- Respond to all student questions within 24 hours;
- Provide quantitative and qualitative feedback on student assignments within 48 hours of the assignment due date; and
- Conduct two hours per week of synchronous activities, including required office hours.

Students are required to respond to publish posts in response to discussion questions and to respond to the posts of peer students. The discussion questions are the mechanism for facilitation of interaction between and among students.

Rationale Used to Award Academic Credits

The campus uses the standard Carnegie Unit of Credit formula to calculate credit. This formula applies to classes offered through both traditional and non-traditional delivery methods. With non-traditional classes, instruction in theory that would normally take place in a standard classroom is accomplished through instructor-guided activities via the Learning Management System (LMS) platform.

Courses are designed to meet all requirements of the United States Department of Education Program Integrity Rules. For each quarter credit hour awarded for directed engagement in an online course, the average student will spend a minimum of 30 hours interacting with learning resource materials, multimedia activities, simulation exercises and practice drills as well as with the instructor and/or with other students. Determination of the amount of time that a student should expect to spend engaged in learning activities shall be based upon faculty judgment regarding the average student. The amount of time spent engaged in learning activities is expected to vary among students, based upon previous knowledge of the content, learning style, learning ability, difficulty of the course, and student motivation. Grading criteria and contribution toward the final course grade for completion of learning activities is described in the syllabus for each course.

Faculty and Instructional Support

All faculty members are academically and experientially qualified to teach the courses online.

Faculty are selected to teach based on their credentials and work experience which provides them with specific knowledge to counsel the career student. Faculty are expected to pursue their educational goals by participating in continuing education classes to enhance their subject matter expertise. Subject area knowledge is complemented with training on the LMS, best practices for online instruction, procedures/policies of teaching online courses; and the importance of faculty-student and student-student interaction.

Faculty are oriented to the online platform through a series of online training modules. The instructor training course provides specific information regarding the expectations for online instructors as well as details on utilizing the platform to post grades, reply to discussions, administer the course and interact with students

On-going training for online faculty is conducted on quarterly basis and as needed with LMS Feedback is gathered from instructors regarding topics of interest for in-service training. Additional training on the LMS platform is available online at www.moodle.org as well as online technical assistance through Delta online support services.

Student Support Services

Students who elect to enroll in fully online programs have access to the same or equivalent student support services provided to students enrolled in ground-based programs.

New Student Orientation

A student orientation has been created to familiarize students with the equipment and resources used in distance education activities and to orient students to the distance learning education process.

The topical outline below describes the content included in the student orientation:

- I. Welcome and Introduction
- II. Successful Students
 - a. Posting regularly
 - b. Submitting assignments
 - c. Library and other resources
 - d. Communication
 - e. Syllabi
 - f. Student Service Coordinator
 - g. Live Chat
- III. Class Attendance
 - a. Attendance expectation
- IV. Due Dates
- V. Syllabus
- VI. Student Portal / Email
 - a. Student email
 - b. Upcoming schedule
 - c. Final grades
 - d. Program information
 - e. Bookstore
 - f. Financial account information
- VII. Google Hangouts
- VIII. Ordering Books
- IX. Who to Contact for Help
 - a. Contact list
 - b. Printable list
- X. Messaging
 - a. Accessing and using Classroom Messaging
 - b. Response expectations
- XI. eResources
 - a. Catalog
 - b. Library
 - c. Assignment Toolkit
 - d. FAQ
 - e. Video Tutorials
 - f. Chat with a Librarian
- XII. Navigating the Online Course Homepage

Faculty

The first point of intervention for any non-technical issue is the faculty member. Generally, most communication between students and faculty can be efficiently handled via postings and e-mail. Faculty members are also available by telephone

and are required to provide students with specific times in which they can be reached. Faculty are also required to establish two office hours weekly.

Student Resource Coordinator

Online students additionally have access to Student Resource Coordinator. These student support personnel:

- Provide leadership and oversight to the online students;
- Serves as a point of contact for all students participating in an online course;
- Coordinate retention efforts for students engaged in online learning;
- Monitor student attendance, retention, and academic progress utilizing CampusVue and specially designed reports located on the corporate intranet site;
- Collaborates with the Director of Academic Operations - Online and/or Program Director to resolve any course/class based issues; and
- Direct students to other services as needed including academic advising and library services.

Technical Support

Technical support for students and faculty using the Learning Management System is available 365 days a year, 24 hours a day, seven days a week, via either email, live chat or a toll free telephone number.

Virtual Reference Librarians

In order to support faculty and students seeking assistance with the electronic library resources, a centralized team of reference librarians has been created. Students may access the centralized reference librarian team by email, chat or phone. This is additive to library hours and services provided at the physical campus.

Academic Advisors

In contrast with Student Support Coordinators, the Academic Advisor is able to converse with the student regarding a particular course and its contribution to the development of prerequisite knowledge for subsequent courses as well as the achievement of learning objectives and development of competencies required for the career outcomes associated with the program of study. The Academic Advisor is able to work with the student to problem-solve issues related to academic success, including development of study skills, time management skills, asking the instructor for assistance, navigation of the virtual learning environment, and participation in group projects. Additionally, the Academic Advisor is skilled in providing fundamental academic support in mathematics and writing. Additionally the Academic Advisor:

- Contacts students who have been identified as potentially at risk due to academic related issues;
- Develops relationship with student to facilitate connectivity with the campus and to support the development of student confidence in ability to learn and achieve academic success;
- Provides fundamental academic support in mathematics and writing as needed;
- Provides basic technical support to students with difficulties navigating the virtual classroom;
- Aids students in development of action plans to improve upon study skills, time management skills;
- Advises students on process for requesting support from instructors; and
- Directs students to virtual academic resources, virtual library resources and tutoring services as appropriate.

Career Services

The Career Services provided to students who enroll in online programs are the same or equivalent to those provided to students who enroll in programs delivered on ground.

Online students are provided career readiness and career placement services via our GPS Process (Graduate Placement Strategy). This process engages the students by phone to complete their resume, conduct mock interviews, provide training on how to network, volunteer opportunities and set expectations. These calls are also conducted to set expectations with the students regarding the provision of information and training by Career Services and to establish a call pattern in their last quarter to provide placement services. During their final quarter exit interviews are conducted and weekly calls are established to provide information on new job orders, follow up on resume submittals and interviews.

During this time the Employer Relations team is direct marketing graduates to employers in their areas within their chosen fields to establish employer partnerships and obtain job orders for students/graduates.

Additionally our regionally located Employer Engagement Directors are working with multi-regional and national employers to support the Employer Relations team efforts with being a face to employers to further engage them with advisory boards and additional job order acquisition. The online Career Services and Employer Relations teams have strong relationships with the ground campuses that provide additional support with mock interviews, career fairs, employer events and face to face support for those students who need extra assistance with soft skills, networking and interview preparation.

Financial Aid Services

The Financial Aid Services provided to students who enroll in online programs are the same or equivalent to those provided to students who enroll in programs delivered on ground.

The student is invited to virtually meet with Admissions Representative to complete Enrollment Documents using the electronic Broadleaf system. Subsequently, the Admissions Representative then directs the student to the virtual Free Application for Federal Student Aid (FAFSA) Service Center.

At this point in the process, the student completes the FAFSA with the virtual assistance of the FAFSA Service Center. The FAFSA Service Center provides students a synchronous FAFSA walkthrough as well as a custom enrollment guide that is mailed to all newly enrolled students. This live conversation occurs via a dedicated telephone line that is dedicated to the provision of assistance with the completion and updating of the FAFSA for both new and continuing students.

The FAFSA Service Center is open Monday – Friday (9:00 am EST – 8:00 pm EST). Bilingual Advisors are available to support families in their native language: Spanish, Russian, Tagalog, Hmong, Vietnamese, Mandarin, Cantonese and French. Post-submission support is also available to ensure accurate and complete processing; inclusive of corrections, updates, FAFSA signature(s), and verification support.

Upon completion of the FAFSA, the student is transferred to Centralized Financial Services (CFS) to discuss the next steps in the financial aid process. The Centralized Financial Services Hours of Operation are Monday – Friday (9:00 am EST - 10:00 pm EST) and Saturday - Sunday (10:00 am EST – 9:00 pm EST). The student is assigned a Centralized Financial Service Officer (CFSO) and sent an Enrollment Guide that contains additional information about Financial Aid, the selected program of study, and contact information for various student support services.

Once the CFSO receives the imported Institutional Student Information Record (ISIR), the student is contacted within 24 hours to create or modify the funding plan using the electronic Broadleaf system. Based upon a customized funding plan, Financial Aid documents are generated and reviewed with the student in an Entrance Counseling session with the CFSO. The CFSO makes any corrections/changes to funding plan, completes final approval, and submits for second level approval to File Review.

A staff member from Centralized File Review completes a review of all required documents, ISIR review and funding plan. File Review gives final approval or requests necessary corrections by the campus. If corrections are needed, the CFSO re-engages with the student to execute required changes and resubmits in Broadleaf for second level approval. If the file is approved, the student receives an email notification to login and accept the final funding plan.

Student Financial records are maintained electronically within Broadleaf and ImageNow. Both systems hold the electronic records for a student's entire academic career. Once the student is enrolled beyond the provisional period, the FA Packaging status is complete, and the FA award has been accepted by the student, awards are submitted in batch format to COD for processing and payment.

At this point, the student receives information regarding iGrad and Financial Literacy. COD communicates back to Broadleaf that funds have been originated. Funds are disbursed at COD and Broadleaf. Broadleaf pushes information to the student information system, CampusVue. Funds are posted in CampusVue to the student's account.

[1] Changing Course: Ten Years of Online Education in the United States (2013). Retrieved from <http://www.onlinelearningsurvey.com/reports/changingcourse.pdf>

[2] Ibid.

[3] Ibid.

[4] Ibid.

[5] Ibid.

[6] Ibid.

[7] Ibid.

[8] Ibid.

[9] Ibid.

[10] Ibid.

[11] Jones, Beau Fly. United States. *Plugging In: Choosing and Using Educational Technology*. Washington, DC: North Central Educational Laboratory, 1995. Print.

[12] "How Should I Offer This Course? The Course Delivery Decision Model (CDDM)" in MERLOT Journal of Online Learning and Teaching, Vol. 10, No. 2, (June 2014). Retrieved from <http://jolt.merlot.org/vol10no2/brinthaup0614.pdf>

[13] ACICS Accreditation Criteria, p. 2.

[14] Partnership for 21st Century Skills. (2009). Retrieved from http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf

[15] Conference Board. (2006, October). Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st Century U.S. workforce. New York: Author. (p. 49, Table 12)

[16] The Foundation Skills (2013-2014). Retrieved from <http://www.careerkey.org/pdf/Foundation-Job-Skills.pdf>

[17] Department of Commerce Fact Sheet on Digital Literacy (2011). Retrieved from <http://www.commerce.gov/news/fact-sheets/2011/05/13/fact-sheet-digital-literacy>

[18] Ibid.

[19] ISTE Standards for Students (2007). Retrieved from http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

[20] An Emerging Set of Guiding Principles and Practices for the Design and Development of Distance Education (1998). Retrieved from http://wserver.scc.losrios.edu/~deplan/documents/IDE_PennState_guiding_principles.pdf

[21] United States Department of Education Federal Register (2010). Retrieved from <http://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf>

[22] 2010 SOC to CIP Crosswalk. Retrieved from <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>

[23] Introduction to the Classification of Instructional Programs (2010). Retrieved from https://nces.ed.gov/ipeds/cipcode/Files/Introduction_CIP2010.pdf

[24] "How Should I Offer This Course? The Course Delivery Decision Model (CDDM)" in MERLOT Journal of Online Learning and Teaching, Vol. 10, No. 2, (June 2014). Retrieved from <http://jolt.merlot.org/vol10no2/brinthaup0614.pdf>

EVIDENCE OF PLAN EFFECTIVENESS

McCann School of Business & Technology uses retention rates, placement rates, graduation rates, student learning outcomes, student satisfaction, graduate satisfaction, and employer satisfaction to evaluate effectiveness. This measures how well or effective we are at delivering curriculum, preparing students for careers, and creating an effective learning environment.

Measures of Campus Effectiveness

The following are among the measures used to assess institutional effectiveness:

- Graduate placement rates
- Student retention rates
- Graduation rates
- Graduate satisfaction surveys
- Employer satisfaction surveys
- Student satisfaction surveys
- Cumulative Grade Point Averages
- Certification/Licensure Results
- Satisfactory Academic Progress

These measures are reported quarterly and/or annually depending on the nature of the data. Reports are provided to the President, Directors, and Regional Support teams as deemed appropriate. The data is compared to goals to measure institutional effectiveness, recognize strengths, and identify areas requiring improvement. Recommendations for continued improvement are solicited from all appropriate parties for final approval and implementation.

Conclusions drawn from an annual analysis of data can result in revisions, deletions, and additions of programs and/or program requirements. They can also lead to discussions regarding the appropriate implementation of course objectives. Finally, they can result in changes to policies and procedures as well as changes to student services provided. As an example, information from the course evaluations can be used to formulate material for in-service trainings and can be used to discuss issues regarding course delivery methods at in-service training and academic department meetings. Discussions can then occur regarding the appropriateness of curricula, the skill level of individual full-time and adjunct faculty, and other factors that might make our school more effective in achieving its philosophy and mission.

Plan Effectiveness

Campus Leadership Team

In order to assess the effectiveness of the institution in meeting its mission, McCann School of Business & Technology has established a committee tasked with periodically reviewing the components of the CEP and determining progress towards institutional goals. The core members of the team include the Campus Director, Director of Admissions, Director of Education, Assistant Director of Education, Director of Financial Aid, and Director of Career Services. Other members of the school staff are asked to consult with the core members as needed. The leadership team assists with the implementation of CEP activities, but ultimately, the implementation of the CEP itself is the responsibility of the Campus Director.

CEP Faculty and Staff Involvement

Each member of the core management team acts as a liaison between the team and all staff members within that manager's department. These managers bring items to the management team for review and consideration and take information and action items away from the team meetings and present them to his or her department. In this way, all staff and faculty have input into the construction of the CEP and are aware of the schools progress towards its overall goals. In addition, full staff meetings are held each quarter and the entire staff is updated on CEP outcomes.

Regulatory Compliance

Another measure of institutional effectiveness is maintaining full compliance with applicable regulatory bodies. McCann School of Business & Technology currently enjoys recognition, licensing and/or approval from the following educational agencies:

State Approval/Licensure

- McCann School of Business & Technology is authorized by the Department of Education, Commonwealth of Pennsylvania to confer the degree of Associate in Specialized Business/Technology for completion of certain two year programs.
- The school is licensed by the Pennsylvania State Board of Private Licensed Schools.
- The school is an eligible institution for students to receive Pennsylvania Higher Education Assistance Agency Grants.
- The school is an eligible institution for students to receive United States Department of Education Title IV Aid (Pell, SEOG, FWS) aid for participation in the Federal Direct Loan Program.
- The school is approved by the Pennsylvania Department of Education for Veteran's training.
- The school is approved by the Bureau of Vocational Rehabilitation for the training of rehabilitation students.

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS (ACICS)

Accredited by the Accrediting Council for Independent Colleges and Schools to award certificates, diplomas, and associate in specialized business/technology degrees. The Accrediting Council for Independent Colleges and Schools is recognized by the Council on Higher Education Accreditation. The Accrediting Council for Independent Colleges and Schools (ACICS) is located at 750 First Street, NE, Suite 980, Washington, DC 200024241. Telephone (202) 336-6780

PROGRAMMATIC

The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs

25400 U.S. Highway 19 North, Suite 158

Clearwater, FL 33763

Phone: 727-210-2350

www.caahep.org

The Medical Laboratory Technician program at McCann School of Business & Technology Allentown is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

National Accrediting Agency for Clinical Laboratory Sciences

5600 N River Road

Rosemont, IL 60018

Phone: 773-714-8880

Fax: 773-714-8886

www.naacles.org

CONCLUSIONS

Location of Documentation

The ACICS Campus Accountability Report and supporting documentation is stored on our internal SharePoint site. Employer surveys and graduate surveys are also kept on our SharePoint site. The CGPA and SAP data is stored in Campuses and reports can be pulled as needed for this document. Certification and Licensure information data is kept with the Program Directors and is also recorded in CampusVue. Externship Evaluation Forms are kept with the Program Directors. Campus Effectiveness Plan is located in the Campus Director's Office and is stored on our internal SharePoint site.

Summary

McCann School of Business & Technology, its faculty, staff, and administrators, recognize the importance of developing and analyzing data concerning curricula, faculty, and students, both those who continue on to graduation, as well as those who withdraw. The sharing of data with Directors, Program Directors, faculty, and staff provides additional input into the analysis of the data and into the development of plans to address identified areas of concern. The implementation of the initiatives to improve retention and placement is monitored and adjustments made as necessary.

McCann School of Business & Technology seeks to continuously obtain feedback in all areas of operation in order to provide the highest quality education to its students and to the community

The Campus Effectiveness Plan is a living document. McCann School of Business & Technology will strive to continually review student evaluations, employer surveys, graduate input and other measures to continually improve the educational experience of its students.

LIST OF EXHIBITS

- **Exhibit A:** Business Administration - Retention Program Improvement Plan
- **Exhibit B:** Phlebotomist – Placement Program Improvement Plan
- **Exhibit C:** Electronic Health Records – Placement Improvement Plan

PROGRAM IMPROVEMENT PLAN

OUTCOME TO BE IMPROVED (Retention, Placement or Licensure) Retention

Please use this form (or format) for each program for which an improvement plan is required.

Append it to, and reference it in, the Campus Effectiveness Plan (CEP).

<p>Campus Name & ACICS ID #, Program Name & Credential Level – One plan may be used to address more than one deficiency in a program’s outcomes (retention, placement and/or licensure pass rate).</p>	<p>McCann School of Business & Technology Allentown, PA ACICS ID# 00024762 Business Administration – Associate in Specialized Business</p>
<p>Data - Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.</p>	<p>2014 CAR – 73% 2015 CAR – 68% 2016 CAR – 63%</p>
<p>Analysis - Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.</p>	<ul style="list-style-type: none"> • Students who enter the Business Administration program often are not clear on the many career opportunities upon graduation and therefore, lose focus on their education as they have no end goal. • Students often leave for community college or four years schools as we don’t offer a large network of schools for students to transfer to upon graduation. • Students don’t often meet Program Director until second or third term and are taught by many adjuncts, thus, we are not connecting students to McCann and Program Director upon entering the program. • Students that opt for online classes are struggling to successfully complete these courses and often withdraw due to frustration.
<p>Planned Activities - Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.</p>	<ul style="list-style-type: none"> • Conduct Job Fairs and Guest Speakers targeted at the business students in the first term. • Include Articulation Agreement discussion in Orientation and conduct ongoing conversations with students so they are informed about options to transfer credits. • Include Career Services Department in individual meetings with new students to share graduate success stories. • Ensure Program Director meets with students at Orientation and during the first term to be sure student is connected and verbalizes career goals and plans. • Schedule first term classes with long-term full time faculty who have strong retention rates of first term students. • Increase Online Support for students; expand day and evening hours and work with students who are inexperienced with online

Comment [SB1]: Confused on this – how does it help with retention?

	classes.
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PROGRAM IMPROVEMENT PLAN

OUTCOME TO BE IMPROVED (Retention, Placement or Licensure) Placement
 Please use this form (or format) for each program for which an improvement plan is required.
 Append it to, and reference it in, the Campus Effectiveness Plan (CEP).

Campus Name & ACICS ID #, Program Name & Credential Level – One plan may be used to address more than one deficiency in a program’s outcomes (retention, placement and/or licensure pass rate).	McCann School of Business & Technology Allentown, PA ACICS ID # 00024762 Electronic Health Records – Associate in Specialized Business
Data - Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.	2014 CAR - 93% 2015 CAR - 88% 2016 CAR - 50%
Analysis Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.	<ul style="list-style-type: none"> • In 2016 many offices, specifically, where we place students, were completing their merger to the virtual patient record system (EPIC). Employers had a decrease in hiring until current employees were trained in this system. • We struggled to get externships sites willing to hire our grads as they were not trained in the new system. • Some previous employers outsourced work and thus decreased the need for new hires.
Planned Activities - Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.	<ul style="list-style-type: none"> • Conducting Job Fairs to attract new employers. Hold these quarterly and attend Fairs in the Community. • Many sites confirm they are now hiring and can train new hires to utilize virtual patient record system. • Outreach to all previous employers took place to ensure they are still interested in our Graduates. • Conduct Advisory Board meeting to understand the trends and what we can do to prevent a decrease in our employments in the future. • Provide Employer feedback for potential curriculum changes needed.

PROGRAM IMPROVEMENT PLAN

OUTCOME TO BE IMPROVED (Retention, Placement or Licensure) Placement

*Please use this form (or format) for each program for which an improvement plan is required.
Append it to, and reference it in, the Campus Effectiveness Plan (CEP).*

<p>Campus Name & ACICS ID #, Program Name & Credential Level – One plan may be used to address more than one deficiency in a program’s outcomes (retention, placement and/or licensure pass rate).</p>	<p>McCann School of Business & Technology Allentown, PA ACICS ID # 00024762 Phlebotomist –Diploma</p>
<p>Data - Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.</p>	<p>2014 CAR – 68% 2015 CAR – 66% 2016 CAR – 61%</p>
<p>Analysis - Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.</p>	<ul style="list-style-type: none"> • Many Hospitals have merged and we did lose some valuable sites that have been difficult to re-establish. • We limited our enrollment to 14 per start versus 19 to as not to flood the market. • We saw Job demand decrease for these graduates and believe we may have flooded the market with an excess of Grads.
<p>Planned Activities - Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not yet achieved the desired outcome, and when that outcome will be reached.</p>	<ul style="list-style-type: none"> • We have a new Team in place dedicated to increase externship sites and develop relationships with new employers. • We have expanded our territory to include employers outside the city of Allentown and encouraging students with transportation to entertain these potential employers. • Quarterly Job Fairs are now conducted at the Campus to attract new employers. • Notifying potential employers about McCann Grads through advertising, Flyers, Visits and Community Outreach.

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-157



March 2, 2016

Evaluation Team Report – RENEWAL OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00068978

Main Campus ID: 00068978

Staff Contact: Mr. Derrick Ware – Phone: (202) 336-6770

Application ID: 66061

VISIT RESPONSE DUE DATE: March 12, 2016

Mr. Richard K. Kim
President
Columbia College
8300 Merrifield Avenue
Fairfax, VA 22031
academic@ccdc.edu

Dear Mr. Kim:

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

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

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)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Enclosures



RENEWAL OF ACCREDITATION VISIT REPORT

COLUMBIA COLLEGE
8300 Merrifield Avenue
Fairfax, VA 22031
ACICS ID Code: 00068978

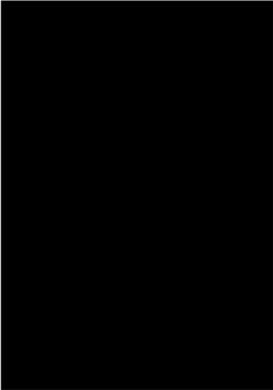
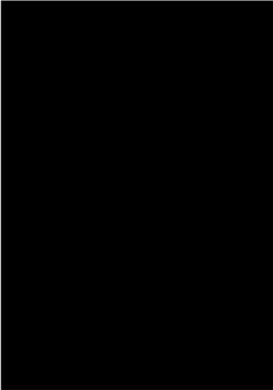
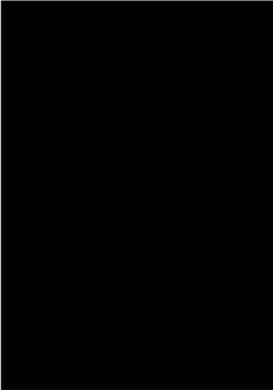
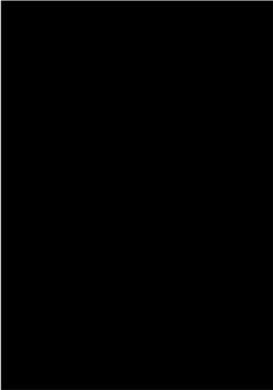
██████████ President (president@ccdc.edu)
(academic@ccdc.edu)

LEARNING SITES
Centreville Extension
5940 Centreville Crest Lane
Centreville, VA 20121
ACICS ID Code: 00244306

Maryland Extension
12125 Veirs Mill Road
Silver Spring, MD 20906
ACICS ID Code: 00244305

February 2-3, 2016

Chair	Fortis College	Orange Park, FL
Student-Relations Specialist	Zenith Education Group	Los Angeles, CA
Educational Activities, Library, and Computer Science and Business Program Specialist	University of Texas at San Antonio	San Antonio, TX
Teaching English for Early Childhood, Technical and Business English, and ESL Specialist	New York Institute of English and Business	New York, NY
Cosmetology and Massage Therapy Specialist	Skin Care by Liz	Camden, NC

	Culinary Arts Specialist	Education Corporation of America	Birmingham, AL
	Dental Laboratory Technology Specialist	Sanford-Brown College	Dallas, TX
	Staff Representative	ACICS	Washington, DC
	Staff Observer	ACICS	Washington, DC

**PROGRAMS OFFERED BY
COLUMBIA COLLEGE
FAIRFAX, VA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)			
						2015		2014	
						Ret.	Pla.	Ret.	Pla.
Certificate	Certificate	Cosmetology+	1,500		10/0	79	50	NA	NA
Certificate	Certificate	Culinary Arts*	1,022		0/0	NA	NA	NA	NA
Certificate	Certificate	Dental Laboratory Technology	1,200		9/0	100	100	NA	NA
Certificate	Certificate	English as a Second Language + + #	1,200		388/16	81	NA	NA	NA
Certificate	Certificate	Massage Therapy + +	600		22/0	92	67	NA	NA
Associate of Applied Science	Academic Associate's Degree	Business Administration		92	16/0	73	38	NA	NA
Associate of Applied Science	Academic Associate's Degree	Computer Science		92	13/0	67	NA	NA	NA
Associate of Applied Science	Academic Associate's Degree	Cosmetology+		120	4/0	83	NA	NA	NA
Associate of Applied Science	Academic Associate's Degree	Culinary Arts		92	7/0	83	NA	NA	NA
Associate of Applied Science	Academic Associate's Degree	Dental Laboratory Technology		99	2/0	100	100	NA	NA
Associate of Applied Science	Academic Associate's Degree	Massage Therapy*		91	0/0	NA	NA	NA	NA
Associate of Applied Science	Academic Associate's Degree	Technical & Business English		92	12/0	67	NA	NA	NA
Associate of Applied Science	Academic Associate's Degree	Teaching English for Early Childhood		92	10/0	82	NA	NA	NA
TOTAL ENROLLMENT					493/16				

Notes: Typed in bold are any placement rates below 70 percent.

* Programs with no enrollment. These programs are approved with the institution's primary accreditor, Council on Occupational Education (COE). The team reviewed these programs during the visit although there was no enrollment.

- + Programs in which 100 percent of courses are taught at a Learning Site.
- ++ Programs in which some but not all of the courses are taught at a Learning Site.
- # This institution is approved for distance education less than 50 percent. A separate Quality Assurance Monitoring Distance Education report has been prepared.

INTRODUCTION

Columbia College (CC) is operated by Columbia College, Inc. which is 100 percent owned by the exclusive stockholder, Mr. Richard Kim. The institution was established in 1999 and moved to its current location in Fairfax, Virginia in 2004. In 2007, CC received accreditation approval to offer certificate programs from the Council on Occupational Education (COE). The institution received approval to offer degree programs through COE the following year in 2008 as well as approval to participate in Federal Student Financial Aid Programs (Title IV) in 2009. CC's grant of accreditation with COE ends in February 2017. The J-1 Visa program for visiting international students was approved in 2010 through the U.S. Department of State. Since the date of approval, the institution has trained students from over 30 countries globally. CC received its initial grant of accreditation with ACICS in August 2014 to award associate's degrees and certificates.

The institution is located in Fairfax, Virginia, with two additional learning sites. These additional learning sites are located in Silver Spring, Maryland, and Centreville, Virginia. The main location in Fairfax consists of 25,000 square feet spread out over 2 floors in a 2 story building. The first floor is designed to support the administrative functions of admissions, the business office, financial aid, a computer lab, TOEFL testing center, and the library. There are classrooms, laboratories, offices, restrooms, meeting rooms, the culinary kitchen, and storage on the second floor. There is adequate parking to support the student population and convenient access to public transportation. The building in Fairfax does not meet current codes for safety but due to its age has been "grandfathered" into the current regulations. A sprinkler system does not exist and an elevator is not available for use. Student records are protected in fire resistant filing cabinets as well as electronically. The Centreville learning site offers classes in English as a Second Language (ESL) and cosmetology. This is the only location where cosmetology classes are available. The Silver Spring learning site offers ESL and massage therapy classes. Both learning site locations have liaisons to assist students in attaining the services available through the main location in Fairfax, Virginia.

At the time of the visit, there were 509 students enrolled. Only 16 of the 509 total students attend on a part-time basis. The rest of the population is full time. The majority of the students, 404, are enrolled in the English as a Second Language certificate program. The combined enrollment of the other 10 active programs only accounts for a total of 105 students. The team reviewed two programs without enrollment during the visit since these programs are currently approved by COE. The two programs were the certificate program in culinary arts and the associate's degree in massage therapy. The student body of CC mainly consists of individuals of foreign ethnicity. Most students are of Asian or Hispanic descent. Females represent 53 percent of the population and the average age is 27. Thirty percent of the CC population are international students attending on a visa.

Because the institution recently received initial accreditation from ACICS in August 2014, CC was not required to complete an official 2014-2015 CAR. The institution did provide documentation to the team for the 2014-2015 cohort that was used as the retention and placement data for this report. Based upon this, there were three programs which failed to meet the 70 percent placement standard. These programs were the certificate in cosmetology, the certificate in massage therapy, and the associate's degree in business administration. CC provided placement improvement plans for each of these programs.

The team reviewed 13 programs during the visit. The ESL certificate program is the only one that utilizes distance education. Unfortunately, this was one of the areas where the team found a lack of proper planning. Various findings were also identified as related to the Campus Effectiveness Plan (CEP), the culinary arts

programs, safety concerns, and a lack of proper program administrative oversight. In the end, the team found a lack of evidence to demonstrate the effectiveness of the administration. When seeking clarification during the visit, there were numerous instances where the institution identified a policy as part of its explanation. Unfortunately, the team found through interviews that the policies were either not being enforced or that the policies had not been shared with the employees of CC.

REPORT QUESTIONS

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found on page 2 of the 2015-2016 Columbia College Catalog revised January 21, 2016.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following:
(a) The programs of instruction?
 Yes No
(b) The modes of delivery?
 Yes No
(c) The facilities of the campus?
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

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

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

(Section 3-1-111): The institution does not have a current CEP. While the team was provided with a CEP revised in August 2015, all of the data presented and evaluated in the plan were outdated. The CEP contains outcomes from the 2013-2014 cohort year with no updates within the past 18 months. The CEP presented to the team would have met most of the required elements if timely data had been reviewed and incorporated into the plan.

- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following:
(a) The characteristics of the programs offered?

- Yes No
 (b) The characteristics of the student population?
 Yes No
 (c) The types of data that will be used for assessment?
 Yes No
 (d) Specific goals to improve the educational processes?
 Yes No
 (e) Expected outcomes of the plans?
 Yes No

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

(Section 3-1-111): The CEP does not describe the expected outcomes of the plans. While the CEP reviewed the types of data used and goals, expected outcomes were not included.

- 1.10 Are the following five required elements evaluated in the CEP?
- (a) Student retention.
 Yes No
- (b) Student placement.
 Yes No Not Applicable (new branch only)
- (c) Level of graduate satisfaction.
 Yes No Not Applicable (new branch only)
- (d) Level of employer satisfaction.
 Yes No Not Applicable (new branch only)
- (e) Student learning outcomes.
 Yes No
- 1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.
- The institution uses grade point average (GPA) and licensure exam pass rates to measure student learning outcomes in the CEP. GPA reports are evaluated for all students at the end of each session and compiled for the CEP on a yearly basis. The institution also uses licensure exam pass rates to measure student learning outcomes for its cosmetology and massage therapy programs. The GPA and licensure exam pass rate results are reviewed by program and compared to previous years. These reports provide a better understanding of the level of learning success attained by students. Unfortunately, the results provided in the CEP related to student learning outcomes were outdated.
- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.
 Yes No Not Applicable
- (b) The data used by the campus to assess each outcome.
 Yes No Not Applicable
- (c) How the data was collected.
 Yes No Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
 Yes No Not Applicable

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

(Section 3-1-111): The CEP does not provide an explanation of how the data have been used to improve the educational processes. The CEP contains outcomes from the 2013-2014 cohort year with no updates within the past 18 months.

- 1.13 Has the campus published annual placement and retention goals in its CEP that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No

- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No

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

To meet its retention goals, the institution will undertake a number of initiatives, which include e-mailing students to help with the registration process for the upcoming sessions; implementing a new plan to assist students with academic planning for the next year at the time of enrollment; monitoring satisfactory academic performance, and implementing spot assessments. In regards to placement, the institution plans to develop a job bank for current graduates, offer career services workshops covering interview preparation and resume writing, improve tracking of graduate employment progress, and encourage and support students in securing internships while in school.

- 1.16 Does the campus have documentation to show the following:

(a) That the CEP has been implemented?

Yes No

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

Yes No

(c) That periodic progress reports have been completed?

Yes No

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

(Section 3-1-112): The institution does not have documentation to show implementation of the CEP. While the plan presented to the team contained specific activities and periodic meetings held to discuss the CEP, the document contains outdated outcomes information related to the five required elements. Without current information, the team could not verify implementation of a current CEP.

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

A committee is utilized to implement and monitor the CEP. The committee includes the president, vice president, academic dean, operations director, admissions director, academic director, and the student service administrator. The academic dean, Dr. James Cho, serves as chairman of the committee.

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

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

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

(Section 3-1-113): The institution does not evaluate the CEP at least annually. While the institution provided evidence to the team that the CEP was reviewed periodically, the information evaluated in the plan was outdated coming from the 2013-2014 cohort year. Additional updates related to outcomes for the required elements in the CEP were not provided to the team.

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

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

(Section 3-1-202(a)): There is not sufficient evidence to determine that the administration of the institution is effective. The unusual number of findings, stemming from an inability to get consistent information or evaluate the implementation of noted policies, suggested a deeper concern of administrative effectiveness. During the visit, the College administration identified several policies as clarification to questions from the team. These policies dealt with required uniforms for culinary students and safety goggles for dental laboratory technology students. In interviews with employees of the institution, the team found these policies were not being enforced, creating safety hazards for its students. Additionally, CC identified several individuals as qualified program administrators during the visit. Through interviews at the institution, the team found these individuals were unaware of these duties. Further, the administration seemed unaware of activities at the learning sites - specifically the Centreville site - where there were concerns about course activities.

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

- (c) Understand the standards by which the success of their work is measured?
 Yes No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
 Yes No Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. Richard K. Kim, president, is responsible for the financial oversight of the institution. Mr. Kim holds a master's degree in language and literature from Choong Ang University in South Korea. He has over 23 years of experience in K-12 education as an instructor and program director. Mr. Kim also served as the ESL program director and associate dean of international affairs at Stratford University for four years prior to taking over as president of CC in 2004.

3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
 Yes No
- 3.02 Are all staff well trained to carry out administrative functions?
 Yes No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?
Mr. Richard K. Kim, president, is the on-site administrator. As previously stated, Mr. Kim holds a master's degree in language and literature from Choong Ang University in South Korea. He has over 23 years of experience in K-12 education as an instructor and program director. Mr. Kim also served as ESL program director and associate dean of international affairs with Stratford University for four years prior to assuming his role as president of CC in 2004.
- 3.04 Does the campus list degrees of staff members in the catalog?
 Yes No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
(a) Financial aid activities.
 Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

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

(Section 3-1-303(a)): Evidence does not exist that the institution keeps adequate records to support the operations of admissions, the curriculum, or the faculty. The team identified numerous admissions files that did not contain appropriate enrollment agreements. ESL exit exams have not been performed on any students. Additionally, most of the faculty files did not contain a current faculty development plan.

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

Yes No (If No, skip to Question 3.11.)

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

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

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

4. RELATIONS WITH STUDENTS

- 4.01 How many student files were reviewed during the evaluation?
The team reviewed 7 active, 15 withdrawn, and 26 graduate student files for a total of 48 files based on student names included in an unofficial CAR prepared by the institution for this review.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?
 Yes No
- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No
- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
 - (b) Outlines all program-related tuition and fees?
 Yes No
 - (c) Has a signature of the student and the appropriate school representative?
 Yes No

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

(Section 3-1-414): The institution does not use an appropriate enrollment agreement for all students that outlines the financial obligations and program-related tuition and fees. The following students initially enrolled in the English as a Second Language (ESL) program and then subsequently enrolled in another program, but there was no evidence of enrollment agreements for the subsequent program:

- Park, Jongchan - ESL, then Technical and Business English
- Zelaya Henriquez, Yansi - ESL, then Teaching English for Early Childhood
- Wu, Chaoshang - ESL, then cosmetology
- Oh, Ji Woo - ESL, then Technical and Business English
- Jeon, Seoung Youl - ESL, then culinary arts, and finally Technical and Business English

Additionally, on several enrollment agreements for associate degree programs, the books and fees noted did not include the total of the lab fees charged as follows:

- Both Jinhyeong Lee and Jihun Park - culinary arts, books/supplies listed as \$130, yet the catalog lists a lab fee of \$210 per session
- Both Hyun Woong Cha and Taehyung Kim, dental laboratory technology, books/supplies listed as \$1,450, yet the catalog lists a lab fee of \$350 per beginning and \$875 per advanced level per session

The team verified with the vice president/academic dean that the same lab fees noted in the current catalog were in effect during these students' tenures.

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

Yes No

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

Mr. Seon Il Kim is the senior admissions representative and is responsible for overseeing the admissions staff at the institution. Mr. Kim holds an associate's degree in business administration from this institution. He was an instructor for four years and then a school director for eight years at two academies in South Korea. He was hired as an admissions representative at this institution in 2012 and was then promoted to his supervisory position.

- 4.11 Describe the recruiting process for new students.

The majority of recruitment activities are through local cultural newspapers, foreign language radio stations, brochures distributed at local community centers, and information posted on the institution's website. Student referrals comprise 60 percent of the institution's leads. Additionally, the institution conducts two to three open houses per year to present the programs offered.

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

Yes No

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

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

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

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

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

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

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

The head financial aid administrator, Ms. Kyungsook Kim, oversees the financial aid awards given to students. She holds an associate's degree in business administration from Northern Virginia Community College and a bachelor's degree in accounting from George Mason University. After completing her bachelor's degree in 2011, she was hired by this institution as a financial aid representative and promoted to the head financial aid administrator position in 2012.

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No

4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No

4.21 Has the campus established articulation agreements with other institutions?
 Yes No (Skip to question 4.24 for all programs)

4.24 Is the standards of satisfactory academic progress policy published in the catalog?
 Yes No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published.
 The standards of satisfactory academic progress are published on pages 17-19 of the 2015-2016 Columbia College Catalog, revised January 21, 2016.

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

- Yes No Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?
 Yes No Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
 Yes No Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student and/or the campus does not have such a policy)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No

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

Ms. Ji Soo Yang, academic director, oversees the administration of the standards of academic progress (SAP) for the institution. Ms. Yang holds a bachelor's degree in special education from Kangnam University in South Korea, and a master's degree in early childhood special education from John Hopkins University. She has three years of special education teaching experience. Ms. Yang joined Columbia College in 2012.

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

Although there are no formal tutoring programs available to students, the faculty work with students one-on-one as needed, predominantly providing more time for testing and support to accommodate language difficulties.

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

(a) Scholarships.

(b) Grants.

(c) Loans.

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

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

Yes No

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

Yes No

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

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

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

Yes No Not Applicable

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

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

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

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

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

Yes No

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

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

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

The head financial aid administrator, Ms. Kyungsook Kim, oversees the financial aid awards given to students. As previously stated, she holds an associate's degree in business administration from Northern Virginia Community College and a bachelor's degree in accounting from George Mason University. After completing her bachelor's degree in 2011, she was hired by this institution as a financial aid representative and promoted to the head financial aid administrator position in 2012.

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

Yes No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes No

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

Yes No

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

Ms. Kyungsook Kim is a member of the Virginia Association of Student Financial Aid Administrators (VASFAA). She checks the Information for Financial Aid Professionals (IFAP) website daily for any updates or changes to the regulations. Additionally, she has attended multiple trainings provided by FedLoan Servicing, a Department of Education servicer.

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

Yes No

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

Yes No

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

Yes No (*Skip to question 4.58.*)

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

Yes No Not Applicable (there have been no graduates)

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

(Section 3-1-441(c)): Follow-up studies on graduate satisfaction are not conducted following placement. Although the institution does conduct graduate surveys, these are completed at the point of graduation, not after the graduate has been employed. Additionally, the survey tool utilized does not ask specific questions that pertain directly to employment and is not an appropriate follow-up study on graduate satisfaction.

4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes No

4.60 The beginning enrollment on the most current Campus Accountability Report (CAR) is **NA**.
The ending enrollment reported on the previous year's CAR is **NA**.

The institution was granted initial accreditation in August 2014 and has not yet submitted an official CAR to the Council.

4.61 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

4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?

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

4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The financial aid staff perform the required entrance and exit counseling to advise students of their obligations. Formal default management is conducted by the third party servicers who contact the institution for updated contact information as needed.

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. Ji Soo Yang, academic director, manages the Fairfax institution and both the Centreville and Silver Spring learning sites. As previously noted, Ms. Yang holds a bachelor's degree in special education from Kangnam University in South Korea, and a master's degree in early childhood special education from Johns Hopkins University. Ms. Yang has a teacher's license from the Department of Education in Korea and a professional eligibility certificate in generic special education Infant-3 from the Maryland State Department of Education. Ms. Yang has three years of special education experience.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

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

The institution makes provisions for the program administrators to have adequate authority and responsibility. The management meets regularly with the program administrators. Objectives for these gatherings are to discuss, analyze, and enhance the curriculum. In addition, the institution empowers the program administrators to approach the management with ideas, comments, suggestions, and issues that should be addressed. Interviews and discussions with the individual program administrators confirmed that they do have sufficient authority and responsibility to develop their programs. Some qualified program administrators for select programs could not be identified during the visit as discussed later in this report.

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

Yes No

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

Yes No

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

(a) Development of the educational program.

Yes No

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

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

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

While the team was on-site, the institution updated its academic governance policy to include all of the required elements.

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

Yes No

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

(Section 3-1-501): There is no evidence that the faculty is aware of the academic governance policy. During faculty interviews, the faculty could not define or explain the policy for governance. Faculty members are required to sign a form indicating that they read the faculty handbook containing the governance policy. However, none of the faculty was aware of the policy. Further, with changes made on site, there is no evidence that the revised policy was appropriately communicated.

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

Yes No (*Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion*)

FOR RENEWAL OF ACCREDITATION ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes No (*Skip to question 5.14*)

General Comments:

As previously noted, an official CAR was not submitted to ACICS but the institution prepared an unofficial report for the team's review. The above placement data, as well as all other data verified in this report, were self-reported and disclosed, and not submitted to the Council.

FOR ALL CAMPUSES

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

Yes No

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

Yes No

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

The faculty is asked to facilitate student learning and support success by all means necessary, appropriate, and available. Instructors will make provisions for individual differences among students, such as learning, hearing, visual, or physical disabilities. The intention is to maintain a learning environment to motivate students to actively participate in all aspects of the educational process. The faculty communicated during interviews that the school is considerate of differences in the learning applications, learning environments, and modes of instructional delivery. This includes support by faculty whenever needed or requested. The campus is supportive of any student that may require additional consideration to address differences in learning or comprehension.

- 5.19 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Faculty participate in a systematic process of continuous evaluation and revisions to the curriculum. All instructors are encouraged to consider changes that are designed to serve the needs of the students. This is accomplished via fact-finding, classroom experience, and the input of students. The information and requests are passed along to the school administrators for evaluation and if needed, greater discussion and analysis.
- 5.20 Does the faculty participate in this process?
 Yes No
- 5.21 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.22 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- 5.23 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.24 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 5.25 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No

- 5.26 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.27 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.28 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.29 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
 Yes No Not Applicable (no faculty members hold foreign credentials)
- 5.30 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No

If *Yes*, how is this documented?

Documentation is evident for in-service training. Each instructor attending the training is required to sign an attendance sheet and a copy of the attendance list is maintained for record-keeping purposes. Detailed meeting minutes are also appropriately maintained.

- 5.31 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No

If *No* for missing plans, insert the section number in parentheses, list faculty names, and explain:

(Section 3-1-543): There is no evidence that faculty development plans are being created and implemented on an annual basis. While on-site, the team received updated development plans for some faculty. However, the documentation was vague and not very concise, nor were the plans reviewed or signed by the individual faculty member.

- 5.32 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No
- 5.33 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
 Yes No

- 5.34 Does the institution utilize contracts and/or agreements with other institutions or entities?
 Yes No

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

- 5.37 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 5.38 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- 5.39 Do the programs' general education courses meet Council standards in that the courses meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation?
 Yes No
- 5.40 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

- 5.44 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Student services, to include acclimating the students to the learning environment, are provided by the institution and are administered by Dr. Bongwook Yoon. He interviews the student to determine their goals and objectives. Specifically, he tries to remove challenges and issues so that the student can focus on their studies. A tutoring program for students is not provided at Columbia College.
- 5.45 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Dr. Bongwook Yoon, student advisor, is responsible for the oversight of counseling students. He has earned a Ph.D. from Kansas State University. He is responsible for identifying student needs including recommendations regarding reasonable accommodations for students with special need. He cooperates with other staff members in assisting and helping students to resolve health, attitude, or learning problems.
- 5.46 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)

5.47 Describe the extracurricular educational activities of the campus (if applicable).

The institution does provide activities celebrating events like MLK, Thanksgiving, and other holidays. No extracurricular educational activities were identified.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information).

Columbia College is located at 8300 Merrifield Avenue in Fairfax, Virginia. The institution is conveniently located to provide easy access to current and prospective students as well as faculty and staff. Learning sites are located in Centreville, Virginia, and Silver Spring, Maryland. The main campus facility consists of 25,000 square feet spread out over two floors in a two-story building. The first floor is designed to support the administrative functions of admissions, the business office, financial aid, a computer lab, TOEFL testing center, and the library. There are classrooms, laboratories, offices, restrooms, meeting rooms, the culinary kitchen, and storage on the second floor. There is adequate parking and close access to public transportation to support the student population. The institution operates out of an older building that does not meet current fire codes. The building has been "grandfathered" into the regulations, but does not have a sprinkler system or elevator.

6.02 Does the campus utilize any temporary additional space locations?

Yes No

6.03 Does the campus utilize learning sites?

Yes No

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

The Centerville learning site, Columbia College, located at 5940 Centerville Crest Lane, Centerville, Virginia, is approximately 14 miles from the Fairfax location. With normal traffic, the Centerville learning site is a 20-minute drive from the institution. The Centerville location offers classes for cosmetology and ESL.

The Silver Spring learning site, Columbia Institute, located at 12125 Viers Mill Road, Silver Spring, Maryland, is approximately 22 miles from the institution in Fairfax. With normal traffic, the Silver Spring learning site is a 35-minute drive from the institution. The Silver Spring location offers classes in massage therapy and ESL.

Both learning sites have student services liaisons who connect students with the appropriate resources from the main Fairfax location as needed.

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

Yes No

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

(a) Equipment

 Yes No

(b) Instructional tools

 Yes No

(c) Machinery

 Yes No

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

(Section 3-1-601): The equipment and instructional tools are not appropriate to support the culinary arts and dental laboratory technology programs.

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

Yes No Not Applicable

7. PUBLICATIONS

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

The catalog used during the evaluation was the 2015-2016 Columbia College Catalog, revised January 21, 2016.

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

Yes No

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

Yes No

7.04 Does the catalog contain the following items?

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

Yes No

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

Yes No

(c) The names and titles of the administrators.

Yes No

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

Yes No

(e) A statement of accreditation

Yes No Not Applicable (initial applicant)

(f) A mission statement.

Yes No

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

- Yes No
- (h) An academic calendar.
- Yes No
- (i) A full disclosure of the admission requirements.
- Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
- Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
- Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
- Yes No
- (m) A definition of the unit of credit.
- Yes No Not Applicable (The campus does not award credit.)
- (n) A complete explanation of the standards of satisfactory academic progress.
- Yes No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
- Yes No
- (p) The transfer of credit policy.
- Yes No
- (q) A statement of the tuition, fees, and any other charges.
- Yes No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
- Yes No Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.
- Yes No
- (t) A statement describing the student services offered.
- Yes No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
- Yes No Not Applicable (initial applicants only)

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

(Section 3-1-701 and Appendix C): The catalog does not meet Council standards in two areas:

1. The only full-time faculty member, Dr. Han Il Kim, is listed but all qualifying credentials held along with the awarding institution and the area of teaching specialization were missing. The institution provided a proposed catalog addendum on the last day of the visit that included both full-time and adjunct faculty. However, the faculty credentials could not be verified due to the lack of official transcripts in the faculty file folders.

2. It does not accurately reflect the culinary students skill set upon graduating from the program. The students are qualified for an entry-level position into the hospitality industry, not as a professional chef.

7.05 Does the campus offer degree programs?

Yes No

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

(a) An explanation of the course numbering system (for all levels).

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes No Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes No Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

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 outline the general education requirements for the associate's degree programs. The catalog lists general education course electives that a student may take but did not specify that certain general education courses must be included as defined by the *Criteria*.

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

Yes No (If *No*, skip to Question 7.07.)

Distance education is being evaluated as a separate quality assurance activity.

7.07 Does the catalog contain an addendum/supplement?

Yes No (If *No*, skip to Question 7.08.)

7.08 Is the catalog available online?

Yes No (If *No*, skip to Question 7.09.)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (If *No*, skip to Question 7.10.)

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

Yes No

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

Yes No

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

The institution advertises through a variety of print media including local ethnic newspapers (in Chinese, Korean, Spanish, and Vietnamese languages), and distributing brochures in community centers, markets, and assisted-living facilities.

Are all print and electronic advertisements under acceptable headings?

Yes No

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

Yes No (If No, skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes No (If No, skip to Question 7.15.)

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

Yes No

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

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

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

Columbia College provides state-level disclosures detailing the program costs, the time of completion, job placement rate by program, jobs related to programs, and financing options. Placement rates are calculated for the Council on Occupational Education (COE), the institution's other and primary accreditor.

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

This information is published on the Columbia College website, under Disclosures.

If performance information is not being published, insert the section number in parentheses and explain:

(Section 3-1-704): Performance disclosures are not appropriately disclosed and could not be verified for reliability. As noted, the institution calculated placement according to COE standards but data are disclosed for only two programs. Additionally, while there was a disclosure that the information was based on COE calculations, the link for additional information on how the rate was actually calculated was not functional and could not be reviewed for accuracy.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

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

Yes No

- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
 Yes No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
 Yes No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
 Yes No

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

(Section 3-1-800(d)): Adequate staff is not provided to support the development, organization of the collection, and access of the library resources. The librarian is scheduled to work only from 9:00 a.m. to 2:00 p.m. Monday - Thursday. When the librarian is not present, the library remains open for student access; however, no assistants are available to support students. The institution is open to students from 8:30 a.m. - 10:00 p.m. Monday - Thursday. The library is open on Friday from 8:30 a.m. - 5:30 p.m., and from 9:00 a.m. - 2:00 p.m. on Saturday. It should be noted that while on-site, the institution created a position for library assistant (Ms. Dongwon Kang). This could not be confirmed other than what was provided on paper.

- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
The library provides continuous assessment strategies for resources and information services. For example, the librarian will meet with the faculty on a regular basis. The objective is to identify opportunities for additional resources and references to enhance the learning environment. Sometimes, an entire class will visit the library. A packet with beneficial information, tips, and suggestions is provided to the students.
- Are these methods appropriate?
 Yes No
- 8.06 Is the library staff adequately trained to support the library?
 Yes No

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

- 8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
 Yes No
- 8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is \$2,325.00.

- 8.09 What portion of the current year's library budget has been spent?
The portion of the current year's library budget spent is \$2,192.73

How has the money been allocated?

The money was allocated as follows:

LIRN - \$1,262.00

Periodicals - \$132.23

Books - \$795.00

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

Yes No

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

Yes No

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

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

Instructors are encouraged to invite their students to visit the learning resource center on a regular basis. For example, the instructor will take the entire class to the library. A library packet is provided to all students. The handout provides information for the online research databases and the library resources that are available to all students. In addition, instructors will create assignments that require them to visit the learning resource center to complete the assignment. Students are able to access the online database from home using the school portal which requires a student id and password to log on.

Are these methods appropriate?

Yes No

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

Yes No

- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes No Not Applicable (no interlibrary agreements)

- 8.16 Summarize any full-text online collections available to students.

Full-text online collections are available to students. They include the LIRN database for scholarly articles and other research material. The library's online catalog is available for students to look up books that the library owns. Students are able to access this content from home using the school's portal. IDs and passwords are required to access the websites.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the professionally trained individual who supervises and manages the library on-site, and what are this person's qualifications?

Ms. Amy E. Billerbeck is the individual who supervises and manages the library on-site. She holds a bachelor's degree in history from Purdue University and a master's degree in library and information science from Indiana University. Before joining Columbia College, Ms. Billerbeck served as the librarian for several schools, including Everest University, Georgetown University, and Advanced Management Technology. Her primary duties include the planning, administration, and budgeting functions of the library. Moreover, she develops and maintains collection management policies and procedures.

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

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

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

(Section 3-4-401): There are no evidence that any other individuals who supervise the library or assist students with library functions in the absence of the librarian are well trained and competent in the use and aiding in the use of library technologies and resources. While the team was on-site, the institution created a training plan for the newly created position of library assistant. Since no assistants were in place at the time of the visit, the team could not validate the effectiveness of the plan.

8.21 Have library staff 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 National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes No Not Applicable (staff do not hold foreign credentials)

- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
 Yes No
- 8.23 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
The library is open during normal institution hours.
Monday - Thursday from 8:30 a.m. to 10:00 p.m.
Friday from 8:30 a.m to 5:30 p.m.
Saturday from 8:30 a.m. to 2:00 p.m.
- The librarian, Ms. Amy Billerbeck, is only available from Monday-Thursday from 9:00 a.m. - 2:00 p.m. and is tasked with overseeing the library during these hours.
- 8.24 Are the hours the library is open adequate to accommodate the needs of all students?
 Yes No
- 8.25 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 NONDEGREE PROGRAMS ONLY

- 8.26 Are appropriate reference materials and periodicals available for all programs offered?
 Yes No
- 8.27 Are the instructional resources organized for easy access, usage, and preservation?
 Yes No
- 8.28 Is there a current inventory of instructional resources?
 Yes No
- 8.29 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

COMMENDATIONS:

The library has several interlibrary agreements to support the students and faculty. This enriches the learning environment for students and faculty. The librarian has invested valuable time and effort to establish these relationships. Some of the business partners include:

1. Prince George's County Memorial Library System
2. Chevy Chase Public Library
3. Arlington County Library
4. Fairfax County Library
5. Mary Riley Styles Public Library
6. Ashburn Public Library

7. Silver Spring County Library

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration

FOR ALL PROGRAMS

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

Yes No (If No, skip to question 9.02)

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

Ms. Ji Soo Yang, academic director, manages the business administration program. As previously noted, Ms. Yang holds a bachelor's degree in special education from Kangnam University in South Korea, and a master's degree in early childhood special education from Johns Hopkins University.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

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

(Section 3-1-511): The academic director is not qualified to administer the business administration program. It should be noted that Ms. Sabah Chohan is listed on the organizational chart as the department lead; however, insufficient information was provided to validate and verify Ms. Chohan's leadership assignment. According to a data sheet provided while the team was onsite, Ms. Chohan has received a bachelor's degree in business from Sanford Brown College and an MBA and a master's degree in education from Strayer University. No official transcripts for Ms. Chohan were provided.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

Although not appropriate, Ms. Yang, who is assigned as the program administrator in her role as academic director, has sufficient authority and responsibility for the development of the program.

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

Yes No

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

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

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

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

Yes No

- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Evidence was provided for effective use of the resources in the community. Speakers and/or visits to local organizations were provided in this program. The community resources are utilized to enrich the student's learning experience.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (*If No, skip to question 9.11*)
- 9.11 Does the program use independent studies?
 Yes No (*If No, skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

Yes No Not Applicable (Clock hour program)

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

Yes No Not Applicable (Clock hour program)

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

Yes No

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

Yes No

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

Three calls were attempted to employers or graduates.

How many calls to graduates or employers were successful?

Three calls were successful to employers or graduates.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment as reported on the institution's unofficial CAR.

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

Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to question 9.23)

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

Yes No Not Applicable (Clock hour programs only)

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

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

During an interview with instructors, a request was made to display their grade book. They were able to demonstrate that out-of-class work is being evaluated.

FOR ALL VISITS

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

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

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

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

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

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

- 9.30 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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

9. PROGRAM EVALUATION**Academic Associate's Degree in Computer Science****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Yang, academic director, also oversees the computer science program in lieu of a program-specific lead. As previously stated, Ms. Yang holds degrees in special education and early childhood special education and joined the campus in 2012.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

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

(Section 3-1-511): The administration of the program is not performed by a qualified individual with appropriate administrative and educational experience. No one is identified with the appropriate academic or experiential qualifications to lead the computer science program. While on-site the team received an ACICS data sheet for Mr. Bryan Payton as the lead instructor. However, the form was incomplete and interviews did not confirm that Mr. Payton is fulfilling this role and responsibility. At the time of the visit, Mr. Payton was only scheduled to be at the institution one day per week.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

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

(Section 3-1-511): The assigned program administrator for the computer science program does not have the appropriate authority or responsibility to develop and administer the program. The administration of the computer science program is not performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a program.

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

Yes No

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

(Section 3-1-511): Within the administrative structure of the institution, the department head does not have authority and responsibility for the development and administration of the program. There is inadequate time and resources to fulfill these responsibilities.

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

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

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

Evidence was provided to evidence the effective use of the resources in the community. Speakers and/or visits to local organizations were provided in this program. The community resources are utilized to enrich the student's learning experience.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No *(If No, skip to question 9.11)*
- 9.11 Does the program use independent studies?
 Yes No *(If No, skip to question 9.13)*
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No
- (c) Course prerequisites and/or corequisites
 Yes No
- (d) Instructional contact hours/credits
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references
 Yes No
- (g) Topical outline of the course
 Yes No
- (h) Instructional methods
 Yes No
- (i) Assessment criteria
 Yes No
- (j) Method of evaluating students
 Yes No
- (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Clock hour program)

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

Yes No Not Applicable (Clock hour program)

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

Yes No

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

Yes No

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

Yes No Not Applicable (there have been no graduates)

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

Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (If No, *skip to question 9.23*)

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

Yes No Not Applicable (Clock hour programs only)

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

Yes No Not Applicable (Clock hour programs only)

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

During an interview with instructors, a request was made to display their grade book. They were able to demonstrate that out-of-class work is being evaluated.

FOR ALL VISITS

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

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

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

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

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

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

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

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

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

- 9.30 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No

- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

9. PROGRAM EVALUATION

Certificate in Cosmetology

Academic Associate's Degree in Cosmetology

FOR ALL PROGRAMS

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

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. The cosmetology program is designed to prepare the students with an entry-level education to sit for the State of Virginia cosmetology license exam. The curriculum is structured with basic, intermediate, and advanced courses leading to licensure. Students in the academic associate's degree are able to choose eight electives from the list in the catalog on page 31.

- (a) Is there a federal or state licensing agency pass rate established for this program?
 Yes No

- (b) What are this program's pass rates for the past three years?

Year: <input type="text"/>	Pass Rate: <input type="text"/>	<input checked="" type="checkbox"/> Not Available
Year: <input type="text"/>	Pass Rate: <input type="text"/>	<input checked="" type="checkbox"/> Not Available
Year: <input type="text"/>	Pass Rate: <input type="text"/>	<input checked="" type="checkbox"/> 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

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Ms. Jae Won Kim is assigned to administer the cosmetology programs. Ms. Kim holds an associate's degree in cosmetology from Columbia College, which enables her to teach both the associate's and certificate programs. She also has extensive experience in the field.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

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

Yes No

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

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

If no, please list programs that fall below the standards.

Certificate in Cosmetology: 50 percent

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

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

Yes No

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

The institution routinely invites guest speakers from local salons to come in for facial and waxing demonstrations. Additionally, students are given the opportunity to attend the International Beauty Show (IBS) show in New York where they can attend classes and receive credit for attending, with documentation.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 Does the program include an externship?

Yes No (If No, skip to question 9.11)

9.11 Does the program use independent studies?

Yes No (If No, skip to question 9.13)

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

Yes No

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

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

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

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

Yes No Not Applicable (Clock hour program)

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

Yes No Not Applicable (Clock hour program)

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

Yes No

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

Yes No

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

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

One call was made to a graduate in the certificate program.

How many calls to graduates or employers were successful?

One successful contact was made.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

The successful contact confirmed the employment of the graduate.

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

Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to question 9.23)

FOR ALL VISITS

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

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

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

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

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

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS ONLY

- 9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?
 Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No

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

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

- 9.28 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.30 Are teaching loads reasonable?
 Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No

- 9.32 What is the current student/teacher ratio?
The current student/teacher ratio in the certificate program is 4:1.

- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

GENERAL COMMENTS:

During the interview process, the students expressed dissatisfaction with the instruction of the facial and makeup portion of the program, as they only receive theory. The students would like to receive practicals in facials and makeup, so they can utilize the complete benefit of having a cosmetology license. Concerns were also shared concerning the sale of products to clients and for which students were held personally responsible for if not sold (students had to pay out of pocket if they couldn't sell the specified amount). Additionally, while the course does not include the practical component (facial and makeup), the team observed the area of the lab to be poorly maintained and messy.

9. PROGRAM EVALUATION**Certificate in Culinary Arts****Academic Associate's Degree in Culinary Arts****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
The culinary programs are also overseen by Ms. Ji Soo Yang, academic director
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

If No, insert the section number in parentheses and explain:

(Section 3-1-511): Ms. Yang is not qualified, academically or experientially, to oversee the direction of the culinary arts programs. Ms. Yang does not have the appropriate credentials or the necessary work experience in the hospitality field to successfully direct a comprehensive review of these programs.

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-511): The program administrator does not have sufficient time and resources to administer the academic associate's and the certificate programs in culinary arts. A review of Ms. Yang's signed ACICS data sheet and an on-site interview confirms that she devotes 10 percent of her time to teaching, 10 percent to student counseling, 20 percent to other (unspecified) and 60 percent of her time on administration. Ms. Yang, academic director, manages ten programs, the distance education program, and both the Centreville and Silver Spring learning sites. In addition to being unqualified to lead the program, Ms. Yang also lacks the time and resources to do so.

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)

If no, please list programs that fall below the standards.

There were no graduates from the culinary arts program for the 2014-2015 CAR period.

9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources are utilized to support the culinary program as witnessed through the use of guest speakers and specialty site visits that enhance the classroom experience. The students are also active in community events through participation in local food festivals such as The Embassy Chef Challenge in Washington D.C.

9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a)): The catalog does not accurately reflect the skill set attained upon graduating from the program. The students are qualified for an entry-level position into the hospitality industry. The program descriptions for the certificate and associate's degree in culinary arts state that students will be qualified to work as a professional chef.

9.10 Does the program include an externship?

Yes No *(If No, skip to question 9.11)*

(a) Does the institution have a written and mutually signed 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

(c) Is there evidence, based on observation, that the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives?

Yes No Not Applicable (site was not visited-please explain)

No students were on externship at the time of the visit.

9.11 Does the program use independent studies?

Yes No *(If No, skip to question 9.13)*

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(b) and Glossary): The course prerequisites are not appropriately identified or well-sequenced in creating suitable building blocks that facilitate student learning. For example, CUA 153 – Food Sanitation should be one of the first prerequisites established for a culinary student prior to them commencing their laboratory classes such as CUA101 – Fundamentals of Cooking.

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-513(a) & Glossary): The CUA153 Food Sanitation course syllabus is not being followed since the students do not receive a ServSafe Manual as stated in the syllabus. The culinary instructor is not qualified to teach the ServSafe class as she has not passed her ServSafe Proctor certificate which is a requirement set by the National Restaurant Association (NRA) to teach this specialty class.

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to question 9.23)

- 9.21 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

(Section 2-2-501(a)): The team was only able to evaluate one week's out-of-class homework assignment. None of the papers were assigned a grade or appropriately evaluated or following the course syllabi grading matrix and federal regulatory guidelines.

FOR ALL VISITS

- 9.23 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:

(Section 3-1-531(a)): The kitchen facilities are not appropriately equipped with the commercial equipment and instructional small wares necessary to deliver the appropriate culinary experience and training required for a culinary student entering into the hospitality industry. For example, commercial open-range gas stoves and ovens with Ansul suppressant units would be expected and appropriate. The culinary laboratory does not have sufficient safety equipment to provide student safety from hazards of occupational exposure during laboratory courses, e.g. fire blankets – deep fat frying. The program does not utilize Material Safety Data Sheets (MSDS) in the curriculum, which is an industry requirement.

- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
- (b) Well-defined instructional objectives.
 Yes No
- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.
 Yes No
- (f) The use of appropriate experiences.
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-532(a) and (b)): The culinary program does not follow the traditional flow of systematic planning being incorporated in a traditional culinary school. The course syllabi do not contain well-defined instructional objectives that are necessary in building a well-rounded culinarian entering the hospitality field.

FOR NONDEGREE PROGRAMS ONLY

9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 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 and explain:

(Sections 3-2-104(c) & 3-4-302): The culinary instructor is not qualified to teach the ServSafe class as she has not passed her ServSafe Proctor certificate, which is a requirement set by the National Restaurant Association (NRA) to teach this specialty class.

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.30 Are teaching loads reasonable?

Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.32 What is the current student/teacher ratio?
The student/teacher ratio is 7:1 in the certificate program.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No

If No, insert the section number in parentheses and explain

(Section 3-4-203): The existing culinary degree does not meet the appropriate academic standards established at other culinary institutions. Specifically, the correct laddering of the culinary programs courses does not provide the appropriate building blocks of academic learning, commercial kitchen settings teaching industry specific training to the students, sense of urgency, or incorporating the skills and competencies necessary to be successful in the hospitality industry.

- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

COMMENTS:

While the team values the institution as a member of the American Culinary Federation (ACF), the team found the skills and competencies established by this organization for their programmatic accreditation are not being applied currently in their own culinary program.

The quantity and severity of the findings identified for the culinary arts certificate and associate's degree programs raised serious concerns by the team regarding the institution's commitment to offer a quality program in this field of study.

COMMENDATIONS:

The students interviewed by the team were very complimentary of their instructor, and stated Chef Randall was always available for assistance and encouragement, when needed.

9. PROGRAM EVALUATION

Certificate in Dental Laboratory Technology

Academic Associate's Degree in Dental Laboratory Technology

FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Dr. Han Il Kim, director of the certificate and academic associate's dental laboratory programs, has an associate's degree in dental laboratory technology from Korea University, a bachelor's degree in mechanical engineering from Myongji University, and a master's degree in biomedical engineering from Yonsei University. Dr. Kim has over nine years of experience as a dental technician and has been a dental laboratory technology instructor for over seven years.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Community resources utilized by the dental laboratory technology certificate and academic associate's programs include field trips and guest lectures. Documentation and on-site interviews confirmed that at

least each quarter a guest speaker is scheduled or students participate in a field trip to a dental laboratory. An advisory board for the programs meets annually.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (*If No, skip to question 9.11*)
- 9.11 Does the program use independent studies?
 Yes No (*If No, skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

The following numbers of calls were made to graduates for the following programs:

Certificate in Dental Laboratory Technology: 2

Academic Associate's degree in Dental laboratory Technology: 1

How many calls to graduates or employers were successful?

The following numbers of calls, by program, were successful:

Certificate in Dental Laboratory Technology: 2

Academic Associate's degree in Dental Laboratory Technology: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

All three calls confirmed the employment of the graduate as reported on the unofficial CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to question 9.23)

9.21 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Through on-site student and faculty interviews and a review of homework assignments, it was evident that out-of-class work is being evaluated.

FOR ALL VISITS

9.23 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:

(Section 3-1-531(a)): Proper instructional equipment is not available to support the nature of the programs. The dental laboratory technology certificate and academic associate's degree programs do not have sufficient safety equipment to provide student safety from hazards of occupational exposure during laboratory courses DLT154 and DLTC154 and for DLT 101 and DLTC101. On-site, the institution did state that safety glasses were included in the student kits. Through classroom and laboratory observation and student interviews, the utilization of safety eyewear for all students was not demonstrated. Laboratory safety equipment does not provide eye and face protection to protect students against chemical, environmental, or mechanical irritants and hazards.

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS ONLY

9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.28 Is the size of the faculty appropriate to the total student enrollment?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 9.30 Are teaching loads reasonable?
 Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.32 What is the current student/teacher ratio?
The student to faculty ratio in the dental laboratory technology certificate program is 3:1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

9. PROGRAM EVALUATION

Certificate in Massage Therapy

Academic Associate's Degree in Massage Therapy

ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (If No, skip to question 9.02)

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. The massage therapy program is structured so that students receive theory followed by practical application of the information reviewed.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes No

(b) What are this program's pass rates for the past three years?

Year: [REDACTED]	Pass Rate: [REDACTED]	<input checked="" type="checkbox"/> Not Available
Year: [REDACTED]	Pass Rate: [REDACTED]	<input checked="" type="checkbox"/> Not Available
Year: [REDACTED]	Pass Rate: [REDACTED]	<input checked="" type="checkbox"/> 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

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Laszlo Balazs is assigned to administer the massage therapy programs. Mr. Balazs is licensed as a massage therapist in Maryland and Virginia, and has 10 years of experience in the massage industry.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
If no, please list programs that fall below the standards.
Certificate in Massage Therapy: 67 percent
- If *No*, does the campus provide the following:
A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?
 Yes No
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
The institution invites guest speakers from local spas and salons come in to demonstrate massage techniques. The massage students also participate in field trips to local massage establishments.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (If No, skip to question 9.11)
- 9.11 Does the program use independent studies?
 Yes No (If No, skip to question 9.13)

- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No
- (c) Course prerequisites and/or corequisites
 Yes No
- (d) Instructional contact hours/credits
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references
 Yes No
- (g) Topical outline of the course
 Yes No
- (h) Instructional methods
 Yes No
- (i) Assessment criteria
 Yes No
- (j) Method of evaluating students
 Yes No
- (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

There were six calls made to employers or graduates.

How many calls to graduates or employers were successful?

There were six successful contacts made.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

All of the successful contacts confirmed employment of the graduates.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

9.20 Does the campus participate in Title IV financial aid?

Yes No (If No, skip to question 9.23)

9.21 Does the campus’s written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Students turn in their homework assignments for grading, and the instructor logs the grades into the gradebook. This information was provided by Ms. Ji Soo Yang.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number of students and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS ONLY

9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.30 Are teaching loads reasonable?

Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.32 What is the current student/teacher ratio?
The current student/teacher ratio is 4:1 in the certificate program.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

9. PROGRAM EVALUATION**Academic Associate's Degree in Teaching English for Early Childhood****FOR ALL PROGRAMS**

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to question 9.02)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Ms. Yang, academic director, is also assigned to administer the teaching English for early childhood program. As previously outlined, Ms. Yang holds a bachelor's degree in special education and a master's degree in early childhood special education.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
The College has various children's centers and libraries in the vicinity, and also brings in guest speakers on occasion.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (If No, skip to question 9.11)
- 9.11 Does the program use independent studies?
 Yes No (If No, skip to question 9.13)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?
(a) Title and course descriptions

- Yes No
 (b) Course numbers
 Yes No
 (c) Course prerequisites and/or corequisites
 Yes No
 (d) Instructional contact hours/credits
 Yes No
 (e) Learning objectives
 Yes No
 (f) Instructional materials and references
 Yes No
 (g) Topical outline of the course
 Yes No
 (h) Instructional methods
 Yes No
 (i) Assessment criteria
 Yes No
 (j) Method of evaluating students
 Yes No
 (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Clock hour program)
 (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)
- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (If No, skip to question 9.23)

9.21 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

During an interview with instructors, a request was made to display their gradebooks. They were able to demonstrate that out-of-class work is being evaluated.

FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number of students and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.30 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

9. PROGRAM EVALUATION

Academic Associate's Degree in Technical and Business English

FOR ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes No (If No, skip to question 9.02)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Sabah Cohan is assigned to administer the Technical and Business English program. Ms. Cohan holds a bachelor's degree from Sanford-Brown College and an MBA from Strayer University. Ms. Cohan has been in her current position for two weeks and was an adjunct professor prior to her present appointment.

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Data not available.)
(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Data not available.)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
There are law libraries and various businesses in the area for students to visit. The institution has also brought in speakers from the area.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 Does the program include an externship?
 Yes No (If No, skip to question 9.11)
- 9.11 Does the program use independent studies?
 Yes No (If No, skip to question 9.13)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (If No, skip to question 9.23)
- 9.21 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Students were asked to submit work and comment on the assignments given at the beginning of class, which is then followed by instructor feedback.

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number of students and nature of the program?
- (a) Facilities.
 Yes No
 - (b) Instructional equipment.
 Yes No
 - (c) Resources.
 Yes No
 - (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
 - (b) Well-defined instructional objectives.
 Yes No
 - (c) The selection and use of appropriate and current learning materials.
 Yes No
 - (d) Appropriate modes of instructional delivery.
 Yes No
 - (e) The use of appropriate assessment strategies.
 Yes No
 - (f) The use of appropriate experiences.
 Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.30 Are teaching loads reasonable?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?

Yes No

9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?

Yes No

9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

9.42 Are the second-year courses based upon appropriate first-year prerequisites?

Yes No Not applicable

ENGLISH AS A SECOND LANGUAGE

F.01 Who is assigned to administer the academic program(s), and what are this person's qualifications?

The English as a Second Language (ESL) program is administered by Ms. Min Jung Park. Ms. Park holds a certificate in TESOL from Sangmyung University in Seoul, Korea, and a master's degree in TESOL from New York University. Ms. Park serves only as program administrator and does not currently teach classes, although she stated that she has taught in the past.

- F.02 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- F.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- F.04 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- F.05 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
 Yes No
- F.06 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
- F.07 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions?
 Yes No
 - (b) Course numbers?
 Yes No
 - (c) Course prerequisites and/or corequisites?
 Yes No
 - (d) Instructional contact hours/credits?
 Yes No
 - (e) Learning objectives?
 Yes No
 - (f) Instructional materials and references?
 Yes No
 - (g) Topical outline of the course?
 Yes No
 - (h) Instructional methods?
 Yes No
 - (i) Assessment criteria?
 Yes No
 - (j) Method of evaluating students?
 Yes No
 - (k) Date the syllabus was last reviewed?
 Yes No

- F.08 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- F.09 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
- F.10 Are the following elements appropriately incorporated into the instructional components of the program?
(a) Systematic planning.
 Yes No
(b) Well-defined instructional objectives.
 Yes No
(c) The selection and use of appropriate and current learning materials.
 Yes No
(d) Appropriate modes of instructional delivery.
 Yes No
(e) The use of appropriate assessment strategies.
 Yes No
(f) The use of appropriate experiences.
 Yes No
- F.11 List the community resources and describe how they are utilized to enrich the program(s).
The institution uses various community resources, including field trips to local landmarks, museums, and festivals. They also take long-distance field trips to other cities.
- F.12 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- F.13 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- F.14 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- F.15 Does the campus demonstrate the involvement of ESL faculty in professional organizations and workshops, enabling them to meet the special needs of the ESL student?
 Yes No

If *No*, insert the section number in parentheses, list the faculty and course, and explain:

(Appendix F, # 7): The faculty had no organization affiliations or memberships. Related to professional development plans, only a few instructors had adequate workshops and seminars listed, most of which were in-service events. Further, the professional development forms were dated for 2015 and none were in place for the current year as required.

- F.16 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

- F.17 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

If *No*, insert the section number in parentheses, list the instructor and course, and explain:

(Section 3-2-101): Instructor Craig C. Markley has an excessive teaching load. Mr. Markley is currently teaching 35.5 hours a week and has 9 preparations for the current teaching period.

- F.18 What is the current student/teacher ratio?

The current student/teacher ratio is 18 to 1.

- F.19 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

FOR STAND-ALONE ESL PROGRAMS ONLY

- F.20 Does the campus administer a nationally recognized entrance and exit examination?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Appendix F, # 2): The institution does not administer an exit examination for the ESL program. While the institution does provide an entrance exam to incoming students, they do not have an exit exam in place.

- F.21 Does the admissions policy for the ESL program meet ACICS and Department of Education standards by requiring that admitted participants be undergraduate students who:

(a) have previous knowledge, training and skills in a vocational field?

Yes No

OR

(b) are solely enrolled to obtain ESL competency unrelated to a vocation?

Yes No

- F.22 Does the program lead to a degree or certificate?

Yes No Not Applicable (not a stand-alone program)

F.23 Is the length of the program:

At least one year in length (*public or non-profit institution of higher education*)?

OR

At least six months in length (*postsecondary vocational institution or a proprietary institution of higher education*)?

Yes No

GENERAL COMMENTS:

The team found that the institution provides a good foundation for students to learn and pursue their goals of learning English. The faculty is enthusiastic, which is reflected in the overall student attitude.

LEARNING SITES REVIEW REPORT COLUMBIA COLLEGE - CENTREVILLE

1. Who has responsibility for the administration of the learning site? Describe the individual's academic credentials and professional experience.
Ms. Yang, academic director, manages both the Centreville and Silver Spring learning sites. As previously outlined, Ms. Yang holds a bachelor's degree in special education from Kangnam University in South Korea and a master's degree in early childhood special education from John Hopkins University. She has three years of special education teaching experience. Ms. Yang joined Columbia College in 2012.
2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?
The Centerville learning site, located at 5940 Centreville Crest Lane, Centreville, Virginia, is approximately 14 miles from the main campus. With normal traffic, the Centreville learning site is a 20-minute drive from the institution.
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.
The Centreville learning site employs three administrators, who assist with student services and act as liaisons to connect students with the appropriate resources from the main Fairfax location as needed. Additionally, Ms. Yang spends one day each week at each learning site interacting with students and faculty.
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.
The learning site administrators are available to assist with student services. Other student service staff members travel to the site when requested to address specific student concerns. Students can also come to the Fairfax location or contact student services by phone or email.
5. List the staff members employed only at the learning site, if applicable.
 - Ms. Rani Park, Centreville extension administrator
 - Ms. Dina Amer, Centreville extension administrator

- Ms. Sophie Lee, Centreville extension administrator

“Extension administrator” is the official name of the staff members employed at the site as they all serve as liaisons to the main campus.

6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the learning site or only courses? Please specify.

Students are advised of which programs and courses are available at the Centreville learning site during the recruitment and enrollment process. Cosmetology students are advised that the program is only available at the Centreville location. ESL students are advised that courses can be taken at all locations.

7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.

The learning site has a student population of 125 and currently offers 2 academic programs. The learning site employs a total of 10 adjunct and full-time faculty members.

8. List the instructional equipment available for faculty and student usage at the learning site.

The instructional equipment for the Centreville learning site includes two portable projectors, a media resource area with 3 computers, 2 manicure stations, 2 pedicure chairs, a waxing chair, 2 salon sinks, and 10 salon chairs.

9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?

Located on the lower level of Centreville Crest Shopping Center, the Centreville learning site is approximately 8,140 square feet in area. It consists of two large reception areas, media resource room, six ESL classrooms, four cosmetology classrooms, four cosmetology labs, two storage rooms, and a full salon. The salon includes two manicure stations, two pedicure stations, eight open workstations, a waxing room, and a private room for clients whose religious/cultural customs do not permit them to reveal their hair publicly.

10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

The learning sites are listed on the back cover of the current catalog. All advertising materials clearly reference the learning site locations next to the address of the institution.

LEARNING SITES REVIEW REPORT COLUMBIA INSTITUTE – SILVER SPRING

1. Who has responsibility for the administration of the learning site? Describe the individual’s academic credentials and professional experience.

Ms. Yang, who joined the College in 2012, is the academic director, and manages both the Centreville and Silver Spring learning sites. She holds degrees in special education and early childhood special

education, and has three years of special education teaching experience.

2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?
The Silver Spring learning site, located at 12125 Viers Mill Road, Silver Spring, Maryland, is approximately 22 miles from the main campus. With normal traffic, the site is a 35-minute drive from the institution.
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.
The learning site employs three learning site administrators, who assist with student services and act as liaisons to connect students with the appropriate resources from the main Fairfax location as needed. Additionally, Ms. Yang spends one day each week at the learning site interacting with students and faculty.
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.
The learning site administrators are available to assist with student services. Other student service staff members travel to the site when requested to address specific student concerns. Students can also come to the Fairfax location or contact student services by phone or email.
5. List the staff members employed only at the learning site, if applicable.
 - Ms. Joo Kim, Silver Spring extension administrator
 - Ms. Jennifer Song, Silver Spring extension administrator
 - Ms. Mekdes Asefa, Silver Spring extension administrator
6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the learning site or only courses? Please specify.
Students are advised of which programs and courses are available at the learning site during the recruitment and enrollment process. Massage therapy students are advised that the program is available at the Fairfax and Silver Spring locations. ESL students are advised that courses can be taken at all locations.
7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.
The Silver Spring learning site has a student population of 58 and employs 8 adjunct faculty members.
8. List the instructional equipment available for faculty and student usage at the learning site.
The Silver Spring learning site includes a portable projector, 20 computers, 2 massage chairs, and 9 massage tables.
9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?
Occupying the second floor of a three-story office building, the Silver Spring learning site is approximately 6,380 square feet in area. It consists of two reception areas, three ESL classrooms, two

testing rooms, one massage therapy lecture classroom, three massage therapy labs, two massage rooms, a kitchen/breakroom, and a massage lounge.

10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

The learning sites are listed on the back cover of the current catalog. All advertising materials clearly reference the learning site locations next to the address of the institution.

SUMMARY

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	Section 2-2-501(a)	Evidence does not exist that out-of-class work is being evaluated in the culinary arts program (page 53).
2	Section 3-1-111	The institution does not have a current CEP that describes the expected outcomes of the plans, nor does it describe how the data have been used to improve the educational processes (pages 7-9).
3	Section 3-1-112	The institution does not have documentation to demonstrate implementation of the CEP (page 9).
4	Section 3-1-113	The institution does not evaluate the CEP at least annually (page 10).
5	Section 3-1-202(a)	There is not evidence that the administration of the institution is effective (page 10).
6	Section 3-1-303(a)	The institution does not keep adequate records to support admissions activities, curriculum, or the faculty (page 12).
7	Section 3-1-414	The institution does not use appropriate enrollment agreements for all students (page 13).
8	Section 3-1-441(c)	The institution does not conduct follow-up studies on graduate satisfaction following placement, and the studies are not appropriate (page 20).
9	Section 3-1-501	There is no evidence that faculty are aware of the academic governance policy (page 22).
10	Section 3-1-511	The administration of the business administration, computer science, and culinary arts programs are not performed by a qualified individual with appropriate administrative and educational experience (pages 35, 40, and 50) There is no evidence that the program administrators of the business administration, computer science, and culinary arts programs have the authority and responsibility for the development and administration of the programs (pages 35, 40, and 50).
11	Sections 3-1-513(a), 3-1-701 and Appendix C	The catalog does not meet Council's standards in a number of areas (pages 28, 29, and 51).
12	Section 3-1-513(a) & Glossary	Syllabi not being followed in the culinary arts program (page 52).
13	Section 3-1-513(b) & Glossary	Course prerequisites in the culinary arts program are not appropriate (page 51).
14	Sections 3-1-531(a) and 3-1-601	The facilities and instructional equipment are not adequate to support the culinary arts or dental laboratory technology programs (pages 27, 53, and 59).
15	Sections 3-1-532(a) and (b)	Systematic planning and well-defined instructional objectives are not incorporated into the instructional components of the culinary arts

		programs (page 54).
16	Section 3-1-543	The institution does not have a current and appropriate faculty development plan on file for each individual (page 24).
17	Section 3-1-704	The institution does not publish appropriate performance information (page 30).
18	Sections 3-1-800 (d) and 3-4-401	Staff is not adequate to provide support the development, organization of the collection, and access of the library resources (pages 31 and 33).
19	Section 3-2-101	One ESL instructor has an excessive teaching load (page 77).
20	Section 3-2-104(c) & 3-4-302	One instructor is not qualified to teach an assigned course (page 54).
21	Section 3-4-203	The culinary arts degree is not quantitatively and qualitatively approximate to the standards established at other collegiate institutions (page 55).
22	Appendix F, number 7	There is no evidence that the ESL faculty is involved in professional organizations (page 77).
23	Appendix F, number 2	The institution does not administer exit examinations for the ESL program (page 77).



May 5, 2016

ID Code 00068978(MC)

Mr. Richard K. Kim
President
Columbia College
8300 Merrifield Avenue
Fairfax, VA 22031

academic@ccdc.edu

Dear Mr. Kim:

COLUMBIA INSTITUTE, SILVER SPRING, MARYLAND
COLUMBIA COLLEGE, CENTREVILLE, VIRGINIA

ID CODE 00244305(LS)
ID CODE 00244306(LS)

Subject: Renewal of Accreditation Deferral Letter

The Council considered your campus's application for a renewal of accreditation. As a result of its review, the Council requires additional information in the following areas of the *Accreditation Criteria*:

1. There is insufficient evidence that out-of-class work is being evaluated in the Culinary Arts program (Section 2-2-501(a)).
2. There is insufficient evidence that the administration of the institution is effective (Section 3-1-202(a)).
3. The Council could not determine that the institution has developed appropriate policies and procedures to ensure that adequate records are maintained (Section 3-1-303(a) and Appendix F).
4. The institution does not conduct follow-up studies on graduate satisfaction following placement (Section 3-1-441(c)).
5. It is not clear that the courses in the Culinary Arts programs are taught in an appropriate sequence (Section 3-1-513(b)).

6. The Council was unable to determine whether facilities and instructional equipment are adequate to support the Culinary Arts programs (Sections 3-1-531(a) and 3-1-601).
7. The catalog does not meet Council's standards with respect to program descriptions and faculty listings (Section 3-1-701 and Appendix C).
8. The Council was unable to determine whether ESL instructors have appropriate teaching loads (Section 3-2-101).
9. The academic associate's degree program in Culinary Arts is not quantitatively and qualitatively approximate to the standards established at other collegiate institutions (Section 3-4-203).

Council Action

Therefore, the Council acted to continue the current grant of accreditation through December 31, 2016, and to defer further action until its August 2016 meeting pending receipt of the following information:

1. Evidence that currently enrolled students in the Culinary Arts program are completing out-of-class assignments. Documentation must include legible samples of out-of-class assignments for each course currently offered in the Culinary Arts program that include evaluation by the instructor and the assignment of a numerical or letter grade. The campus must also submit evidence that each of the graded assignments has been clearly included in the instructor's grade book and identified as an out-of-class work assignment.
2. An analysis of the effectiveness of the institution's administration, including the newly appointed program directors and campus administrators. Such analysis should include how the administration ensures (a) that the institution operates in accordance with accreditation and regulatory requirements, and (b) that the programs of study are properly administered and provide a quality educational experience.
3. Written policies describing (a) how enrollment agreements are completed and collected for each student and (b) the entrance and exit testing requirements for students in the ESL program, as well as evidence that these policies have been communicated to staff members who are responsible for enforcing them. The institution must also provide a list of those students who have completed the ESL program between March 1, 2016, and June 15, 2016, and copies of their Accuplacer exit test results.

4. Evidence that graduate surveys are sent out at a specified time following placement (not graduation), and evidence of the training of the responsible staff person(s) in regards to the changes in the survey and the timeframe in which it is administered. The institution must also provide a list of all students who have graduated since January 1, 2016, that includes their program of study, graduation date, placement date, date the graduate survey was mailed to them, and an indication whether the graduate survey was returned, along with copies of all the returned surveys.
5. The revised syllabi in the Culinary Arts programs have a section entitled "Prerequisite(s) and Corequisite(s)," but they do not always indicate which listed courses are prerequisites and which are corequisites. In addition, the indication of prerequisites and corequisites on the syllabi is not consistent with the prerequisite notations in the course descriptions in the 2015-2016 Catalog. Therefore, the institution must provide a list of all courses in the associate's degree and certificate Culinary Arts programs that indicates the prerequisites and corequisites for each, along with matching and consistent syllabi and catalog course descriptions.
6. Evidence that the campus provides the proper equipment and instructional tools for the Culinary Arts programs, including a detailed list of all kitchen equipment acquired since the team's visit and documentation that the equipment has been installed and is in use, as well as evidence that the appropriate safety equipment is being provided and the proper procedures are in place to prevent injuries and ensure the protection of the faculty and students. The institution must provide a written analysis by the program director of the current adequacy of the instructional resources to support the Culinary Arts programs and any plans for the future enhancement of these resources.
7. The description of the Culinary Arts certificate program on page 53 of the 2015-2016 catalog continues to state that the program "prepares students to work as a professional chef," which the campus agrees is not correct. In addition, the listing of part-time faculty must include for each faculty member each academic credential held and the name of the institution awarding the degree. The institution must submit a revised catalog that makes these corrections and provide copies of official transcripts to document each credential listed for each part-time faculty member.
8. Evidence that no ESL instructor has an excessive teaching load. The institution must provide a teaching schedule for instructors teaching ESL courses in the current term that documents the total weekly instructional hours for each.
9. Evidence that the Culinary Arts degree program is quantitatively and qualitatively approximate to the standards at other collegiate institutions, including comparison

Mr. Richard K. Kim
May 5, 2016
Page 4

information regarding the sequencing of courses and the skills and competencies learned in those courses. Documentation must include a comparison of the Culinary Arts program with three other programs at comparable institutions. The institution must also provide an analysis of this comparison, specifically in the areas of course sequencing and the competencies and skills learned within the program. Following this analysis, if the institution makes any changes to the program, it must submit the appropriate ACICS application.

The information or reports listed above must be received in the Council office electronically by **June 30, 2016**. Failure to provide all information requested by the Council may result in the denial of your institution's application.

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.

Please contact Ms. Katie Morrison at kmorrison@acics.org or (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

Antony S. Bieda
Executive in Charge

c: Ms. Ji Soo Yang, Centreville and Silver Spring learning sites (jisooy@ccdc.edu)
Ms. Sylvia Rosa-Casanova, State Council of Higher Education for Virginia
(communications@schev.edu)



August 29, 2016

ID Code 00068978(MC)

Mr. Richard K. Kim
President
Columbia College
8300 Merrifield Avenue
Fairfax, VA 22031

academic@ccdc.edu

Dear Mr. Kim:

COLUMBIA COLLEGE, FAIRFAX, VIRGINIA
COLUMBIA INSTITUTE, SILVER SPRING, MARYLAND
COLUMBIA COLLEGE, CENTREVILLE, VIRGINIA

ID CODE 00068978(MC)
ID CODE 00244305(LS)
ID CODE 00244306(LS)

Subject: Renewal of Accreditation Approval Letter

The Council has acted to award your campus a renewal of accreditation to offer programs through the academic associate's degree level through December 31, 2019. This grant of accreditation includes the campus's continued approval to offer up to 50 percent of one or more programs through distance education.

This grant of accreditation includes the learning sites located at:

- Columbia Institute, 12125 Veirs Mill Road, Silver Spring, MD 20906, ID Code 00244305
- Columbia College, 5940 Centreville Crest Lane, Centreville, VA 20121, ID Code 00244306

Please note that the institution will be expected to formally apply for renewal of accreditation and submit a self-study no later than September 30 of the year prior to the year in which the grant of accreditation expires.

Mr. Richard K. Kim

August 29, 2016

Page 2

The Council's renewal of this grant is an expression of its confidence that the institution will continue to review, monitor, and revise its operations in order to ensure the high quality of education toward which we must all strive. Please contact Ms. Katie Morrison at kmorrison@acics.org or (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

c: Ms. Ji Soo Yang, Centreville and Silver Spring learning sites (jisooy@ccdc.edu)
Ms. Sylvia Rosa-Casanova, State Council of Higher Education for Virginia
(communications@schev.edu)



February 1, 2016

Evaluation Team Report – INITIAL GRANT OF ACCREDITATION VISIT REPORT

ID for Campus Visited: 00257970

Main Campus ID: 0000257970

Staff Contact: Ms. Katie Morrison – Phone: (202) 336-6783

Application ID: 60954

VISIT RESPONSE DUE DATE: February 11, 2016

Ms. Lauri Barnes
President
Suncoast College of Health
6513 14th Street West #103
Bradenton, FL 34207
(b)(6)@yahoo.com

Dear Ms. Barnes:

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)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Enclosures



INITIAL GRANT OF ACCREDITATION VISIT REPORT

SUNCOAST COLLEGE OF HEALTH
6513 14TH Street West, Suite 103
Bradenton, FL 34207
ACICS ID Code: 00257970

Ms. Lori Barnes, President (b)(6) @yahoo.com)

January 12-13, 2016

Ms. Pamela K. Bennett	Chair	Dallas Nursing Institute (Retired)	Coppell, TX
Mr. William Winger	Student-Relations Specialist	American International College of Arts and Sciences Antigua	Denver, CO
Dr. William McPherson	Educational Activities and Distance Education	Indiana University of Pennsylvania	Indiana, PA
Ms. Martha Loveman	Nursing	Nurse Educator (Retired)	Gadsden, AL
Ms. Katie Morrison	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
SUNCOAST COLLEGE OF HEALTH
BRADENTON, FL**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)			
						2015		2014	
						Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Practical Nurse	1,350		23/42	67	75	91	87
Associate in Science	Academic Associate's	Professional Nurse		90	59/0	88	86	82	91
Bachelor's	Bachelor's	RN to BSN **		180	4/0	73	NA	NA	NA
TOTAL ENROLLMENT					128				

Notes:

- ** The RN to BSN program has not yet had any graduates. Once there are graduates from this program, a quality assurance visit will be conducted.

INTRODUCTION

Suncoast College was originally founded in 2004 as Quality Health Care Services, LLC, by Ms. Lori Barnes, and it was licensed as a Homemaker and Companion Agency that offered a two-week course to assist students in preparing for the Florida Nursing Assistant state examination. In 2005, the name was changed to Quality Health Care Training Academy, and the two-week nurse assistant exam preparation course was approved by the Florida Commission for Independent Education (FCIE). In 2011, approval was granted by both the Florida Board of Nursing (FBON) and FCIE for the institution to offer the practical nurse education program. In 2012, the institution's name was changed to Southwest Florida Technical Institute, and it began offering the professional nurse program. In 2014, the school was approved to offer the RN-BSN online bachelor's degree program, and the institution changed its name to Suncoast College of Health.

The Fall 2015-2016 Campus Effectiveness Plan (CEP) which was revised in December of 2015 indicates that the student body is predominately female (88%), with 69% of the students being African American, 18% Caucasian, and 8% Hispanic. Most students are enrolled in the professional nurse associate degree program (60%) with 37% enrolled in the practical nurse diploma program, and 3% enrolled in the RN-BSN program. The geographic service area includes Bradenton, Sarasota, and surrounding areas.

The staff, faculty, and students were well prepared for the onsite visit, and the team found everyone to be very cooperative and friendly with a high level of satisfaction indicated by faculty and students upon interview. All requested items were presented to the team quickly and efficiently. The team is concerned though about the institution's pass rates on the National Council Licensure Examination (NCLEX) for both the practical nurse (PN) and the professional nurse (RN) programs. As reported in Section 9 of this report, the NCLEX-PN and the NCLEX-RN first-time pass rates for the past two years (2013 and 2014) have been below the standard rate set by both the state of Florida and ACICS. Since the 2015 rates have not yet been announced, the institution was unable to confirm whether or not those rates will meet the requirements set by the state of Florida or ACICS. The institution has included a pass-rate improvement plan within the CEP, and the activities listed have been implemented and are monitored. In addition, the team is concerned about the rigor of the RN-BSN program, which is also discussed in Section 9 of this report.

The institution does not have any learning sites.

REPORT QUESTIONS

I. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement is found on page 3 of the Suncoast College of Health 2015-2016 catalog, Volume 7, January 13, 2016, revision.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following:
(a) The programs of instruction?
 Yes No
(b) The modes of delivery?
 Yes No
(c) The facilities of the campus?
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following:
(a) The characteristics of the programs offered?
 Yes No
(b) The characteristics of the student population?
 Yes No
(c) The types of data that will be used for assessment?
 Yes No
(d) Specific goals to improve the educational processes?
 Yes No
(e) Expected outcomes of the plans?

Yes No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new branch only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new branch only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new branch only)

(e) Student learning outcomes.

Yes No

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

The campus is closely monitoring student exit testing scores, Health Education Systems Incorporated (HESI) scores, and the institution's annual NCLEX pass rates on both the PN and RN examinations. The scores of the students of this campus are compared to the scores of other nursing students within the state of Florida and also across the nation.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No

1.15 Describe the specific activities that the campus will undertake to meet these goals.

Retention: Activities that the campus will undertake to improve retention include Kaplan and HESI assignments and testing, NCLEX-PN and NCLEX-RN examination preparation exercises, faculty mentors, curriculum review and revision as necessary, offering online student services, meeting accreditation standards, and the offering of Title IV financial aid for students.

Placement: The campus will partner with a third-party vendor to verify placement; invite local businesses on to campus as guest speakers; assist students with resume and cover letter writing, along with interviewing skills; and invite employers to meet with students on campus.

- 1.16 Does the campus have documentation to show the following:
- (a) That the CEP has been implemented?
 Yes No
 - (b) That specific activities listed in the plan have been completed?
 Yes No
 - (c) That periodic progress reports have been completed?
 Yes No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized, please describe the committee.
Ms. Lori Barnes, campus president, is ultimately responsible for the implementation and monitoring of the CEP, along with a committee composed of staff from the admissions department, finance department, career services department, and the new program director for the PN and RN programs.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
 Yes No Not Applicable (new branch or initial applicant only)

2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.
 Yes No
 - (b) Names of the trustees, directors, and/or officers.
 Yes No
 - (c) Names of the administrators.
 Yes No
- 2.02 Does the campus:
- (a) Adequately train its employees?
 Yes No
 - (b) Provide them with constant and proper supervision?
 Yes No
 - (c) Evaluate their work?
 Yes No
- 2.03 Is the administration of the campus efficient and effective?
 Yes No
- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?
 Yes No
 - (b) Know the person to whom they report?
 Yes No

- (c) Understand the standards by which the success of their work is measured?
 Yes No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
 Yes No Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Ms. Lori Barnes, president and dean, and Mr. Robert Barnes, vice-president/campus director, share the responsibility for the financial oversight of the institution. Ms. Barnes holds a master's degree in nursing (MSN) from South University and a bachelor's degree in nursing (BSN) from Chamberlain College of Nursing. She currently holds an active license from the State of Florida to practice as a registered nurse and is also a certified nurse practitioner. Her past work experience includes ownership of a staffing agency, and she has owned and operated this institution since its origin in 2004. Mr. Barnes has 13 years of management experience operating various companies.

3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
 Yes No

If *No* for any applicable item, insert the section number in parentheses and explain:

(Section 2-1-100): There is no evidence that the chief on-site administrator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study. Ms. Barnes attended an accreditation workshop in October 2013, and the final submission of the self-study was in December 2015. The team encouraged Ms. Barnes to attend the upcoming March 3, 2016, workshop in Washington, DC; and while the team was onsite, Ms. Barnes did register for the workshop.

- 3.02 Are all staff well trained to carry out administrative functions?
 Yes No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?
Ms. Barnes, president and dean, is the on-site administrator. As stated previously, Ms. Barnes holds an MSN from South University and a BSN from Chamberlain College of Nursing. She currently possesses an active license from the State of Florida to practice as a registered nurse and is also a certified nurse

practitioner. Her past work experience includes ownership of a staffing agency, and she has owned and operated this institution since 2004.

- 3.04 Does the campus list degrees of staff members in the catalog?
 Yes No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Financial aid activities.
 Yes No Not Applicable (campus does not participate in financial aid)
- (b) Admissions.
 Yes No
- (c) Curriculum.
 Yes No
- (d) Accreditation and licensure.
 Yes No
- (e) Guidance.
 Yes No
- (f) Instructional resources.
 Yes No
- (g) Supplies and equipment.
 Yes No
- (h) The school plant.
 Yes No
- (i) Faculty and staff.
 Yes No
- (j) Student activities.
 Yes No
- (k) Student personnel.
 Yes No
- 3.06 Does the campus admit ability-to-benefit students?
 Yes No (If No, skip to Question 3.11.)
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No
- 3.12 Are appropriate transcripts maintained for all students?
 Yes No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
 Yes No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No

- 3.15 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
 Yes No

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?
The team reviewed 26 student files, including 12 graduated students, 8 current students, and 6 dropped students. The student's academic file, student financial account card, and transcript were reviewed by the team.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?
 Yes No
- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No
- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
 - (b) Outlines all program-related tuition and fees?
 Yes No
 - (c) Has a signature of the student and the appropriate school representative?
 Yes No

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Yassmin Montoya is the records coordinator/admissions person who is responsible at the campus for student recruitment and the oversight of the admissions process. Ms. Montoya has held this position since January 2015, and she has held a similar position since April 2014.

4.11 Describe the recruiting process for new students.

The campus recruits through local advertising using one ad in the area newspaper and mostly by word of mouth through its current students. Once a potential student is identified, he/she is invited to the campus for a tour and to complete necessary paperwork, which includes setting up a finance plan, as the campus does not use Title IV at this time.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

Yes No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

Yes No Not Applicable (campus does not participate in financial aid)

- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?
 Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published. The standards of satisfactory academic progress are listed on pages 8-9 and pages 45-47 of the Suncoast College of Health catalog.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No

Non-punitive grades.

Yes No Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes No Not Applicable (campus does not offer)

A warning status.

Yes No Not Applicable (campus does not use)

A probationary period.

Yes No

An appeal process.

Yes No

An extended-enrollment status.

Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes No Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes No Not Applicable (campus only offers one program)

The implications of transfer credit.

Yes No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes No Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?

Yes No Not Applicable (all programs are less than two years)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?

Yes No Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes No

4.32 Are students allowed to remain on financial aid while under warning or probation status?

Yes No Not Applicable (campus does not participate in financial aid)

- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
 Yes No Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student and/or the campus does not have such a policy)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Diana Lane is the program director of the Practical Nurse and Professional Nurse programs. Ms. Lane is a registered nurse and has a bachelor's degree in nursing and a master's degree in family nurse practitioner, both from Russell Sage College. Ms. Lane has been with the campus for one week and has over 22 years of experience in the field, including positions as instructor of nursing and nursing program chair. In addition, Ms. Lane conducts NCLEX review sessions. Ms. Lane is now the individual responsible for the administration of the standards of satisfactory academic progress.
- 4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
The instructors inform students at midterm if they are failing or deficient in any courses, and if so, the instructor makes the student aware of extra help that is available to him/her and that tutorial tapes are also available in the library.
- 4.40 Does the campus finance any of the following? (Mark all that apply.)
(a) Scholarships.
(b) Grants.
(c) Loans.
(d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)
- 4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
 Yes No

- 4.43 Are tuition and fees clearly stated in the catalog?
 Yes No
- If *Yes*, have students confirmed receiving a copy of the catalog?
 Yes No Not Applicable
- 4.44 Do the financial records of students clearly show the following?
- (a) Charges.
 Yes No
- (b) Dates for the posting of tuition.
 Yes No
- (c) Fees.
 Yes No
- (d) Other charges.
 Yes No
- (e) Payments.
 Yes No
- (f) Dates of payment.
 Yes No
- (g) The balance after each transaction.
 Yes No
- 4.45 Is the effective date listed on announcements of changes in tuition and fees?
 Yes No Not Applicable (campus has not changed tuition or fees)
- 4.46 Is the campus's refund policy published in the catalog?
 Yes No
- 4.47 Is the refund policy fair, equitable, and applicable to all students?
 Yes No
- 4.48 Is the campus following its stated refund policy?
 Yes No
- 4.49 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 4.57*)
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- 4.58 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)

- 4.59 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 4.60 The beginning enrollment on the most current Campus Accountability Report (CAR) is 125.
The ending enrollment reported on the previous year's CAR is N/A.
- 4.61 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
- 4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
The campus does not participate in financial aid. Therefore, the campus does not currently have a process to counsel students on their loan repayment obligations.

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. Lori Barnes is assigned to oversee the educational programs at the campus. As mentioned previously, Ms. Barnes holds an MSN and BSN. She also brings to her position a wealth of experiences which include being a dean, instructor, manager, and owner at institutions such as ITT and Quality Health Care Training Academy. In addition, she possesses licenses as a registered nurse and as an adult nurse practitioner.
- 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. Barnes is able to successfully perform her duties as the on-site academic administrator because of the support she receives from various members of the faculty at the institution. To aid in the oversight of distance education for the RN-BSN program, the institution recently hired Ms. Michelle Edwards, and to aid in the oversight of the educational programs, the institution hired Ms. Diana Lane as the program director for the practical nurse (PN) and registered nurse (RN) programs. Both program directors work closely with and receive appropriate support from Ms. Barnes in order to develop and administer the programs.

- 5.05 Is the time devoted to the administration of the educational programs sufficient?
 Yes No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
(a) Development of the educational program.
 Yes No
(b) Selection of course materials, instructional equipment and other educational resources.
 Yes No
(c) Systematic evaluation and revision of the curriculum.
 Yes No
(d) Assessment of student learning outcomes.
 Yes No
(e) Planning for institutional effectiveness.
 Yes No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No (*Skip to question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants.*)
- 5.14 Was the team able to verify the backup documentation to support the placement rate for the program(s) that had placements as reported on the last Campus Accountability Report submitted to the Council but are not being reviewed (no enrollment, discontinued, etc.)?
 Yes No Not Applicable
- 5.15 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR ALL CAMPUSES

- 5.16 Are the educational programs consistent with the campus's mission and the needs of its students?
 Yes No
- 5.17 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
 Yes No
- 5.18 What provisions are made for individual differences among students in the learning environment?
During enrollment, students are asked to share any obstacles they may encounter during their education. The campus believes that gaining an idea of students' obstacles through mentoring and communication

allows an opportunity to proactively provide solutions to students. In addition, the campus attempts to provide a supportive atmosphere to foster academic success. Students are assigned faculty mentors to assist with individual student needs; they are able to meet with faculty for additional one-on-one assistance during office hours and by appointment. Students who still need more assistance can sit in on other classes, at no charge, to assist them in grasping content or for additional coverage of specific topics. The institution provides customized solutions for students who express a need for assistance.

- 5.19 Describe the system in place to evaluate, revise, and make changes to the curriculum.
Curriculum revisions are handled via director-led faculty meetings. These meetings are held to address the development of educational programs; selection of course materials, instructional equipment and other educational resources; systematic evaluation and revision of the curriculum; assessment of student learning outcomes, and planning for institutional effectiveness. As a result of these discussions, pertinent issues or policies requiring change are brought to the attention of the director and implemented into the curriculum and syllabi.
- 5.20 Does the faculty participate in this process?
 Yes No
- 5.21 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.22 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- 5.23 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.24 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
This question is not applicable to the campus because it does not offer general education courses; all general education course credits for the academic associate's and bachelor's degree programs must be transferred in.
- 5.25 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.26 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.27 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright

laws?

Yes No

5.28 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

(Section 3-1-542): The transcripts for Mr. Louis Noah's bachelor's degree in nursing from the University of South Carolina and his doctor in chiropractic from Sherman College, both qualifying credentials, are not official as they bear the notation of "issued to student." The campus placed and paid for a transcript request for these documents while the team was on-site.

5.29 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes No Not Applicable (no faculty members hold foreign credentials)

5.30 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

If *Yes*, how is this documented?

In-service training at the campus is documented using sign-in sheets, training agendas and materials, and certificates of completion placed in attending faculty members' folders. During meetings with the faculty, it was confirmed with the team that the campus provides an active in-service schedule for the year.

5.31 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

5.32 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

5.33 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes No

5.34 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.37 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No Not Applicable

This question is not applicable to the campus because it does not offer general education courses; all general education course credits for the academic associate's and bachelor's degree programs must be transferred in.

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.38 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

5.39 Do the programs' general education courses meet Council standards in that the courses meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation?

Yes No

As stated above, the campus does not offer general education courses. However, the campus's requirements for general education courses to be transferred in meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications.

5.40 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

5.41 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:

(Section 3-5-202): The bachelor's degree in RN-BSN does not include the required minimum number of 54 quarter hours in general education. While the team was on-site, the campus corrected this deficiency in program requirements and the program is now listing 54 quarter hours in general education. However, the non-substantive (or substantive, if applicable) change application for this program revision had not yet been submitted to ACICS.

5.42 Do the programs' general education courses meet Council standards in that the courses meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation?

Yes No

As previously mentioned, the campus does not offer general education courses. However, the campus's requirements for general education courses to be transferred in, after their revision of general education requirements for the bachelor's degree program that occurred while the team was on-site, meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications.

- 5.43 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

- 5.44 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
- The director and assistant director work together to orient each cohort by conducting a formal orientation for each program start. Students are scheduled for this program orientation approximately 6 to 8 weeks prior to starting school. This experience includes clinical information, what is expected of the student, e-mail set up, information on the library, uniforms, rules and policies, and student schedules. Other support services include student mentoring by faculty; career services that provide assistance with job searches, resume writing, cover letters, and reference letters; and an on-site health clinic for general, non-complicated physical health or mental health care (free for any student who requests it).
- 5.45 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
- Ms. Kerri Dietrich is responsible for counseling students on employment opportunities. She possesses a high school diploma in general studies from Fort Walton Beach and has held prior positions as an event planner, compliance officer, and executive administrative assistant.
- 5.46 Does the campus offer employment assistance to all students?
- Yes No Not Applicable (campus enrolls only international students on a student visa)
- The career services department provides the students with job assistance by having employers visit the campus to discuss opportunities both prior to and after graduation. The school website has sample resumes, cover letters, and interview questions, and a State of Florida medical facility search to look up specific desired areas the student may want to work in (hospital, nursing home, home health) under the resources tab. In addition, the campus provides a job board in the main office for employers who stop by to drop off applications, business cards, and flyers.
- 5.47 Describe the extracurricular educational activities of the campus (if applicable).
- The extracurricular activities are intended to enrich the educational experience by allowing the student to work with patients or members of the community and to practice or teach concepts learned within the classroom environment in the real world.
- The campus participates in yearly health screenings of the adult population with the Newtown Coalitions and yearly child vision and hearing screenings with Children's First (an organization in the Sarasota

County area). The Mayors' Feed the Hungry event during Thanksgiving was an activity overwhelmingly supported by students from the campus.

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information).
The campus is located in Bradenton, Florida, on US Highway 41, which is the main throughfare down the west coast of Florida. The facility is in an older shopping center and the campus is spread out over the length of the center having classrooms and labs in several spaces throughout the plaza. The campus encompasses 7,500 square feet and appropriate fire and safety certificates were in evidence in the team room. The campus has more than adequate parking for students, faculty, staff, and guests.
- 6.02 Does the campus utilize any temporary additional space locations?
 Yes No
- 6.03 Does the campus utilize learning sites?
 Yes No
- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?
 Yes No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment
 Yes No
- (b) Instructional tools
 Yes No
- (c) Machinery
 Yes No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

GENERAL COMMENTS:

The specialist in nursing was informed that the manikin "Noelle" was not operating electronically, only manually. During the visit, the campus administration notified the team that a repair order was placed to fix the manikin so that she would operate electronically, and not just manually.

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume, if appropriate)?

The catalog used during the evaluation was the Suncoast College of Health Catalog for the 2015-2016 year, Volume 7, which was last revised on January 13, 2016.

- 7.02 Does the self-study or branch application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)
- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No
- (m) A definition of the unit of credit.
 Yes No Not Applicable (The campus does not award credit.)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes No Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes No Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (If No, skip to Question 7.07.)

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)

7.07 Does the catalog contain an addendum/supplement?

Yes No (If No, skip to Question 7.08.)

7.08 Is the catalog available online?

Yes No (If No, skip to Question 7.09.)

If Yes, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (If No, skip to Question 7.10.)

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises on their campus website; in an ad in the *Bradenton Herald*, a local newspaper; and by maintaining a presence on social media like Facebook and Yelp. The campus gets its name out in the community by helping with the Mayors' Feed the Hungry event and offering free blood pressure checks at events like Community Safety Day and The Vitamin Shoppe Health Expo. The campus also has a business card with a short summary of program offerings and campus contact information for interested students who come to the campus.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (If No, skip to Question 7.14.)

7.14 Does the campus utilize services funded by third parties?

Yes No (If No, skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
 Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus routinely provides information to the public about its retention, placement, and licensure testing scores.

Where is this information published and how frequently is this information being updated?

This information is published on the campus’s website and is being updated yearly, unless further information is received in between annual updates and requires another revision of the website, such as the soon-to-be received 2015 licensure testing scores.

COMMENDATIONS:

The team commends the campus for their efforts to quickly revise and update the catalog to appropriately convey required items.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

There are currently no continuous assessment strategies in place for the library collection. Upon interview, the librarian indicated that she would soon be collaborating with the new director for the PN and RN programs for guidance in weeding the collection and also for suggestions for additional resources for the collection.

Are these methods appropriate?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-800(c)): The campus has not developed continuous assessment strategies for resources and information services. Although the librarian has future plans to collaborate with the new director of the PN and RN programs on adding new items to the collection and withdrawing out-of-date items, there are currently no continuous assessment strategies in place.

8.06 Is the library staff adequately trained to support the library?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$10,000.

8.09 What portion of the current year's library budget has been spent?

\$4,709 of the current year's library budget has been spent so far.

How has the money been allocated?

The money has been allocated to the purchase of an LIRN database subscription, print books, journals and magazines, supplies, membership fees, and workshops.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-4-406 and 3-5-406): There is no evidence that the faculty have major involvement in the selection of library resources. The team examined faculty meeting minutes, interviews the faculty and the librarian, and could not confirm that faculty have input into the selection of library resources. There were no faculty surveys or other evidence of faculty input provided to the team.

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

The team examined course syllabi and interviewed faculty and the librarian and could not confirm how the faculty inspire, motivate, and direct student usage of library services. The librarian also indicated that no students have consulted her regarding classroom assignments, and she has been employed at the institution since 2014.

While the team was onsite, the RN and BSN syllabi were updated to include research assignments directing the students to use the campus library's physical or online resources to complete the assignments. However, the syllabi had not yet been disseminated to the faculty or students, and there was no evidence that the RN and BSN program directors had been informed of these additional assignments or that faculty had agreed to add them to their coursework.

Are these methods appropriate?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-4-404 and 3-5-404): There is no evidence the faculty are using appropriate methods to inspire, motivate, and direct student usage of the library resources. The team examined course syllabi and interviewed faculty and the librarian and could not confirm how the faculty inspire, motivate, and direct student usage of library services. While the team was onsite, the RN and BSN syllabi were updated to include research assignments directing the students to use the school's library physical or online resources to complete the assignments. However, there was no evidence that the RN and BSN program directors or faculty had been advised of these additional assignments, that the faculty would use these assignments to encourage students to use the library resources, or that the syllabi had been disseminated to the faculty or students.

- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 8.16 Summarize any full-text online collections available to students.
The school subscribes to the Library and Information Resources Network (LIRN) databases with access to full-text journal and newspaper articles.
- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 8.19 Who is the professionally trained individual who supervises and manages the library on-site, and what are this person's qualifications?
Ms. Debra Cogan has been employed by the campus on a part-time basis since 2014. She holds a master's degree in library science from Kent State University and a bachelor's degree in religious studies from Youngstown State University. Ms. Cogan has worked previously as a school librarian and a library media specialist.
- 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
- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
 Yes No
- 8.21 Have library staff transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (staff do not hold foreign credentials)
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
 Yes No
- 8.23 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?
The library is open Monday, Tuesday, and Wednesday from 9:00 a.m. to 12:00 p.m. and from 2:00 p.m. to 8:00 p.m., Thursday from 9:00 a.m. to 5:00 p.m., and on Friday from 9:00 a.m. to 2:30 p.m. Ms. Cogan is on duty during the library's open hours on Thursday and Friday, and a trained library assistant covers the additional hours.
- 8.24 Are the hours the library is open adequate to accommodate the needs of all students?
 Yes No
- 8.25 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:

(Section 3-4-403 and 3-5-403): The library does not make available appropriate reference and research resources to provide basic support for the curricular and educational offerings and to enhance the student learning of the associate and bachelor degree-seeking students. Although the college subscribes to LIRN databases which include some full-text offerings, students do not have access to the additional nursing databases offered through LIRN, which are examples of typical resources that aid nursing students in completing research assignments. While the team was onsite, the campus ordered the Proquest Health and Medical Complete database and the Proquest Nursing and Allied Health collection as additional online resources, but at the time of the visit, faculty and staff had not been informed of these additions or trained on them, and students did not yet have access to these databases.

FOR NONDEGREE PROGRAMS ONLY

- 8.26 Are appropriate reference materials and periodicals available for all programs offered?
 Yes No
- 8.27 Are the instructional resources organized for easy access, usage, and preservation?
 Yes No
- 8.28 Is there a current inventory of instructional resources?
 Yes No
- 8.29 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

9. PROGRAM EVALUATION

Diploma in Practical Nurse

Academic Associate's Degree in Professional Nurse

Bachelor's Degree in RN-BSN

FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?
 Yes No (If No, skip to question 9.02)

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. Both the practical nurse (PN) and the professional nurse (RN) programs address the traditional areas of nursing practice and the appropriate scope in the care of patients across the life span. The curricula contain an appropriate balance of didactic theory and practical skills training in the laboratory and at clinical sites to meet the educational and career objective of participants. The campus uses HESI and Kaplan testing services for the enhancement of student test-taking skills. Graduates of the practical nurse program sit for the NCLEX-PN to become licensed practical nurses. Graduates of the professional nurse program sit for the NCLEX-RN to become licensed as registered nurses. The bachelor's degree program in RN-BSN only admits registered nurses who are already licensed to practice in the career field.

(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?

The NCLEX-PN national average for 2014 was 82.16 percent. The NCLEX-RN average was 79.26 percent.

(b) What are this program's pass rates for the past three years?

Year: 2014 Pass Rate: Practical Nurse 48.75 percent/Professional Nurse 48.43percent

Not Available

Year: 2013 Pass Rate: Practical Nurse 54.83percent/Professional Nurse 18.75 percent

Not Available

Year: 2012

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 the following:

Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes No

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Diana Lane is the program director of the practical nurse and professional nurse programs. As stated previously, Ms. Lane is a registered nurse and has a bachelor's degree in nursing and a master's degree in family nurse practitioner. Ms. Lane has been with the campus for one week and has over 22 years of experience in the field including positions as instructor of nursing and nursing program chair. In addition, Ms. Lane conducts NCLEX review sessions.

Ms. Michelle Edwards is the program director of the online bachelor's degree in RN-BSN program. Ms. Edwards is a registered nurse and has a bachelor's degree in nursing from Kansas Newman College, a master's degree in nursing from the University of Phoenix, and a master's degree in nurse practitioner from Kaplan University. Ms. Edwards has been with the campus for one week and has over 21 years of experience in the field as a clinical nurse and as a nursing instructor.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Data not available.)

If no, please list programs that fall below the standards.

The retention rate for the practical nurse program is stated as 67% for the 2014-2015 reporting year.

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Data not available.)

If *No*, does the campus provide the following:

A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes No

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The campus uses guest speakers, field trips, clinical sites, and an advisory board to enrich the programs. Students have had guest lecturers speak on domestic violence and becoming a nurse practitioner, and the team was provided with a schedule of upcoming guest speakers for 2016. Students have participated in field trips to attend the Body Worlds exhibit, and to conduct health screenings and patient teaching. In addition, students are assigned to various clinical sites and healthcare agencies in the community. The campus also has an advisory board of area healthcare professionals.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 Does the program include an externship?

Yes No (If No, skip to question 9.11)

(a) Does the institution have a written and mutually signed 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

(c) Is there evidence, based on observation, that the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives?

Yes No Not Applicable (site was not visited-please explain)
There were no clinical experiences scheduled for students while the team was onsite.

9.11 Does the program use independent studies?

Yes No (If No, skip to question 9.13)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes the following elements?

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

The following numbers of calls were made to employers or graduates for the following programs:

Diploma in Practical Nurse: 15

Academic Associate's degree in Professional Nurse: 18

Bachelor's degree in RN-BSN: There have been no program graduates.

How many calls to graduates or employers were successful?

The following numbers of calls, by program, were successful:

Diploma in Practical Nurse: 4

Academic Associate's degree in Professional Nurse: 5

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?

Please explain any discrepancy between the number of successful contacts and confirmations.

The team was able to confirm the employment of the graduates as reported.

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes No Not Applicable

FOR RENEWAL OF ACCREDITATION, INITIAL GRANTS, AND BRANCH INCLUSION ONLY

- 9.20 Does the campus participate in Title IV financial aid?
- Yes No (If No, skip to question 9.23)

FOR ALL VISITS

- 9.23 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:

(Section 3-1-531(a)): The campus is not providing appropriate instructional equipment for students currently enrolled in the professional nurse course NU205 Obstetric and Pediatric Nursing. The birthing simulator manikin, Noelle, was not fully operable on the days of the visit, as the birthing experience was only available through manual operation. The campus placed a work order for repair while the team was onsite.

- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS ONLY

9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.30 Are teaching loads reasonable?

Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.32 What is the current student/teacher ratio?
The student/teacher ratio in the Practical Nurse program is 11:1.
- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?
 Yes No
- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)
- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?
 Yes No Not applicable

FOR BACHELOR'S DEGREES ONLY

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?
 Yes No
- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
 Yes No
- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?

Yes No Not Applicable (institution offers all four years of the degree)

9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-5-203): The curriculum does not qualitatively approximate the standards at other collegiate institutions offering the same degree. The team found that the following course syllabi in the RN-BSN curriculum did not reflect sufficient research and/or the appropriate use of library resources:

NU301 Ethical Legal Aspects of Nursing
NU302 Advanced Pathophysiology
NU303 Health Assessment
NU304 Pharmacotherapy 1
NU305 Pharmacotherapy 2
NU401 Cultural Diversity
NU402 Community Health Nursing
NU404 Nursing Informatics
NU405 Nursing Capstone

While the team was onsite, the campus revised the syllabi to include research projects requiring use of American Psychological Association (APA) format and library resources. However, the team notes that the faculty has not been advised and/or trained on the new requirements. Additionally, the team was not able to assess the effectiveness of this implementation.

In addition, based upon a review of the curriculum, most of the course and weekly objectives are stated at the lowest level of Bloom's Taxonomy such as "list," "describe," "identify," "discuss," and "define," calling into question the qualitative rigor of the program in that higher level domains such as "create," "evaluate," "analyze," and "apply" are not stated and, therefore, not required for course completion.

The team also notes that a course in statistics is required as a prerequisite to entering the RN-BSN program. However, it is not apparent that statistical analysis occurs or is required in any of the BSN courses. For example, one would particularly expect to see its use in NU402 Community Health.

9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No Not Applicable (no students in the third and fourth years)

9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?

Yes No

NONTRADITIONAL EDUCATION

- Distance Education

Up to 50% 50% or more

H.01 Who is assigned to provide administration of the distance education, self-paced instruction, or consortium agreement activities at the institution, and what are this person's qualifications?

Ms. Edwards is assigned to provide administration of the online education at the campus. She possesses a variety of experiences in online instruction. She has over five years of experience being an online student and is currently participating in an online program. Being an online student gives her a grasp on what the student is looking for from the instructor and how communication occurs between the students and instructor, as well as student to student. In addition, she has over five years of experience as a campus and distance education instructor in both classroom and laboratory settings.

H.02 Does this individual possess appropriate academic or experiential qualifications?

Yes No

H.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

H.04 Are the time and resources devoted to the administration of distance education, self-paced instruction, or consortium agreement sufficient?

Yes No

FOR INSTITUTIONS OFFERING DISTANCE EDUCATION

H.05 Does the institution have a plan to implement distance education instruction?

Yes No

H.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

H.07 Does the institution integrate this plan into the Campus Effectiveness Plan?

Yes No

H.08 Is the delivery method appropriate for students and the curriculum?

Yes No

H.09 Are admission requirements for distance education courses/programs identified by the institution?

Yes No Not Applicable (no additional admissions requirements)

- H.10 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 required)
- H.11 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?
 Yes No Not Applicable
- H.12 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?
 Yes No
- H.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)
- H.14 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?
 Yes No
- H.15 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?
 Yes No
- H.16 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?
 Yes No
- H.17 Describe how the courses provide opportunities for interaction between faculty and students.
Faculty and students interact in the online environment mainly through the classroom in Blackboard. This area allows the students to ask questions of the instructor that other students can see. If the questions are not to be seen by all of the students, they can be e-mailed to the instructor privately. Students are also able to reach the instructor via telephone. Instructors attempt to answer all e-mails and posted questions within 48 hours, except on the weekends. If the student asks a question on the weekend, then the question will be answered on Monday, if not answered prior to then. E-mails received after the hour of 9:00 p.m. will be answered within 48 hours, if the instructor does not answer them prior to that.
- Are these opportunities sufficient and appropriate?
 Yes No
- H.18 Describe how the courses provide opportunities for interaction among students.
Students interact with each other through discussion questions and responses that are done on a weekly basis. Students also interact with each other in team assignments that may be assigned in the course, and

through question sections that are available within the course. If they choose, students can share emails or phone numbers to communicate with each other, especially when working on group or team assignments.

Are these opportunities sufficient and appropriate?

Yes No

H.19 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

H.20 Is the curriculum administered in a way that maintains security of access?

Yes No

H.21 Describe the student identity verification method used by the campus.

Each student has their own unique student ID and password. The password is what the student chooses to use and they are able to change it as they feel it is needed. The student ID allows the instructor to "see" who has been online and when they were last online. This student ID is known by the school and the student, whereas the password is only known to the student, and it is not shared with the instructor or the school.

Is this method adequate?

Yes No

H.22 Does the institution employ academically and experientially credentialed faculty to teach online courses?

Yes No

H.23 Describe the institution's learning management system.

This institution utilizes Blackboard as their learning management system. This system is used by the online students and is available 24/7 to interact on, except for breaks between classes or when there is scheduled maintenance. If there is scheduled maintenance, then Blackboard will alert the students to this via an announcement on the main page several days prior to the scheduled maintenance. Usually scheduled maintenance is done over long holidays or in the early hours of the morning. Also, this system alerts the students to any closings that may be occurring, due to weather or technical issues.

H.24 Are the faculty properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment?

Yes No

H.25 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?

Yes No

H.26 Does the institution demonstrate appropriate faculty student ratios to support:

(a) Faculty and student interaction?

Yes No

(b) Facilitation of interaction among students?

Yes No

(c) Facilitation of interaction with curriculum content?

Yes No

H.27 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

H.28 Does the institution have adequate financial resources to support the courses/program(s)?

Yes No

H.29 Does the institution demonstrate that students taking online courses have access to the same or equivalent library resources and support as on-ground students?

Yes No

H.30 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?

Blackboard provides an orientation that is approximately one and a half – two hours in length. This orientation shows the student how to get around within Blackboard and the online class. Also, the instructor can assist the student with navigation within Blackboard as needed throughout the class.

The school website also has available to the student an online orientation to the online environment that is approximately three hours in length. The library also orientates the students to the online library resources that are available and how they can access them through their personal computers. A list of resources and support services are listed on the syllabus. If the resources or support services are school specific, such as the library and school, the contact information will be provided in the syllabus or in the introduction section of the class. If they are Blackboard-specific, they are listed within the syllabus, in the introduction section of the class, or on the Blackboard main page.

Any other questions that the student may have are generally directed to the instructor, who will then answer the student's question or direct them to the correct support system.

Is this orientation adequate?

Yes No

H.31 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 (Institution does not participate in financial aid)

(d) Employment assistance?

Yes No Not Applicable (Institution enrolls only international students on a student visa)

H.32 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?

Yes No

H.33 Do assessments and assignments demonstrate student achievement of course learning objectives?

Yes No

H.34 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

H.35 Does the institution fully disclose what forms of instruction it uses in its catalog and web site 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.	2-1-100	The chief on-site administrator did not attend an accreditation workshop within the 18 months prior to the final submission of the self-study (page 7).
2.	3-1-531(a)	The campus has not provided appropriate instructional equipment for the current NU205 Obstetrics and Pediatrics course in the professional nurse program (page 33).
3.	3-1-542	The transcripts for Mr. Louis Noah's qualifying credentials are not official (page 18).
4.	3-1-800(c)	The campus has not evidenced that it has developed a continuous assessment strategy for library resources and information services (page 26).
5.	3-4-403 and 3-5-403	Appropriate reference, research, and information resources have not been made available to students in the academic associate's and bachelor's degree programs (page 29).
6.	3-4-404 and 3-5-404	The campus has not evidenced that faculty inspire, motivate, and direct student usage of the library resources (page 27).
7.	3-4-406 and 3-5-406	Faculty are not involved in the selection of library resources for the academic associate's and bachelor's degree programs (page 26).
8.	3-5-202	The bachelor's degree program in RN-BSN has not required a minimum of 54 quarter hours in general education courses (page 19).
9.	3-5-203	The curriculum of the bachelor's degree program does not qualitatively approximate the standards at other collegiate institutions (pages 36).



April 27, 2016

ID Code 00257970(MC)

Ms. Lori Barnes
President
Suncoast College of Health
6513 14th Street West, #103
Bradenton, FL 34207

lbarnes@sftimursing.org

Dear Ms. Barnes:

Subject: Initial Grant Approval Letter

The Council has acted to award your institution an initial grant of accreditation to offer programs through the bachelor's degree level through December 31, 2019. This grant of accreditation includes approval to offer 50 percent or more of one or more programs through distance education. This initial grant of accreditation includes the following programs:

<u>Program Name</u>	<u>Credential</u>	<u>Clock/Contact Hours</u>	<u>Quarter Credits</u>
Practical Nurse	Diploma	1,350 Clock Hours	N/A
Professional Nurse	Academic Associate's degree	770 Contact Hours	90*
RN to BSN	Bachelor's degree	660 Contact Hours	180**

*This program requires 45 quarter credits of general education in transfer.

**This program requires 54 quarter credits of general education in transfer and 60 quarter credits from an associate degree program in nursing for program admission.

Any changes to these programs or the addition of any new programs must be submitted to the Council for approval. Please refer to Section 2-2-100 of the *Accreditation Criteria* for additional information.

Please note the assigned ID Code for your campus and use it on all correspondence with the Council office. Pursuant to Article IV, Section 2 of the *Bylaws*, each campus is entitled to one Designated Delegate. Please refer to the instructions on the ACICS Web site in order to appropriately complete the "Designated Delegate Form."

Ms. Lori Barnes
April 27, 2016
Page 2

Congratulations on achieving accreditation. We look forward to a long and productive relationship with you and your institution. Please contact Ms. Katie Morrison at kmorrison@acics.org or (202) 336-6783 if you have any questions.

Sincerely,



(b)(6)

Anthony S. Bieda
Executive in Charge

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)
- Mr. Christopher Miller, U.S. Department of Education, School Participation Team,
Region IV (christopher.miller@ed.gov)
- Mr. Samuel Ferguson, Florida Department of Education (Susan.Hood@fldoe.org)

Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-158

REPORT QUESTIONS

Note to reviewers: Previously a check “Yes” implied documentation had been reviewed. Now we will be specific in describing the documentation reviewed for “Yes” responses. If a narrative response indicates a campus does not meet a criterion/criteria, you will list the section number(s) and explain, even if there is not a “No” box associated with the finding. (The Chair will delete this note when preparing the full report.)

CRITERIA	QUESTIONS
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4. RELATIONS WITH STUDENTS

3-1-400–RELATIONS WITH STUDENTS

Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending branch campuses and learning sites. Such services should support the educational program and reflect the institution’s concern for the welfare of the student.

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

4.02 How does the campus ensure that its student relations reflect high ethical standards?

If student relations do not reflect high ethical standards, insert the section number in parentheses and explain:

3-1-410–ADMISSIONS AND RECRUITMENT

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

The ultimate responsibility for the monitoring of the activities of an institution’s employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes is the responsibility of the institution. The activities of these individuals must be supervised by the institution. An institution may not delegate these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. “Non-employees” are independent contractors who are not considered “employees” under the Internal Revenue Code.

Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.

3-6-600–ADMISSIONS

3-6-601. Enrollment Prerequisites. The threshold admission requirement to a master’s degree program is a baccalaureate

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 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)?

CRITERIA	QUESTIONS
<p>degree.</p> <p>3-6-602. Evaluation of Applicants. Institutions should use appropriate techniques to evaluate applicants and to determine whether they have the academic qualifications to benefit from graduate study.</p>	<p>If the admissions criteria are not applied consistently, insert the section number in parentheses, list student names, and explain: <input type="text"/></p> <p>4.05 Does the campus contract with third parties for admissions and recruiting purposes? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>Yes</i>, what evidence is there to demonstrate that these parties are supervised by and familiar with the campus? <input type="text"/></p> <p>If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain: <input type="text"/></p>
<p>3-1-411. Admissions. The admissions policy shall conform to the institution's mission, shall be publicly stated, and shall be administered as written. The following minimums apply:</p> <ul style="list-style-type: none"> (a) The requirements for students admitted to programs leading to a certificate, diploma, or degree shall include graduation from high school or its equivalent, or demonstration of the student's ability to complete the program, as provided for by governing laws. (b) It is the responsibility of the institution to maintain student records which reflect the requirements for admission of all students. (c) Institutions are not precluded from admitting, under different requirements, students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced, such as: <ul style="list-style-type: none"> i. having financial sponsorship through contractual arrangements with public or private organizations; ii. having identifiable needs requiring remedial instruction as a supplement to the regular curriculums; iii. participating in innovative postsecondary programs specially described to ACICS; or iv. being enrolled in individual courses not leading to an academic credential. <p>3-1-414. Enrollment Agreements. All institutions must use an enrollment agreement for each enrolled student which clearly outlines the financial obligations of both the institution and the student. The agreement must outline all program related tuition and fees as well as the scheduled month and year of expected graduation, must be signed by the student and the appropriate</p>	<p>4.06 Does the admissions policy conform to the campus's mission? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <input type="text"/></p> <p>4.07 Is the admissions policy publicly stated? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <input type="text"/></p> <p>4.08 Is the admissions policy administered as written? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <input type="text"/></p> <p>4.09 Does the campus use an enrollment agreement for each</p>

CRITERIA	QUESTIONS
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school representative, and a copy provided to the student.

3-6-604. Conformance to Institutional Objectives. Admissions procedures, transfer policies, and requirements for graduation shall be consistent with the overall philosophy and objectives of the institution.

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

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:

3-1-412. Recruitment. Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:

- (a) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, student achievement disclosures (see Section 3-1-704), services, tuition, terms, and operating policies. The institution must maintain documentation that demonstrates that it systematically monitors its recruitment activities.
- (b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.

4.10 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:

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:

(a) Courses and programs?

CRITERIA	QUESTIONS
	<input type="checkbox"/> Yes <input type="checkbox"/> No (b) Student achievement disclosures? <input type="checkbox"/> Yes <input type="checkbox"/> No (c) Services? <input type="checkbox"/> Yes <input type="checkbox"/> No (d) Tuition? <input type="checkbox"/> Yes <input type="checkbox"/> No (e) Terms? <input type="checkbox"/> Yes <input type="checkbox"/> No (f) Operating policies? <input type="checkbox"/> Yes <input type="checkbox"/> No If <i>Yes</i> , describe how communication to students of the above items is documented: _____ If <i>No</i> for any item, insert the section number in parentheses and explain: _____
4.12	Who is responsible for oversight of recruitment activities at the campus? _____
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.). _____ If the campus does not maintain this documentation, insert the section number in parentheses and explain: _____
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? <input type="checkbox"/> Yes <input type="checkbox"/> No If <i>Yes</i> , is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has

CRITERIA	QUESTIONS
	<p>been communicated to the student? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, there is no name of the campus or there is no evidence, insert the section number in parentheses, list student names, and explain: <input type="text"/></p>
<p>(c) An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state.</p> <p>(d) Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities. Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.</p> <p>(e) Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal laws.</p> <p>(f) All recruiters must be supervised by the institution's administration to ensure that their activities are in compliance with all applicable standards.</p>	<p>4.15 Does the state in which the campus operates require representatives to be licensed or registered? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>Yes</i>, is evidence of licensure or registration on file? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, (evidence of licensure or registration is not on file), insert the section number in parentheses, list representative names, and explain: <input type="text"/></p> <p>4.16 Are the titles of recruitment and enrollment personnel appropriate? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <input type="text"/></p>
<p>3-1-413. Transfer of Credit. An institution shall evaluate and consider awarding proper academic credit for credits earned at institutions accredited by agencies recognized by the United States Department of Education. The institution shall establish and adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Written policies and procedures must clearly outline the process by which transfer of academic credit is awarded. The institution shall make public its policies on transfer of credit, including a statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution and if applicable, a list of institutions with which the institution has established articulation agreements.</p> <p>In addition, the institution must provide notification to students as to these articulation agreements and the transferability of the credits in the programs that are offered.</p>	<p>4.17 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application: <input type="text"/></p> <p>If there are no written policies and procedures, insert the section number in parentheses and explain: <input type="text"/></p> <p>4.18 Does the campus disclose in its catalog its transfer of credit policies, including policies related to accepting transfer credit from another campus? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>

CRITERIA

QUESTIONS

If *No*, insert the section number in parentheses and explain:

- 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:

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:

3-6-603. Transfer of Credit. Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.

FOR MASTER'S DEGREE PROGRAMS ONLY

- 4.20 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:

3-1-420 – Standards of Satisfactory Progress

Each institution shall establish and administer measures of satisfactory academic progress for all students as referenced in Appendix D.

3-1-421. **Compliance.** The institution complies with the requirements of Appendix D.

3-1-422. **Documenting Compliance.** The institution documents compliance with its Satisfactory Academic Progress policy.

3-1-423. **Oversight.** The institution encourages and assists students who are experiencing difficulty in progressing

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.

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satisfactorily in their programs.

APPENDIX D—Standards of Satisfactory Progress

An essential element in providing appropriate instruction and support services to students is monitoring their satisfactory academic progress (SAP). The Council requires all institutions to develop a policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational program.

Institutions located outside the United States, which serve students not participating in the U. S. Title IV student financial assistance programs, are required to publish in the catalog an SAP policy and systematically monitor academic progress of their students. At a minimum, the SAP policy must address the following elements: (a) minimum qualitative standards, such as a grade point average, which must be achieved by the end of each academic year or at 50% of the normal program length if the program is less than one academic year; (b) maximum time frame in which the educational objectives must be successfully completed; (c) a rationale if the maximum time frame for program completion exceeds 150% of the normal program length; (d) institutional procedures for a systematic monitoring of each student’s progress in meeting the SAP policy; (e) a description of actions that must be taken by the institution if the student fails to make satisfactory academic progress; and (f) a minimum cumulative grade-point average of 2.0 or C or equivalent that must be achieved by each student upon graduation.

The Council has determined that the institutional policy must include the following requirements, which are consistent with the regulations specified by the U.S. Department of Education for student eligibility for receiving Federal Title IV financial assistance.

1. The institution has written standards and a schedule of satisfactory academic progress for all students, which are published in the catalog and in appropriate institutional literature, and are consistently applied to all students.
2. The institution strictly adheres to its published standards of satisfactory academic progress, monitors whether a student meets the minimum qualitative and quantitative components of the standards, and notifies students when satisfactory academic progress is not being made.
3. The standards of satisfactory academic progress provide for minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
4. The policy defines a maximum time frame, not to exceed 150% of the normal program length, as defined by the institution, for all programs, in which the educational objective must be successfully completed (e.g., number of academic years, credit hours attempted, clock hours completed, months/weeks, terms or modules, etc. as appropriate), as opposed to simply setting a time limit on eligibility.
5. The institution has provisions for an evaluation point at least by the end of each academic year (or at 50% of the normal program length if the program is one academic year or less) that determine whether the student has met the qualitative and quantitative components of the standards.



If *No*, insert the section number in parentheses and explain:



- 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?

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| <p>6. The institution has provisions for utilizing and publishing a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment to complete the educational program within the maximum time frame.</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (not offered)
The effect when a student changes programs?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (The campus offers only one program of study.)</p> |
| <p>7. The institution has provisions for determining at the end of each increment whether the student has met the qualitative and quantitative components of the standards. The qualitative and quantitative standards must be cumulative and must include all periods of the student's enrollment regardless of whether or not the student receives federal financial aid.</p> | <p>The effect when a student seeks to earn an additional credential?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (The campus offers only one program.)</p> |
| <p>8. The institution's policies define the effect on satisfactory academic progress of course withdrawals, incomplete grades, repeated courses, and non-punitive grades. The institution's policies define the effect of non-credit or remedial courses on satisfactory academic progress.</p> | <p>The implications of transfer credit?
<input type="checkbox"/> Yes <input type="checkbox"/> No</p> |

If *No* for any item, insert the section number in parentheses and explain:

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| <p>9. The institution has provisions for an evaluation at the end of the second academic year and at the end of each subsequent academic year(s) where the student must have a minimum cumulative grade point average (CGPA) of 2.0 on a scale of 4.0, C, or its equivalent, or has academic standing consistent with the institution's requirements for graduation. A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances (i.e., death in the family, sickness of the student, etc.).</p> | <p>4.23 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:</p> |
| <p>10. If the institution places students on warning, or on probation, as defined in sections 11 and 12 below, the institution's policy must describe these statuses.</p> | <p>4.24 Are students who are not making satisfactory academic progress properly notified?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (No students are in violation of SAP)</p> |
| <p>11. An institution that evaluates academic progress at the end of each payment period may assign warning status to a student who fails to make satisfactory academic progress. A student may be assigned to warning status without an appeal or other action by the student. For institutions awarding U.S. Department of Education Federal Financial Aid, a student on warning may continue to receive assistance under federal financial aid programs for one payment period despite a determination that the student is not making satisfactory academic progress.</p> | <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain:</p> |
| <p>12. The institution must have an appeal process for students who do not meet the requirements of the institution's satisfactory academic progress policy. When an institution grants a student's appeal for mitigating circumstances, the student will be placed on probation for a specified period of time and considered to be making regular satisfactory progress. While a student is on probation, the institution may require the student to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses.</p> | <p>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?
<input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain:</p> |

If a student is not making satisfactory academic progress, the institution may place the student in an

- 4.26 Is SAP evaluated at the end of the second academic year

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<p>extended enrollment status. However, all credits attempted count toward the 150% of the normal program length even if the student is on extended enrollment. Grades may be replaced if that is the institution's written policy. At the discretion of the institution, a student with an approved appeal who exceeds one and one-half times the standard time frame as defined by the institution either as a regular student or in an extended enrollment status may receive the original academic credential for which he or she enrolled, provided that there are no additional financial obligations to the student.</p>	<p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (All programs are less than two years.)</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain: <input type="checkbox"/></p>
<p>For institutions awarding U.S. Department of Education Federal Financial Aid Only: A student on probation will have their eligibility for financial aid reinstated. A student on probation may receive federal financial aid funds for one payment period. At the end of one payment period on probation, the student must meet the institution's satisfactory academic progress standards or meet the requirements of the academic plan developed by the institution and the student to qualify for further federal financial aid funds. A student placed in an extended enrollment status is not eligible for financial aid.</p>	<p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (All programs are less than two years.)</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain: <input type="checkbox"/></p>
<p>13. The institution must have clearly defined procedures for re-establishing satisfactory academic progress.</p> <p>14. The institution has rules for students who change programs, as well as for students who seek to earn additional credentials. For instance, an institution may have a policy that for a student who changes programs it will include in the determination of a student's satisfactory academic progress standing the credits attempted and grades earned that count toward the student's new program of study. Such a policy must be part of the institution's written policy.</p>	<p>4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain: <input type="checkbox"/></p>
<p>15. The institution must have a policy that addresses the implications of transfer of credit on satisfactory academic progress.</p> <p>16. The institution has provisions that the student must have a minimum CGPA of 2.0, C, for undergraduate programs and 3.0, B for graduate programs or their equivalent upon graduation. For approved professional graduate programs, which require attainment of specified competencies and a licensure or certification, the institution has published and consistently follows an appropriate SAP policy.</p>	<p>4.29 Are students allowed to remain on financial aid while under warning or probation status? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (The campus does not participate in financial aid.)</p> <p>If <i>Yes</i>, is the student informed of this policy? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i> (the student is not informed), insert the section number in parentheses, list student names, and explain: <input type="checkbox"/></p>
<p>17. If the institution is approved to offer direct assessment competency-based program(s), the institution must demonstrate that it has implemented appropriate policies that describe how it will measure whether a student enrolled in a competency-based program is making satisfactory academic progress. Policies and procedures must be implemented to identify in a timely manner when a student enrolled in such a program has withdrawn or changed enrollment status. The institution must maintain for Council review evidence that financial aid officers and others assigned to monitor satisfactory academic progress have been trained and are adequately monitored for</p>	<p>4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for</p>

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implementing policies affecting competency-based programs.	<p>financial aid reinstated, and considered to be making satisfactory academic progress? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (There are no such students.)</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain: <input type="checkbox"/></p>
	<p>4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. <i>Skip to 4.33.</i>)</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain: <input type="checkbox"/></p>
	<p>4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (The campus does not have extended enrollment.)</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain: <input type="checkbox"/></p>
	<p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (There is no such student and/or the campus does not have such a policy.)</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain: <input type="checkbox"/></p>
	<p>4.34 Are students required to have a minimum CGPA of 2.0 (3.0 for graduate programs) or its equivalent upon</p>

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	<p>graduation from all programs? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <input type="text"/></p>
<p>4.35</p>	<p>Who is responsible for the administration of satisfactory academic progress? <input type="text"/></p> <p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <input type="text"/></p>
<p>4.36</p>	<p>How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? <input type="text"/></p> <p>Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number of parentheses and explain: <input type="text"/></p>
<p>3-1-430 – Tuition and Fees</p> <p>3-1-431. Institutionally Financed Grants, Scholarships and Loans. The Council recognizes that most accredited institutions offer or administer grants, scholarships and loans for students. Institutions must meet appropriate guidelines for such programs in order to ensure their legitimacy. Participation in ethical institutional grant (See Appendix E, "Guidelines for Institutionally Funded Student Aid"), institutional loan, and scholarship programs requires adherence to the following:</p> <p>(a) In addition to administering federal or state student</p>	<p>4.37 Does the campus finance any of the following: (Mark all that apply.)</p> <p>(a) <input type="checkbox"/> Scholarships? (b) <input type="checkbox"/> Grants? (c) <input type="checkbox"/> Loans? (d) <input type="checkbox"/> The campus does not offer scholarships, grants, and/or loans. (<i>Skip to 4.39.</i>)</p>

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<p>aid programs, institutions may offer the following types of student financial aid:</p> <ul style="list-style-type: none"> i. grants funded by the institution and awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with published standards; ii. scholarships funded by the institution or a third-party and administered by the institution to provide aid to students who demonstrate academic achievement in accordance with published standards; iii. loans funded by the institution and available equally to all students. 	<p>If <i>Yes</i> for any item, does the campus properly identify all scholarship, grant, and loan programs? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i> (the campus does not properly identify these programs), insert the section number in parentheses and explain: <input type="text"/></p>
<ul style="list-style-type: none"> (b) Institutionally financed or administered grants, scholarships and loans must be described in the current catalog with a description of the criteria for the award, the application procedures and deadlines, and amounts that may be awarded. All information must avoid false, misleading or exaggerated statements. (c) Institutionally financed loans may vary in amount depending on the student's need. The terms and conditions for loans, including forbearance and repayment, must be described in the current catalog. All institutionally financed loans must be collected in accordance with sound and aggressive business practices for the collection of student loans. Institutions must counsel students concerning their loan repayment obligations. 	<p>4.38 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i> for any applicable item, insert the section number in parentheses and explain: <input type="text"/></p>
<p>3-1-432. Tuition and Charges. Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for similarly circumstanced students enrolling at the same time and in the same programs, however, and detailed financial records should indicate at all times the financial obligation of the student to the institution. The following are minimum expectations:</p> <ul style="list-style-type: none"> (a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the institution. The existence of any separate or comparable publication containing tuition rates must be referenced specifically in the catalog. The schedule of charges must be uniformly administered to similarly circumstanced students. 	<p>4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses, list student names, and explain: <input type="text"/></p> <p>4.40 Are tuition and fees clearly stated in the catalog? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <input type="text"/></p> <p>If <i>Yes</i>, have students confirmed receiving a copy of the catalog? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable</p>

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If *No*, insert the section number in parentheses, list student names, and explain:

(b) The financial records of the students shall clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction.

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

If *No* for any item, insert the section number in parentheses and explain with specific references:

(c) Announcements of changes in tuition or fees must state the effective date of the change and be uniformly administered.
 (d) Terms of payment may be varied by the institution so long as the tuition charges are uniformly administered.

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.)

If *No*, insert the section number in parentheses and explain:

3-1-433. *Refund Policy.* The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution's catalog. Specific federal or state policies may apply.

4.43 Is the campus's refund policy published in the catalog?

- Yes No

If *No*, insert the section number in parentheses and

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	<p>explain: <div style="background-color: #cccccc; width: 50px; height: 15px; margin: 2px 0;"></div> </p>
<p>4.44</p>	<p>Is the refund policy fair, equitable, and applicable to all students? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <div style="background-color: #cccccc; width: 50px; height: 15px; margin: 2px 0;"></div> </p>
<p>4.45</p>	<p>Describe the documentation to evidence that the campus is following its stated refund policy. <div style="background-color: #cccccc; width: 50px; height: 15px; margin: 2px 0;"></div> </p> <p>If there is no evidence to support the implementation and consistent application of the policy, insert the section number in parentheses and explain: <div style="background-color: #cccccc; width: 50px; height: 15px; margin: 2px 0;"></div> </p>
<p>3-1-434. Administration of Student Financial Aid. Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and regulations. The following requirements govern how such activities are evaluated by ACICS:</p> <p>(a) An institution participating in student financial aid programs shall designate at least one competent person at the site to administer student financial aid. The extent of this activity and the personnel needed shall be governed by the size and classification of the institution. The person who determines the amount of student awards cannot be responsible for disbursing those awards.</p> <p>(b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.</p>	<p>4.46 Does the campus participate in Title IV financial aid? <input type="checkbox"/> Yes <input type="checkbox"/> No (<i>Skip to 4.51.</i>)</p> <p>4.47 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience? <div style="background-color: #cccccc; width: 50px; height: 15px; margin: 2px 0;"></div> <p>Is this person someone other than recruitment and enrollment personnel? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable (The campus does not participate in financial aid.)</p> <p>If <i>No</i>, insert the section number in parentheses and explain: <div style="background-color: #cccccc; width: 50px; height: 15px; margin: 2px 0;"></div> </p> <p>If the same individual determines and disburses the award, insert the section number in parentheses and explain: <div style="background-color: #cccccc; width: 50px; height: 15px; margin: 2px 0;"></div> </p> </p>
<p>4.48</p>	<p>Who is responsible on site for administering student financial aid, and explain how this person (or persons)</p>

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has been trained to administer financial aid?

- (c) There shall be professional awareness on the part of the financial aid administrator as shown by membership and participation in state, regional, or national financial aid associations and by other educational activities designed to keep the administrator up to date on procedures and changes in the field.

- 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:

If *No*, insert the section number in parentheses and explain:

- 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.

(h) 2-2-500 – Programs of Study Regulations

2-2-501. Evaluation of Programs for Purposes of Federal Financial Aid. As part of its evaluation of an institution for initial accreditation or renewal of accreditation, ACICS will review the institution's policies and procedures for determining credit hour assignments for purposes of awarding federal financial aid. ACICS will evaluate the reliability and accuracy of the institution's assignment of credit hours, as defined by federal requirements, to courses and programs and will determine whether this assignment conforms to commonly accepted practice in higher education.

- (a) *Credit Hours for Credit-Hour Programs.* The evaluation of credit hour programs, as defined by federal requirements, for purposes of financial aid is based on the following federal definition of a credit hour:
 Except as provided in federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one

- 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)

If *No*, insert the section number in parentheses and explain:

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semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

- (b) *Credit Hours for Programs that are neither Credit Hour nor Clock-Hour Programs.* Clock hour programs as defined in federal regulations may not assign credit hours for the purpose of awarding federal financial aid. However, undergraduate degree programs of less than two years in length and non-degree programs that are not fully transferrable to degree programs of at least two years in length (with at least two graduates) at the same institution are eligible to convert clock hours to credit hours for purposes of awarding federal financial aid. In doing so, these programs may seek to combine a minimum number of hours in a range of hours of student work outside of class with a required minimum number hours of instruction alone to meet or exceed a total number of clock hours of instruction. The evaluation of these clock-to-credit hour programs is based upon the following federal conversion formulas:
The institution's student work outside of class combined with the clock hours of instruction meet or exceed the following numeric requirements:

- i. A semester hour must include at least 37.5 clock hours of instruction;
 - ii. A trimester hour must include at least 37.5 clock hours of instruction; and
 - iii. A quarter hour must include at least 25 clock hours of instruction; and
- The clock hours of instruction alone meet or exceed the following numeric requirements:
- (A) A semester hour must include at least 30 clock hours of instruction;
 - (B) A trimester hour must include at least 30 clock hours of instruction; and
 - (C) A quarter hour must include a least 20 hours of instruction.

3-1-435. Cash Discounts. Any institution providing discounts for cash received in advance of the normal payment schedule must have a written policy. That policy must be provided in writing to all student applicants prior to enrollment.

The institution must demonstrate that the policy:

- (a) is available to all students at the institution; and
- (b) bases the size of the discount on the financial benefit the institution receives from the payment of cash earlier than otherwise would be required under the institution's normal tuition payment schedule or applicable retail installment contract.

4.52 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes No (*Skip to 4.53.*)

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:

