Criteria Revisions

The following criteria have been accepted as final with the modified date noted (new language is underlined, deleted language is struck):

Section	Criteria Revision	Date Modified
Appendix D Standards of Satisfactory Progress	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.	April 2014
Bylaws **Article III**	*Section 1–Composition.* The Council shall consist of the elected and appointed commissioners generally representing member ~~both non-degree and degree-granting~~ institutions, ~~or~~ and appointed commissioners-at-large, who are unaffiliated with a member institution and ~~are, therefore,~~ public representatives ~~as heretofore defined.~~ It shall comprise fifteen (15) commissioners, at least five (5) of whom shall be elected by the membership and the balance of whom shall be appointed by the Council, and it shall include at least two academic representatives and at least two administrative representatives. Academic representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. Administrative representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary institutional or programmatic administration. At least three of the appointed commissioners shall be public representatives ~~members~~. Notwithstanding the foregoing, an elected commissioner may be replaced by an appointed commissioner for the remainder of the elected commissioner's term in the event of a vacancy.	April 2014
Bylaws **Article IV**	*Section 2–Eligibility for Election and Voting.* Any person employed by a member institution in good standing and meeting other eligibility criteria is eligible to run for Council and Board membership ~~provided that person has been registered pursuant to these Bylaws with the Board of Directors by the ownership of a member institution. That person must be identified as the "Designated Delegate" of that member. Each main and additional location is entitled to one Designated Delegate. Such designation also authorizes that person to be the voting representative of the member on all ACICS matters requiring a vote of the members.~~ Each main and branch campus is entitled to one Designated Delegate who is authorized to vote in all elections on behalf of that member institution as well as, in all other matters requiring a vote of the members. Appointment of the Designated Delegate is made by the chief executive officer of the institution by notice in writing to ACICS. Multiple campuses under common ownership may be represented by one designated delegate, who shall be empowered to cast votes on behalf of each campus. Changes of Designated Delegate shall be made in writing at least fifteen (15) days prior to the date of any scheduled election which becomes the record date for determining eligibility to vote. Results of elections shall be certified by the Executive Committee.	
Bylaws **Article IV**	*Section 5–Terms.* Term of service as a commissioner shall be five years, ~~except that a~~ A person elected or appointed to fill a term of less than two and one-half years is entitled to apply ~~submit~~ for nomination and election or appointment to a full term. Upon completion of a commissioner's term, the commissioner shall not be eligible to serve another term through election or appointment until three (3) years have elapsed. However, a ~~A~~ commissioner who is elected to the Office of Chair-Elect in the final year of that commissioner's term shall have that term extended for one year to allow service as the Chair of the Council to be fulfilled. If nominated, public representatives may serve one additional appointment without the three-year waiting period.	

Section	Criteria Revision	Date Modified
ARTICLE I- General Provisions and Definitions	*Section 7–Public Representatives.* Representatives of the public are persons who are interested in career education; have knowledge or experience useful to the accreditation process; are willing to contribute opinion, advice, and expertise to the endeavors of ACICS and the Council; and are not (1) employed or formerly employed by an institution or program that either is accredited by the agency or has applied for accreditation or (2) associated as members of the governing board, owners, shareholders, consultants or in some other similar capacity with an institution or program that either is accredited by the agency or has applied for accreditation; or (3) a member of any related, associated, or affiliated trade association or membership organization; or (4) a spouse, parent, child or sibling of an individual identified in paragraph (1), (2) or (3) of this definition.	
Chapter 2 Institutional Changes	INTRODUCTION Approval by ACICS is required before substantive changes are implemented, and institutions should notify ACICS of other significant changes. The material in this chapter explains the evaluation procedures that ACICS will follow for approving substantive and non-substantive changes. ~~The Council shall be notified immediately of substantive changes at an institution, including changes in its mission or objectives, management, ownership, control, educational programs, mode of delivery, name, geographic location, and state or local authority to operate, any of which may result in a comprehensive review by the Council.~~	12/11/13
2-2-100	~~ADDITIONAL CAMPUS ACTIVITY~~ SUBSTANTIVE CHANGES	12/11/13
2-2-101	~~Initiation of Additional Campus Activity~~ ***List of Substantive Changes***. The following institutional changes will be considered substantive and require Council approval before they can be included in the institution's scope of accreditation. (a) Any change in the established mission or objectives of the institution as described in Standard 2-2-103 (b) Any change in the legal status, form of control, or ownership of the institution as described in Section 2-2-400 (c) The addition of programs that are considered to be out-of-scope. Programs considered out-of-scope are those that represent a significant departure from existing programs that were offered when the agency last evaluated the institution as described in Standard 2-2-105	

Section	Criteria Revision	Date Modified
	(d) The addition of courses or programs that represent a significant departure from the existing delivery method utilized when the agency last evaluated the institution as described in Standard 2-2-106 (e) The addition of programs of study at a degree or credential level different from that which is included in the institution's current scope of accreditation as described in Standard 2-2-107 (f) A change from clock hours to credit hours as described in Standard 2-2-108 (g) 25% or greater increase in the number of clock or credit hours awarded for successful completion of a program as described in Standard 2-2-109 (h) The acquisition of any other institution or any program or location of another institution (i) The addition of a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all students have completed their program of study (j) The entering into a contract under which an institution or organization not certified to participate in the Title IV, HEA programs offers more than 25 percent of one or more of the accredited institution's educational programs as described in Standard 2-2-505 (k) The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program as described in Standard 2-2-104	
2-2-102.	***Effect of Extensive Substantive Changes.*** The Council shall conduct a comprehensive on-site evaluation of the institution if substantive changes that have been made or are proposed are sufficiently extensive that the institution's capacity to maintain compliance with accreditation standards requires an immediate assessment. Substantive changes are defined by Council as "extensive" when the types and/ or number of changes are so substantial that the nature and scope of the accredited institution will no longer be the same since last evaluated and in its place a new institution has evolved.	12/11/13
2-2-103.	***Change of Institutional Mission.*** It is the responsibility of the institution to secure approval from the Council prior to implementing any change in the mission or objectives of the institution.	12/11/13

Section	Criteria Revision	Date Modified
~~2-2-101~~ 2-2-104	***Initiation of Additional Campus Activity.*** An additional activity includes any ongoing instructional activity offered at a site away from the main facility of an institution. Activity at a site that meets the Council's definition of an "Additional Location" is described in Section 1-3-100, Classification of Campuses. Activity at a site that does not meet the definition of an Additional Location is referred to below as a "Campus Addition." Reporting requirements are as follows: (a) Additional Location. It is the responsibility of the institution to secure approval from ACICS of the intention to initiate an additional location before the location begins classes. If approved, activity must be initiated at the additional location within one year of the proposed start date. An additional location must be approved by the Council before advertising, recruiting, and enrollment may take place. Failure to secure approval from ACICS prior to the initiation of an additional location may call into question the accreditation of the institution. The institution shall provide, on Council forms, the rationale for initiation of the additional location and other information about the educational programs, credentials to be awarded, faculty, learning resources, physical and financial resources, strength in supporting fields, admission and graduation requirements, compliance with state law and authority to operate, number of students, and administrative arrangements. An acceptable catalog which identifies the additional location also shall be included as part of the application. The Council will monitor the number of additional location applications submitted for each main campus and main campuses under common ownership based on a demonstration of sound administrative and financial capabilities. The Council reserves the right to limit the number of additional locations based on its review of demonstrated administrative and financial capabilities. Any institution which (1) is required to submit a financial improvement plan to the Financial Review Committee, or which (2) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any additional locations. An institution under a show-cause directive, a negative action, or in a probation status will not receive approval from ACICS for the initiation of any additional location while the action is in effect. (b) Campus Addition. It is the responsibility of the institution to secure approval from ACICS prior to initiation of any new educational activity which is under the direct control of the on-site administration of a main campus or additional location and at a site that is apart from the primary location of that campus. In addition, if that activity involves 50% or more of an academic program, the campus addition must be approved by the Council before advertising, recruiting, and enrollment may take place. If approved, activity must be initiated at the campus addition within one year of the proposed start date. The institution shall provide, on Council forms, the location of the activity, its educational purpose, the programs offered, the number of students involved, and any additional information ACICS may request. A catalog for the campus which identifies the campus addition also shall be included as part of the application.	12/11/13
~~2-2-101~~ 2-2-104 (Continued)	Any institution which has a campus that (1) is under review by the Financial Review Committee of ACICS, (2) shows either a net loss or a negative net worth on its most recent financial report, (3) is required to report placement and/or retention data to the Institutional Effectiveness Committee, or (4) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any additional campus activity at which 50% or more of an academic program is provided. An institution under a show-cause directive, a negative action, or in a probation status will not receive approval for the initiation of any such additional campus activity while the action is in effect.	12/11/13
2-2-105	***Addition of Programs Out of Scope.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate the addition of programs that represent a significant departure or are out of scope from existing educational programs that were offered when the agency last evaluated the institution. The institution or campus must initiate the approval process through the submission of a new program application and required documents for Council review and approval before being included in the institution's scope of accreditation.	12/11/13

Section	Criteria Revision	Date Modified
2-2-106	***Initiation of Distance Education (Online) or New Instructional Delivery Method.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate online delivery if all courses and programs within the institution are currently approved for residential or face-to-face instructional delivery method. Any significant change in instructional delivery method requires prior Council approval. The institution or campus must initiate the approval process through the submission of a new program application and required documentation information for Council review and approval before being included into the institution's current scope of accreditation.	12/11/13
2-2-107	***Expansion of Program Offerings to Higher Credential Level.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate a program at a higher credential level. The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation.	12/11/13
2-2-108	***Initiation of Change from Clock to Credit Hour Offering.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate a change from clock to credit hours in its program offering through the submission of an application and required documentation.	12/11/13
2-2-109	***Increasing the Number of Clock or Credit Hours.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate an increase of 25 percent or greater in the number of clock or credit hours awarded. If the percentage is less than 25 percent but results in a change in the credential level, the credential level will be evaluated to be within the institution's scope of accreditation. The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation.	12/11/13
~~2-2-102.~~ 2-2-110	***Evaluation***, ~~of Additional Campus Activity~~ ***Approval and Monitoring of Substantive Change Activity.*** All activity for which approval is sought will be evaluated by ACICS before approval is granted. Following is a description of those evaluations.	12/11/13

Section	Criteria Revision	Date Modified

(a) Additional Location. Initial inclusion of an additional location within the scope of the accreditation of the institution may be granted by the President upon receipt of all required information. An institution proposing the initiation of a new location must follow the procedures as outlined by the Council and disclosed on its Web site. A new location must receive initial inclusion before advertising, recruiting, or enrolling students at the proposed location. The Council reserves the right to require a preliminary visit to any potential additional location prior to the granting of initial inclusion.

An additional location that is granted initial inclusion by the President will be required to undergo a verification visit within six months after the initial class start date. Following this visit, the Council may require the additional location to submit additional information to satisfy areas of concern identified during the evaluation.

A decision regarding the final inclusion of an additional location will be made by the Council in full session following a visit by an evaluation team. Prior to the final inclusion visit, the chief on-site administrator of the location will be required to attend an Accreditation Workshop and to submit additional documentation as outlined and disclosed on the ACICS Web site. The evaluation will normally be scheduled for twelve to eighteen months after the initial class start date and will be conducted by a team of evaluators determined by the size of the institution, the type and number of programs being offered, and other special circumstances. Identification of significant deficiencies during the verification or final inclusion visits can result in an immediate show-cause directive to the institution.

Only after a determination of acceptability, either at the initial or final inclusion level, and notification to the institution of the decision, may the institution consider an additional location to be included within the scope of the institution's grant of accreditation. If approval is withheld, the withholding may be treated as a deferral or a denial, based on circumstances, and the institution may exercise its due process rights as outlined in Title II, Chapter 3.

(b) Campus Addition. The President is authorized to evaluate and approve additions to a main or additional location that are apart from the primary location of that campus. Educational activities at a campus addition are eligible to be evaluated for inclusion within the scope of the accreditation of the managing campus provided that the campus addition has been established to meet a specific educational need or condition and is authorized by the appropriate governmental education authority, if applicable.

The managing campus proposing the initiation of a campus addition must submit a Campus Addition Application. The managing campus must assure the Council that the educational activities at the campus addition complement the overall objectives of the institution. Based on its review of the application materials, ACICS may (1) grant final inclusion of the campus addition or (2) deny the application.

A campus addition that is granted final inclusion by the President will be required to undergo a verification visit within six months after the initial class start date if 50% or more of a program will be offered at the site. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

All additions to the campuses of an institution are evaluated during an institution's regular evaluation for a renewal of accreditation.

Section	Criteria Revision	Date Modified
~~2-2-102.~~ 2-2-110 (Continued)	(c) *New Programs of Study.* Changes to an institution's scope of accreditation resulting from the proposed initiation of a new program of study, must be approved by the Council following a comprehensive review of supporting materials specific to the substantive change. Only upon approval of the substantive change to the institution's scope of accreditation is the institution or campus authorized to advertise, recruit and enroll students for the new program. To further monitor the institution or campus which initiated the substantive change to the institution's scope of accreditation, an on-site evaluation visit will be conducted as directed by the Council. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.	12/11/13
2-2-120	INITIATION AND EVALUATION OF CHANGES WITHIN CURRENT SCOPE All programs and delivery methods must be within the institution's scope of accreditation and receive ACICS approval before recruiting or enrolling students. Programs offered by the institution are appropriately evaluated during the institution's initial grant of accreditation and renewal of accreditation evaluations. The initiation of a new program, or a change in the overall objective of a currently approved program or in the credential level of an existing program requires approval prior to implementation. The initiation of courses and programs offered via an online modality also requires approval prior to implementation. An application form and any additional documentation specified by ACICS must be submitted. Programs that have not started within one year of the proposed start date and programs that have been inactive for at least three years must be surrendered as defined in Section 2-2-505. Termination of Programs. Institutions or campuses must have demonstrated compliance with ACICS standards at a lower credential level before requesting a new program at a higher credential level. Any institution or campus on interim reporting to the Financial Review Committee may be required to obtain prior permission from ACICS for the initiation of any new program. Any institution or campus under a compliance warning, a show-cause directive, a negative action, or in a probation status must obtain prior approval to apply for a new program. Addition¬ally, any institution or campus subject to a comprehensive on-site evaluation as a result of extensive substantive changes must obtain prior permission from ACICS for the initiation of any new program.	12/11/13
2-2-121	*Changes to Existing Programs.* Changes to existing or currently approved programs fall under (a) extensive changes and (b) non-substantive changes. (a) Extensive Changes. An extensive change to existing program application process must be initiated and approval received prior to implementation. Failure to do so will result in a show-cause action for offering an unapproved program. The following changes will be considered substantive changes to the institution's scope of accreditation and require approval per Section 2-2-100 Substantive Changes: i. A 25% increase in the number of clock or credit hours awarded for successful completion of an existing program. ii. a change from clock hours to credit hours (b) Non-substantive Changes. These include minor changes to existing programs which do not substantially alter the scope, objectives and nature of the programs as described in Standard 2-2-151.	12/11/13

Section	Criteria Revision	Date Modified
~~2-2-103.~~ 2-2-122	***Substantial Changes to Nonmain Campus Operations.*** Prior notification to ACICS is required when an institution decides to make substantial changes to the operation of a nonmain campus. Notice shall be made in writing to the President, who is authorized to act on behalf of ACICS in approving such changes. Failure to notify and receive approval prior to substantial change of activity may call into question the accreditation of the institution, and further evaluation may be required.	12/11/13
2-2-151	***Non-Substantive Program Changes.*** Institutions and campuses are required to notify the Council of all non-substantive changes to existing programs. Changes in the program name, clock/contact hours, credits awarded or program length will be disclosed to the public via the ACICS Web site. The following non-substantive changes will be acknowledged: (a) Less than 25% change in existing contact hours; credits awarded, curriculum content (courses offered), or program length of a currently approved program within a twelve month period. (b) A change in the name of an existing program that does not change the overall objective of the program. (c) A change from semester to quarter credit hours or vice versa.	12/11/13
2-2-152	***Non-Substantive Changes to Campus Operations.*** As a condition for maintaining its accreditation status, the institution is expected to keep ACICS fully informed of changes affecting campus operations, including but not limited to, change in campus leadership, expansion of campus space, major change in marketing and recruitment strategies, potential release of major press releases, and potential legal issues affecting the campus.	12/11/13

Section	Criteria Revision	Date Modified
2-2-500	PROGRAMS OF STUDY REGULATIONS	12/11/13
~~2-2-501~~	~~*Initiation and Evaluation of New Programs.* The Council must be notified prior to the start of all new programs. All new programs and modes of delivery must be initiated within one year of the planned start date. A new program must be approved by the Council before an institution or campus advertises, recruits, or enrolls students in the proposed program. The initiation of a new program process is required for any program of study never before offered on the campus whether delivered via residential, distance education, or hybrid. The institution or campus must submit an application and supporting documentation as outlined on the ACICS Web site. Where specified, information must be submitted on Council forms. Additions or deletions of courses included in a program of study that change the overall objective of a currently approved program, require the initiation of a new program application process. The submission of a Campus Accountability Report or catalog identifying a new program does not constitute appropriate notification to the Council.~~	
	~~Substantive changes to existing programs require the initiation of a substantive change to an existing program process. The submission of a Campus Accountability Report or catalog identifying program changes does not constitute appropriate notification to the Council. The following are changes to an existing program that would require the institution to submit a substantive change to an existing program application process:~~	
	~~(a) any change of 25% or more in existing contact hours, credit awarded, curriculum content (courses offered), or program length of a currently approved program;~~	
	~~(b) a change in academic measurement from clock hours to credit hours or vice versa, or a change from quarter to semester credit hours or vice versa; or~~	
	~~(c) any additions or deletions of courses offered that do not change the overall objective of a currently approved program.~~	
	~~An institution proposing new programs must assure ACICS that the programs conform to the stated mission of the institution and its current program offerings. The Council reserves the right when reviewing new programs to review the entire institution.~~	
	~~If a new program complements the general and occupational objectives upon which the institution previously has been evaluated and accredited, and the program is being presented to the public and students as it was presented to ACICS, ordinarily no further evaluation will be required at the time of approval. However, all program offerings of an institution are appropriately evaluated during an institution's initial grant of accreditation and renewal of accredi¬tation evaluations.~~	
	~~If a new program is determined to be "out of scope" and is substantially different in course content, general or occupational objective, or in promotional description from other programs offered by the institution, ACICS may direct that a visit be conducted before granting final inclusion.~~	12/11/13
	~~If, as a result of any new program visit, ACICS determines that the overall quality of an institution is being dimin¬ished, the institution may be scheduled for a full reevaluation.~~	

Section	Criteria Revision	Date Modified
2-2-502	~~*Initiation and Evaluation of New Programs at Higher Credential Levels than Previously Offered.* An institution or campus that intends to offer its first new program at a higher credential than it previously has awarded must submit additional materials and undergo evaluation beyond those procedures outlined in Section 2-2-501 above. In addition to the initiation of a new program application process, the institution must submit a detailed transition plan describing how it is or intends to come into compliance with the requirements for this new credential as described in the applicable chapter of Title III of the Accreditation Criteria.~~ ~~The New Program Application and transition plan will be reviewed by the Council. Any institution on quarterly reporting to the Financial Review Committee may be required to obtain prior permission from ACICS for the initiation of its first new program at a higher credential. If the application and plan are determined to be complete, an institution will be granted approval to advertise, recruit, and enroll for the program(s) and a readiness visit will be scheduled within six months of the initial start date of the program. The purpose of the readiness visit will be to assess the institution's initial capacity and compliance with the Accreditation Criteria for the higher credential.~~ ~~The readiness visit report and the institution's response to the report will be reviewed by the Council at its next regularly scheduled meeting. If the Council determines that the transition plan is appropriate and that the institution is sufficiently prepared to offer the new credential, it will grant the institution initial inclusion for the new program. The Council will provide the institution in the initial inclusion notice with a timetable for the submission of periodic progress reports and for a credential inclusion site visit once the program has a sufficient enrollment and/or a sufficient number of graduates. Final inclusion of the new program will be granted by the Council only after the credential inclusion visit has been conducted.~~ ~~Subsequent new programs at the new credential level will be evaluated by the Council using the new program procedures described in Section 2-2-501 above.~~ ~~An institution may not submit an application for a new program at a higher credential when approval of final inclusion of a program at a lower credential level is pending. Institutions or campuses requesting to offer a new program at a higher credential more than one level above the current credential level, must first submit a request to the Council. The Council reserves the right to require a preliminary visit to the campus prior to the granting of such a request.~~	12/11/13
~~2-2-503~~ 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 in 34 CFR 600.2 and in 34 CFR 668.8(k) and (l), 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 in 34 CFR 668.8(k), for purposes of financial aid is based on the following federal definition of a credit hour:	12/11/13

Section	Criteria Revision	Date Modified
~~2-2-503~~ 2-2-501 (Continued)	Except as provided in 34 CFR 668.8(k), 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 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 34 CFR 688.8(k)(2) 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.	12/11/13
~~2-2-504~~	~~*Changes to Programs:*~~ (Reassigned to other sections of the Accreditation Criteria) ~~(a) Substantive Changes. Institutions must apply for approval from ACICS for any of the following changes to a program prior to their implementation or the revised program will be considered an unapproved program. Failure to do so will result in a show-cause action for offering an unapproved program or unapproved mode of delivery. Institutions must submit the appropriate form and supporting documentation for the following:~~ ~~(i) the offering of a program at a higher education credential than currently approved for;~~ ~~(ii) any changes an increase of 25% or more in existing contact hours, credit awarded, curriculum content (courses offered), or program length of a currently awarded program;~~ ~~(iii) a change from clock to credit hours or vice versa, or a change from quarter to semester credit hours or vice versa;~~ ~~(iv) a change in the overall objective of the program;~~ ~~(v) the initiation of an on-line delivery format of a program of study;~~	12/11/13

Section	Criteria Revision	Date Modified
~~2-2-504~~	~~Changes, as noted in (v) above require the submission and approval of the appropriate application. An institution with initial approval to offer programs via online delivery may offer only programs or courses included in the application until final approval by the Council. If the institution wishes to offer additional programs on-line before final inclusion by the Council, it must separately obtain approval for each program. If the institution adds, deletes, or modifies on-line courses before final inclusion by the Council of online delivery, it must separately obtain approval for each program. Institutions with no prior online final inclusion, that plan to offer 100% of a program online, must first submit a request to the Director of Campus Development for a preliminary assessment of the institution's plans and capacity.~~ ~~(b) Non-Substantive Changes. Institutions must submit for staff review and acknowledgement the following changes to programs.~~ ~~(i) any change of less than 25% in existing contact hours, credit awarded, curriculum content (courses offered), or program length of a currently approved program; or~~ ~~(ii) a change in the name of an existing program that does not change the overall objective of the program.~~ ~~(iii) planned termination of an approved program.~~	12/11/13
~~2-2-505~~ 2-2-502	***Program Compliance Warning.*** When the Council determines that a program at a campus of the institution has fallen below the compliance standard for retention, placement, or licensure pass rates, the institution will be provided in writing with a warning regarding the alleged deficiency. The warning will note that the program will have to come into compliance by meeting or exceeding the program-level standard prior to the expiration of the established timeframe or be taught out and discontinued or otherwise conditioned. A program compliance warning is not a negative or conditioning action and is therefore not appealable. Rather, it is issued as an official notification to an institution that a program provided by the institution is out of compliance with agency standards. Following receipt of a program compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to adverse action in the form of withdrawal of approval for inclusion of the program within the institution's grant of accreditation. The time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in retention, placement or licensure pass rates.	12/11/13
~~2-2-506~~ 2-2-503	Termination of Programs. The withdrawal of approval for a program following the issuance of a program compliance warning or a decision by an institution to terminate any program voluntarily must be appropriately communicated to all interested publics. These publics include, but are not limited to, students, governmental agencies, the local community, and ACICS. All institutions subject to the withdrawal of approval for a program or who voluntarily terminate an approved program will be directed to submit a program termination plan that conforms to the following requirements. New students may not be enrolled in any program which cannot be completed prior to the termination date for which public notice has been given. Moreover, the institution is obligated to continue to offer appropriate courses, including prerequisites, so that currently enrolled students will be able to complete the program and receive the credential which was their designated educational objective. For this purpose, the period of time need not extend beyond sufficient time for students already enrolled and maintaining normal academic progress to complete the program.	12/11/13

Section	Criteria Revision	Date Modified
~~2-2-506~~ 2-2-503 (Continued)	Council-directed withdrawal of approval for a program conditions the institution's grant of accreditation with respect to the inclusion of the program and therefore is appealable to the Council. Due to the limited nature and narrow scope of the withdrawal of program approval, the appeal to the Council may be in writing only. To maintain approval, an institution must demonstrate active enrollment in each program of study. If an approved program is inactive for at least three years, the program will be considered discontinued and will be removed from the institution's list of approved programs. To reinstate the program, the institution must initiate a new program application process. Programs that have not started within one year of the proposed start date will be surrendered. To reinstate the program, the institution must initiate a new program application process. Requests to extend a new program's proposed start date beyond one year of the initial date must be submitted to the President.	12/11/13
~~2-2-507~~ 2-2-504	***Contracts or Agreements with Accredited Institutions.*** A written arrangement between one institution eligible to participate in HEA Title IV financial aid programs and another eligible institution or with a consortium of such institutions permits an institution to arrange for a portion of its approved program to be delivered by another accredited institution. Contracts or consortium agreements describing these arrangements must be in writing and must be disclosed in the catalog. Institutions are advised that specific state and federal regulations may apply. (a) The entire consortium agreement must be submitted to and approved by the Council prior to the institution's participation in the arrangement. The institution seeking approval of such an agreement must submit documentation that demonstrates that the other institution or the members of the consortium that will deliver instruction hold institutional accreditation from an accrediting agency recognized by the U.S. Department of Education and that the portion of the program to be delivered by any other institution has been approved by that institution's accrediting agency. (b) The consortium agreement must identify how the curriculum and instruction will be monitored, how curriculum revisions will be undertaken, and how student grievances will be addressed. The institution seeking approval of a consortium agreement must acknowledge in writing that it retains ultimate responsibility for the delivery of its programs and the satisfaction of its students. (c) More than 50% of the program must be delivered by the institution that awards the academic credential.	12/11/13
~~2-2-508~~ 2-2-505	***Contracts with Unaccredited Institutions or Entities.*** An institution may enter into a contract with an unaccredited institution or entity for the delivery of up to 25% of a program of study. The institution must submit the contract and provide the following information to ACICS for review and approval prior to the initiation of the contract: (a) a full catalog description of the program and the services to be provided by the contractor; (b) a systematic plan for administrative and student evaluations of instructors provided by the contractor; (c) evidence of the qualifications of faculty to teach the contracted courses; (d) a description of the instructional facilities provided by the contractor; and (e) plans for the completion of the program should the contractor fail to provide contracted services.	12/11/13

Section	Criteria Revision	Date Modified
~~2-2-509~~ 2-2-506	***Articulation Agreements with Secondary Schools.*** An institution may enter into an articulation agreement with a secondary school to transfer credit for courses taken at the secondary level that are equal to courses offered in a postsecondary institution. Articulation agreements must be in writing, periodically reviewed, signed, and dated. The institution must maintain a file consisting of the following: (1) a Letter of Intent to Articulate signed by both institutions specifying the numbers and titles of courses to be articulated, (2) a written description of the standards for acceptable transfer of credit, and (3) a comparison of the course objectives of the secondary and postsecondary courses(s) with signed approvals of both institutions. These credits appear on both the secondary and postsecondary transcripts.	
	2-2-510 2-2-507. International Partnership Agreements. An ACICS-accredited institution may enter into an international partnership agreement with an institution of higher education in a geographic location other than that of the United States or its territories. At least 25% of the program must be delivered by the institution that awards the academic credential. The ACICS-accredited institution must submit an international partnership agreement to the Council and provide the following information to ACICS for review and approval prior to the initiation of the partnership agreement: (a) evidence provided by the institution or agency that the international partner and the programs to be delivered are recognized by an educational approval agency equivalent to an accrediting agency recognized by the US Department of Education; (b) a full catalog description of the program and the services to be provided through the partnership agreement; (c) a plan which describes recruitment, admission, standards of satisfactory academic progress; (d) a plan which describes student financial relations, including tuition and fees, and refund policies; (e) a description of the program(s) of study or courses offered; (f) a systematic plan for administration and student evaluations of instructors provided by in the partnership agreement; (g) evidence of the qualifications of faculty to teach; (h) a description of the instructional facilities at the international site; (i) a plan for the completion of the program(s) should the international partner fail to provide agreed upon services; (j) a plan for the safety and security of students, faculty, and staff. (k) specify which programs or portions are to be delivered via distance education and how the institutions will monitor growth.	

Section	Criteria Revision	Date Modified
APPENDIX C ~~**Guidelines for**~~ **Institutional Publications** **Requirements**	This Appendix ~~ese guidelines are designed to assist institutions in complying with~~ includes the Council's criteria for institutional publications, including catalogs, advertising literature, and other published documents describing the institution. CATALOG The Council requires all accredited institutions and all applicant institutions to publish an acceptable catalog. Accredited institutions under the same ownership or control may publish a common catalog, but it should be specific as to the faculty, programs, and student services available at each location (see "Multiple-School Catalogs" in this Appendix ~~ese Guidelines~~). All enrolled students must have access to the current catalog. A catalog is written for many purposes and is directed toward a varied audience. The catalog becomes an announcement and a record and should be dignified in appearance. It must not be primarily a promotional publication, nor should it be directed toward a single segment of its varied audience. The catalog has been determined by the courts to be a legal document of the institution concerned. The catalog should explain the offerings and services of an institution, but it should not glorify or extol. It should reflect the dignity and integrity of the institution it describes. The catalog must be available in hard copy, and may also be available in a read-only electronic format. The hard copy catalog must be appropriately printed and bound. The catalog may include illustrations and photographs that are pertinent to the institution. At a minimum, the catalog must contain the following items: ~~Items 7, 8, and 16 (listing of faculty, academic calendar, and statement of tuition and fees) may be listed on a catalog supplement, provided that such supplement is printed, dated, and identified as part of the current catalog, and the catalog makes reference to the supplement. Thereafter, this supplement must be enclosed in each copy of the catalog.~~ 1. A table of contents and/or an index. 2. An indication, on the front cover or on the title page, of the year or years for which the catalog is effective. 3. The names and titles of the administrators of the institution. 4. A statement of legal control which includes the names of trustees, directors, and officers of the corporation. 5. If the institution is now accredited, a statement denoting this fact (see "Statement of Accreditation" in these Guidelines). 6. A statement of the mission of the institution. 7. A listing of the full-time faculty members, showing: (a) academic credentials held; (b) institutions awarding the credentials; and (c) the area of teaching specialization. 8. An academic calendar (calendar of events) showing beginning and ending dates of terms, quarters, or semesters; holidays; registration dates, etc.	8/9/13

Section	Criteria Revision	Date Modified
APPENDIX C ~~Guidelines for~~ **Institutional Publications** Requirements	9. The full disclosure of the institution's admission requirements, policies, and procedures, including the basis for admissions, test requirements, advanced standing requirements, and experiential learning assessment requirements.	8/9/13
	10. A statement of the curriculums (programs) offered, including for each: (a) a statement of the objective or purpose of the curriculum; (b) an accurate and complete listing of the courses included in each curriculum, each with a unique identifying number and title; (c) the credit or clock hours awarded for each subject; (d) the total credits or clock hours required for satisfactory completion of the curriculum; (e) requirements for certification, licensing, or registration in the program career field, as appropriate; and (f) any additional or special requirements for completion (such as practica or externships ~~e.g., typing, shorthand~~).	
	11. A description of each course (subject) offered, including: (a) identifying number; (b) title; (c) credit or clock hours awarded; (d) a complete but concise description of the contents of the course; and (e) prerequisites, if any.	
	12. An explanation of the grading or marking system (consistent with that appearing on the student transcript).	
	13. A definition of the unit of credit. If credit hour, identify whether quarter or semester. (See Section 3-1-515 for additional information.)	
	14. An explanation of standards of satisfactory progress. (See Section 3-1-420 for additional information).	
	15. A description of the certificates, diplomas, and/or degrees awarded, together with a statement of the requirements to be met in each instance.	
	16. A statement of the tuition, fees, and all other regular and special charges.	
	17. A complete and accurate listing of all scholarships offered (see Section 3-1-431 of the Accreditation Criteria).	
	18. A statement of the institution's refund policy and formula relative to method of financial obligation. This policy must be clearly outlined and must comply with Sections 3-1-433 and 3-1-434, of the Accreditation Criteria.	
	19. A statement pertaining to the nature and extent of student services offered (e.g., counseling and placement).	
	20. A grievance procedure that includes the name and address of ACICS, unless the grievance procedure is published in a student handbook.	
	21. If the institution offers degrees, the catalog must include the following information: (a) for occupational associate's degree programs, identification of courses that satisfy the general education requirement and an explanation of the course numbering system; (b) for academic associate's degree programs, identification of courses that satisfy the general education and concentration requirements and an explanation of the course numbering system;	

Section	Criteria Revision	Date Modified
APPENDIX C ~~**Guidelines for**~~ **Institutional Publications** **Requirements**	(c) for bachelor's degree programs, identification of upper-division courses and courses that satisfy the general education and concentration requirements and an explanation of the course numbering system; and (d) for post-baccalaureate or graduate degree programs (master's and doctorate degree programs), a separate section in the catalog describing the program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions. (See Sections 3-6-800 and 3-7-800). ~~master's degree programs, an explanation of the course numbering system.~~ 22. If the institution offers courses via distance education, the catalog must include the following information: (a) a description of each mode of distance education delivery method used; (b) the admission requirements for the courses or program(s) of study offered through distance education required only if different from the admission requirements for the residential programs; (c) a description of tests used in determining access to distance education courses and programs, if applicable; (d) a description of the resources and equipment the students must have to avail themselves of the instruction (including, computer requirements such as hardware and software, internet access, access to library/college for monitoring of examinations, etc.); and (e) the special costs and fees associated specifically with distance education (e.g., platform access fees, on-line library access fees, purchase of books on-line).	8/9/13

ADDENDA/SUPPLEMENT TO THE CATALOG

Listing of administrative staff and faculty, tuition and fees, and academic calendar may be included in a catalog addendum/supplement as standing items. In addition, the addendum/supplement may include other reasonable changes that occur after a catalog has been printed until the next printing. An institution is expected to update its catalog at an appropriate interval and the addendum/supplement should not be used as a substitute for meeting this expectation.

The addendum/supplement must clearly state that it is part of the catalog and must include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary). The addendum must be included with each copy of the catalog.

MULTIPLE-SCHOOL CATALOGS

1. All institutions utilizing a common catalog must be of common ownership or control.
2. Pictures of the physical facilities of any of the institutions must be captioned to identify the particular institution or campus depicted.
3. Faculty and administrative staff must be listed in the catalog and be clearly identified for each institution. The administrative staff for the group of institutions also must be listed.
4. Any information contained in the catalog that is not common to all institutions in the group shall be presented in such a manner that no confusion, misunderstanding, or misrepresentation is possible.
5. The catalog must comply with the existing standards in all respects as outlined in these Guidelines.

Section	Criteria Revision	Date Modified
APPENDIX C ~~**Guidelines for**~~ **Institutional Publications Requirements**	ADVERTISING Any advertisement or promotional literature written or provided ~~used by~~ an institution through any type of media shall be completely truthful and dignified. The material shall be presented in a manner which avoids leaving any false, misleading, or exaggerated impressions with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates. An English translation for advertising that is in a language other than English must also be available. 1. All advertising and promotional literature provided ~~used by~~ an institution must clearly indicate that training or education, and not employment, is being offered. 2. All advertising and promotional literature must include the correct name of the institution. So-called "blind" advertisements are not permitted ~~considered misleading in character~~. 3. Institutions advertising to attract students ~~placing advertisements~~ in classified columns of newspapers or the equivalent on websites and the other electronic ~~other~~ publications ~~to attract students~~ must use only classifications such as "Education," "Schools," or "Instruction." Headings such as "Help Wanted," "Employment," or "Business Opportunities" may be used only to procure employees for the institution. 4. ~~Letters of endorsement, commendation, or recommendation may be used in catalogs, sales literature, or advertising, provided prior consent is obtained and no remuneration is made for either the consent or use of the endorsement. Such letters shall be kept on file and be subject to review. Testimonial letters may be used only when they are strictly factual and portray currently correct conditions or facts~~ Testimonials used in advertising must reflect the opinions or experience of a current or prospective student or graduate of the institution. Testimonial message must be factual and portray current conditions. They cannot contain any representations that would be deceptive or could not be substantiated by the institution. The institution must maintain a written release from the individual providing the testimonial on file. 5. An institution shall not use the words "free" and "guarantee" for advertising or marketing ~~sales promotion~~ purposes in a manner that is misleading to prospective ~~potential~~ or current students. A disclosure must be made for services which are funded by third parties that are offered at no cost to students. 6. An institution shall not offer monetary incentives to the general public to visit, enroll in, attend, or complete a program. ~~Further, monetary incentives for failure to be placed in a job shall not be offered as an inducement to enroll.~~ The institution cannot make guarantee or similar claims regarding job placement or salary for graduates. 7. References to financial aid availability ~~shall~~ must use ~~include~~ the phrase "for those who qualify." Financial aid cannot be the sole source of an advertisement. STATEMENT OF ACCREDITATION When making public disclosure of accredited status in its catalog, the institution must include the name, address, and telephone number of ACICS. For institutional catalogs, the fact of accreditation shall be stated only as follows: "Accredited by the Accrediting Council for Independent Colleges and Schools to award (name all applicable specific credential levels from among certificates, diplomas, associate's degrees, bachelor's degrees, and master's degrees)	8/9/13

Section	Criteria Revision	Date Modified
APPENDIX C ~~**Guidelines for**~~ **Institutional Publications** **Requirements**	or ~~Name of institution) is a (junior college [if institution awards an academic associate's degree] or senior college [if institution awards a bachelor's degree]) accredited by the Accrediting Council for Independent Colleges and Schools to award (name all applicable specific credential levels from among certificates, diplomas, associate's degrees, bachelor's degrees, and master's degrees).~~ Institutions may add the following statement in announcing their accreditation: 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. For publications and advertising other than catalogs, institutions that wish to state the fact of accreditation shall use either the catalog language noted above or one of the following disclosure statements: "Accredited by the Accrediting Council for Independent Colleges and Schools"; or "Accredited Member, ACICS" An institution is not permitted to use such statements as "fully accredited" or "accredited" without including the name of ACICS. An institution will not use or publicize the term "accredited" unless it is in fact accredited by ACICS or another recognized agency, or it has affirmative authority under state law. Any reference to stated authority for status as "registered," "approved," or "accredited" must include the name of the state extending the approval and must accurately identify the state agency. An applicant for ACICS accreditation may not disclose this fact in any manner. For electronic media and web sites, the institution may provide a hypertext mark-up language link ("html") to the ACICS web site when making public disclosure of its accredited status. Disclosure must be in compliance with Appendix C.	8/9/13
APPENDIX H **Principles and** **Requirements** ~~**Guidelines**~~ **for Nontraditional Education**	DISTANCE EDUCATION In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to distance education delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating distance education forms of educational delivery. **Institutional Readiness** (a) Institutions must notify and receive approval from ACICS prior to using distance education as a mode of delivery (See Sections 2-2-501 and 2-2-503(c)(d)).	

Section	Criteria Revision	Date Modified
APPENDIX H Principles and Requirements ~~Guidelines~~ for Nontraditional Education (continued)	~~(b) Institutions must have a plan to implement distance education instruction. At a minimum, the plan should include the rationale, resources, course/program objectives, content, and student assessment. Institutions must integrate this plan into the Institutional Effectiveness Plan.~~ (b) The instructional delivery method must be appropriate for students and the curriculum. (c) Institutional policies and procedures should be consistently applied, regardless of instructional mode of delivery. (d) Institutions must designate a qualified individual to oversee the distance education activities. ~~Additionally, institutions must assign faculty who possess the technical skills to teach in a distance education environment.~~ (e) Institutions will demonstrate compliance with credential requirements when hiring faculty to teach online. (f) Faculty hired to facilitate online instruction must be properly trained to utilize the institution's learning management system for purposes of instruction, communication and assessment. (g) The Campus Effectiveness Plan should include a comparative analysis between similar courses and/or programs taught online and on ground. **Admissions Requirements and Enrollment** (a) Institutions must identify the admission requirements of distance education courses/program/s and how it differs from, if applicable, the on-ground admission requirements. (b) If an on-line admissions test is required, it must be administered in a manner which verifies the student's identity. Institutions must make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program, how the student's privacy will be protected, and if the student will be assessed any additional charges associated with the verification of student identity. (c) Institutions must clearly and appropriately state any requirements the students must possess or have access to in order to access this mode of delivery. (d) Institutions must provide an on-line orientation program to familiarize the student with the equipment, resources used in the distance education activities, and orient the student to the distance education learning process.	8/9/13

Section	Criteria Revision	Date Modified
	Curriculum ~~Content and Instruction~~ and Instructional Delivery (a) Regardless of instructional delivery method, ~~T~~ the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. ~~show that the distance education course(s) has/have the educational learning objectives and outcomes consistent with the program objectives and the credential awarded.~~ (See Glossary definition of Syllabus.) (b) The course~~/program~~ must ~~demonstrate~~ provide sufficient and appropriate opportunities for interaction between faculty and students and among students (See Section 3-1-516(b)). (c) Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for distance education delivery of courses or programs generally do not use the traditional lecture/laboratory/practicum formulas for credit calculations (See Section 3-1-516, Course and Program Measurement). (d) ~~Curriculum must be administered in a way that maintains security of access.~~ The institution must provide each student with a unique user name and password for purposes of accessing the institution's learning management system.	
APPENDIX H Principles and Requirements ~~Guidelines~~ for Nontraditional Education (continued)	(e) Institutions must demonstrate that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The verification method, at the option of the institution, may include a secure login and pass code, proctored examinations, and other appropriate student authentication or verification technology.	8/9/13

Section	Criteria Revision	Date Modified

Faculty and Instructional Support

(a) The institution must employ academically and experientially credentialed faculty to teach online courses. ~~oversee the instruction, evaluation, and grading requirements of the distance education course/program.~~

(b) ~~The faculty must possess the appropriate technical skills and be adequately trained to instruct in a distance education environment, faculty orientation must be provided.~~ Faculty hired to facilitate online instruction must be properly trained to utilize the institution's learning management system for purposes of instruction, communication and assessment.

(c) ~~The faculty must be supported with the appropriate educational resources and technology to instruct using this method of delivery. Students must also be provided with the appropriate technical and academic support to successfully complete the program/course using this form of instruction.~~ The instruction must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning.

(d) ~~Institutions must provide evidence that there is an appropriate number of faculty for the student population involved. Institutions must be able to justify their student-teacher ratio(s).~~ The institution must demonstrate that the faculty/student ratio appropriately supports faculty and student interaction, facilitation of interaction among students and facilitation of interaction among students and facilitation of interaction with curriculum content.

(e) The institution must have a faculty development plan on file that is appropriate for each individual. For further information, see Section 3-1-543.

Resources and Equipment

(a) The institution must demonstrate that it has adequate financial resources to support the form of delivery.

(b) ~~Instructional resources, equipment, library resources, and network connectivity, if applicable, must be readily available, accessible, and reliable.~~ The institution must demonstrate that student taking online courses have access to the same or equivalent library resources and support as students taking courses in a physical classroom.

Students and Student Services

(a) The institution must ~~provide students with a knowledge base of technology utilization.~~ orient online students to its learning management system, resources and support services, including technical support.

(b) Student support services available to students enrolled in online programs must be the same or equivalent to those provided to students enrolled in ground-based programs. ~~The~~ including but not limited to ~~institution must provide student services such as~~ counseling, academic advising, ~~guidance,~~ financial aid, and employment assistance. ~~for students enrolled in distance education courses/programs.~~

Section	Criteria Revision	Date Modified
APPENDIX H Principles and Requirements ~~Guidelines~~ for Nontraditional Education (continued)	**Student Evaluation and Program Assessment** (a) ~~Requirements for successful completion of distance education courses/programs must be similar to those of residential courses/programs.~~ The course learning objectives for a course delivered online must be the same as the learning objective for the same course delivered on ground. (b) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives. (c) The institution must conduct a comparative analysis of student learning outcomes between similar courses that are offered online and on ground. ~~(b) Assessment of student performance and academic success should demonstrate outcomes for distance education courses/programs that are comparable to those of residential courses/programs.~~ ~~The assessment may include a synthesis of portfolios, group work, applied writing, pre- and posttesting, capstone courses, seminars, and on-line presentations (if applicable).~~ (~~c~~ d) The institution must document that it conducts course/program evaluations, including assessment of student learning outcomes, student retention and placement, and student, graduate, faculty, and employer satisfaction (See Section 3-1-111.) **Publications** (a) The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22).	8/9/13

SELF-PACED INSTRUCTION

In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to self-paced instruction delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating self-paced instruction forms of educational delivery.

Institutional Readiness

1. Institutions must notify and receive approval from ACICS prior to using self-paced as a mode of delivery. (See Sections 2-2-501 and 2-2-503(c)(d).)

2. Institutions must demonstrate a shift from a teacher-centered to a learner-centered environment.

3. Institutions must employ faculty who possess the technical skills to teach in a self-paced environment.

4. The delivery method must be appropriate for students and the curriculum.

Section	Criteria Revision	Date Modified
APPENDIX H Principles and Requirements ~~Guidelines~~ for Nontraditional Education (continued)	**Admissions Requirements and Enrollment** Institutions must identify the admissions requirements of self-paced courses/programs. **Curriculum Coutent and Instruction and Delivery** 1. ~~The syllabi must show that the self-paced course(s) has/have the educational learning objectives and outcomes consistent with the program objectives and the credential awarded.~~ Regardless of instructional delivery method, the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.) 2. Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for self-paced delivery of courses or programs generally do not use the traditional lecture/laboratory/practicum formulas for credit calculations. (See Section 3-1-516, Course and Program Measurement.) 3. Institutions must demonstrate compliance with applicable federal and state regulations. **Faculty and Instructional Support** 1. The institution must employ academically and experientially credentialed faculty to oversee ~~the instruction, evaluation, and grading requirements of the~~ self-paced courses/programs. 2. The faculty must be adequately trained to instruct in a self-paced environment. 3. The faculty must be supported with the appropriate education resources and technology to facilitate self-paced instruction. ~~to instruct using this method of delivery.~~ 4. ~~Institutions must provide evidence that there is an appropriate number of faculty for the student population involved.~~ The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction among students and facilitation of student interaction with curriculum content. **Resources and Equipment** ~~Instructional resources and equipment must be readily available, accessible, and reliable.~~ The institution must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning. **Studeuts and Student Services** ~~The institution must provide students with a knowledge based of technology utilization.~~ (a) The institution must orient online students to its learning management system, resources and support services, including technical support. (b) Student support services available to students enrolled in self-paced programs must be the same or equivalent to those provided to students enrolled in ground-based programs , including but not limited to counseling, academic advising, financial aid, and employment assistance.	8/9/13

Section	Criteria Revision	Date Modified
APPENDIX H Principles and Requirements ~~Guidelines~~ for Nontraditional Education (continued)	**Student Evaluation and Program Assessment** ~~The institution must implement an assessment plan that measures attainment of core competencies for the course/program and measurable objectives for each course.~~ (a) The course learning objectives for a self-paced course must be the same as the learning objectives for the same course delivered on ground. (b) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives. (c) The institution must conduct a comparative analysis of student learning outcomes between similar courses that are self-paced and delivered on ground. **Publications** The institution must fully disclose what form(s) of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, number 22.	8/9/13
Appendix A **Bylaws** **Article II, Section 3**	(d) Treasurer. The Treasurer shall be a Director and shall be elected by majority vote of the Directors present and voting at a duly constituted meeting of the Board. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements and shall direct the ~~Executive Director~~ President to ensure deposit of all moneys and other valuable property of the Corporation in such banks or depositories as the Board may designate. The funds, books, and vouchers under supervision of the Treasurer or other delegated persons, with the exception of confidential reports submitted by the members, shall at all times be subject to verification and inspection by the Board. The Treasurer shall serve on the Audit and Investment Committees of the Board of Directors. The Treasurer shall, at the annual meeting of members or by direct mail, report on the financial condition of the Corporation at least once annually.	
Appendix A **Bylaws** **Article II, Section 3**	(e) Additional Officers. The Board may create positions of Assistant Treasurer and Assistant Secretary as necessary for the orderly conduct of business. When so authorized, the ~~Executive Director~~ President shall appoint individuals from the professional staff to fill such offices and may assign appropriate duties to them. The ~~Executive Director~~ President shall be responsible for filling all vacancies occurring in these positions.	
Appendix A **Bylaws** **Article IV, Section 1**	Elections. Elections shall be held annually, in years when elected positions must be filled, for the selection of persons each of whom shall serve as elected commissioners on the Council and the Board. No person shall serve as a member of the Council and not of the Board, nor shall any person other than the ~~Executive Director~~ President serve as a member of the Board and not of the Council.	
Appendix A **Bylaws** **Article IV, Section 7**	Resignations. Resignation from service as a commissioner and Director may be voluntarily tendered at any time. The resignation becomes effective upon receipt of written notice by the Chair of the Board and Council or the ~~Executive Director~~ President. Automatic tendering of resignation is required under the following circumstances or conditions:	

Section	Criteria Revision	Date Modified
Appendix A **Bylaws** **Article V, Section 2**	Standing Committees of the Board of Directors. There shall be the following standing committees of the Board: (a) Executive Committee. The Executive Committee shall consist of the Chair of the Board of Directors, who shall serve as Chair of the Executive Committee; the Chair-elect of the Board, who shall serve as Chair of the Executive Committee in the absence of the Chair of the Board; the Secretary; the Treasurer; and two additional Directors elected annually by majority vote of the Board. The Executive Committee acts on behalf of the Board during the periods between Board meetings. Accurate minutes of each Executive Committee meeting shall be maintained and shall be provided to the Board of Directors at the next subsequent meeting of the Board of Directors. The Executive Committee's responsibilities shall be: between meetings of the Board, act on issues requiring the timely attention of the Board of Directors; in consultation with the Board of Directors, and assume such other duties as the Board of Directors may from time to time delegate to the Executive Committee. (b) Audit Committee. The Audit Committee shall consist of a minimum of three members of the Board, including the Treasurer, as well as such other members as the Chair appoints. The committee shall work with the ~~Executive Director~~ President to ensure an annual certified audit of the organization's financial activities is completed, that the findings of the audit are reviewed, and that actions are taken to address recommendations and areas of concern identified as part of the audit process. (c) Investment Committee. The Investment Committee shall consist of the ~~Executive Director~~ President, a minimum of three other members of the Board, including the Treasurer, and such other members as the Chair appoints. The Investment Committee shall work with the ~~Executive Director~~ President to provide oversight of ACICS's investment funds. The Investment Committee shall select investment advisors, develop an investment plan, and review investment reports at least annually. (d) Governance Committee. The Governance Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to ensure that ACICS operates within the construct of the Bylaws. The committee will evaluate and make recommendations for modifications to the Bylaws in response to proposed changes in standards or operational policies at ACICS. Section 3-Other Committees. The Board of Directors may establish and appoint members to other ad hoc committees as deemed necessary.	
Appendix A **Bylaws** **Article VII, Section 1**	Review Board for Appeals. A Review Board for Appeals shall be appointed by the Council. The purpose of the Review Board shall be to review, according to pre-established procedures and guidelines, appeals by members, of final negative actions by the Council and in each case either to affirm the action of the Council or to remand the case to the Council for further review, or to amend or overturn the action. The Review Board shall consist of fifteen (15) persons, all of whom have had experience in accreditation. These members shall include at least two academic representatives and at least two administrative representatives, as those terms are defined in Article III, Section 1 herein. At least three of the Review Board members will be public members, and at least one public member and one academic representative member will serve on each Review Board panel. Members of the Review Board shall be appointed to terms of three years, with terms of initial appointees staggered so that one-third of the terms expire each year. A person appointed to the Review Board shall not have been a commissioner within one year prior to appointment. The ~~Executive Director~~ President shall convene timely a panel of the Review Board when necessary.	
1-2-100 (d)	(d) Its residential enrollment and enrollment in each program shall be sufficient both to support course work and learning experiences that, separately or in combination, constitute measurable and defined educational programs, and to enable ACICS to assess the educational effectiveness of those programs. Institutions that are considered distance education institutions may be considered on a case by case basis provided they require a residential component.	4/15/13

Section	Criteria Revision	Date Modified
2-1-801	***Annual Accountability Reports.*** The Annual Accountability Reports must be submitted on Council forms, comply with Council guidelines, and be certified by the chief executive officer of the institution. Data must be submitted separately on the Campus Accountability Report (CAR) for each main campus and for each additional location. A centrally controlled institution must also submit a consolidated Institutional Accountability Report (IAR) containing information and data on the institution as a whole. These reports are due on or before ~~September 15~~ November 1 annually. Failure to submit the Annual Accountability Reports in a timely manner will result in the revocation of accreditation.	4/15/13
2-2-101	***Initiation of Additional Campus Activity.*** An additional activity includes any ongoing instructional activity offered at a site away from the main facility of an institution. Activity at a site that meets the Council's definition of an "Additional Location" is described in Section 1-3-100, Classification of Campuses. Activity at a site that does not meet the definition of an Additional Location is referred to below as a "Campus Addition." Reporting requirements are as follows: (a) *Additional Location.* It is the responsibility of the institution to ~~notify~~ secure approval from ACICS of the intention to initiate an additional location before the location begins classes. If approved, ~~A~~activity must be initiated at the additional location within one year of the proposed start date. An additional location must be approved by the Council before advertising, recruiting, and enrollment may take place. Failure to ~~notify~~ secure approval from ACICS prior to the initiation of an additional location may call into question the accreditation of the institution. The institution shall provide, on Council forms, the rationale for initiation of the additional location and other information about the educational programs, credentials to be awarded, faculty, learning resources, physical and financial resources, strength in supporting fields, admission and graduation requirements, compliance with state law and authority to operate, number of students, and administrative arrangements. An acceptable catalog which identifies the additional location also shall be included as part of the application. The Council will monitor the number of additional location applications submitted for each main campus and main campuses under common ownership based on a demonstration of sound administrative and financial capabilities. The Council reserves the right to limit the number of additional locations based on its review of demonstrated administrative and financial capabilities. Any institution which (1) is required to submit a financial improvement plan to the Financial Review Committee, or which (2) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any additional locations. An institution under a show-cause directive, a negative action, or in a probation status will not receive approval from ACICS for the initiation of any additional location while the action is in effect.	4/15/13

Section	Criteria Revision	Date Modified
2-2-101 (continued)	(b) *Campus Addition.* It is the responsibility of the institution to ~~notify~~ secure approval from ACICS prior to initiation of any new educational activity which is under the direct control of the on-site administration of a main campus or additional location and at a site that is apart from the primary location of that campus. In addition, if that activity involves 50% or more of an academic program, the campus addition must be approved by the Council before advertising, recruiting, and enrollment may take place. ~~and~~ If approved, activity must be initiated at the campus addition within one year of the proposed start date. The institution shall provide, on Council forms, the location of the activity, its educational purpose, the programs offered, the number of students involved, and any additional information ACICS may request. A catalog for the campus which identifies the campus addition also shall be included as part of the application. Any institution which has a campus that (1) is under review by the Financial Review Committee of ACICS, (2) shows either a net loss or a negative net worth on its most recent financial report, (3) is required to report placement and/or retention data to the Institutional Effectiveness Committee, or (4) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any additional campus activity at which 50% or more of an academic program is provided. An institution under a show-cause directive, a negative action, or in a probation status will not receive approval for the initiation of any such additional campus activity while the action is in effect.	4/15/13
2-2-102	***Evaluation of Additional Campus Activity.*** All activity for which approval is sought will be evaluated by ACICS before approval is granted. Following is a description of those evaluations. (a) Additional Location. Initial inclusion of an additional location within the scope of the accreditation of the institution may be granted by the Executive Director upon receipt of all required information. ~~The Council must be notified prior to the initiation of a new location.~~ An institution proposing the initiation of a new location must ~~submit Part One of the Additional Location Application and accompanying exhibits~~ follow the procedures as outlined by the Council and disclosed on its Web site. A new location ~~processed by the Council must be approved and Part One of the Additional Location Application processed~~ must receive initial inclusion ~~by the Council~~ before ~~an institution advertises, recruits, or enrolls~~ advertising, recruiting or enrolling students at the proposed location. The Council reserves the right to require a preliminary visit to any potential additional location prior to the granting of initial inclusion. An additional location that is granted initial inclusion by the Executive Director will be required to undergo a verification visit within six months after the initial class start date. Following this visit, the Council may require the ~~institution~~ additional location to submit additional information to satisfy areas of concern identified during the evaluation. A decision regarding the final inclusion of an additional location will be made by the Council in full session following a visit by an evaluation team. Prior to the final inclusion visit, the chief on-site administrator of the location will be required to attend an Accreditation Workshop and to ~~submit Part Two of the Additional Location Application~~ submit additional documentation as outlined and disclosed on the ACICS Web site. The evaluation will normally be scheduled for twelve to eighteen months after the initial class start date and will be conducted by a team of evaluators determined by the size of the institution, the type and number of programs being offered, and other special circumstances. Identification of significant deficiencies during the verification or final inclusion visits can result in an immediate show-cause directive to the institution. Only after a determination of acceptability, either at the initial or final inclusion level, and notification to the institution of the decision, may the institution consider an additional location to be included within the scope of the institution's grant of accreditation. If approval is withheld, the withholding may be treated as a deferral or a denial, based on circumstances, and the institution may exercise its due process rights as outlined in Title II, Chapter 3.	4/15/13

Section	Criteria Revision	Date Modified
2-2-102 (continued)	(b) *Campus Addition*. The Executive Director is authorized to evaluate and approve additions to a main or additional locations ~~campus at locations~~ that are apart from the primary location of that campus. Educational activities at a campus addition ~~of an accredited institution~~ are eligible to be evaluated for inclusion within the scope of the accreditation of the managing campus provided that the campus addition has been established to meet a specific educational need or condition and is authorized by the appropriate governmental education authority, if applicable. ~~An institution~~ The managing campus proposing the initiation of a campus addition must submit a Campus Addition Application. The ~~institution~~ managing campus must assure the Council that the educational activities at the campus addition complement the overall objectives of the institution. Based on its review of the application materials, ACICS may (1) grant final inclusion of the campus addition or (2) deny the application. A campus addition that is granted final inclusion by the Executive Director will be required to undergo a verification visit within six months after the initial class start date if 50% or more of a program will be offered at the site. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation. All additions to the campuses of an institution are evaluated during an institution's regular evaluation for a ~~new grant~~ renewal of accreditation.	4/15/13
2-2-201	***Additional Location-to-Main Campus Reclassification.*** An additional location is eligible for evaluation as the freestanding main campus of a separately accredited, single campus institution only if it has been operating as an approved location for at least two years. Additional locations seeking main campus status must submit ~~an Application for Accreditation~~ the appropriate application, audited financial statements certified by an independent certified public accountant for the institution's most recent fiscal year, and undergo an on-site evaluation visit. The visit will not occur until audited financial statements are received.	4/15/13
2-2-202	***Reassignment and Consolidation of Campuses.*** Institutions seeking to reassign the classification of a campus or campuses or to consolidate groups of campuses must submit the appropriate application and documentation, ~~a written request that~~ including includes the rationale to the Council. The Council will consider the institution's requested grant expiration date for the newly formed group of campuses and assign modified or full-team evaluation visits as necessary to bring the grant lengths of the various groups of campuses into alignment. The scope and timing of these visits will be based on the length of the grant of accreditation for each group being reassigned or consolidated, as well as a review of determining factors such as retention and placement rates, reporting status, complaints and adverse and any other pertinent information. No campus will be given an extension of its current grant longer than one year for purposes of the consolidation, and new campuses moving through the additional location inclusion process will be visited as part of that process, regardless of the consolidation proposal. The Council reserves the right to assign an on-site evaluation visit at either the main campus or additional locations at any time as it deems necessary.	4/15/13

Section	Criteria Revision	Date Modified
2-2-501	***Initiation and Evaluation of New Programs.*** The Council must be notified prior to the start of all new programs. All new programs and modes of delivery must be initiated within one year of the planned start date. A new program must be approved by the Council before an institution or campus advertises, recruits, or enrolls students in the proposed program. The initiation of a new program process is required for any program of study never before offered on the campus whether delivered via residential, distance education, or hybrid. The institution or campus must submit an application and supporting documentation as outlined on the ACICS Web site. ~~program outline, course descriptions, an explanation of the mode of educational delivery, and supporting data. Additional~~ Where specified, information must be submitted on Council forms. Additions or deletions of courses included in a program of study that change the overall objective of a currently approved program, require the initiation of a new program application process. The submission of a Campus Accountability Report or catalog identifying a new program does not constitute appropriate notification to the Council. Any institution on interim reporting to the Financial Review Committee may be required to obtain prior permission from ACICS for the initiation of any new program. Any institution under a compliance warning, a show-cause directive, a negative action, or in a probation status must obtain prior approval to apply for a new program. Additionally, any institution subject to a comprehensive on-site evaluation as a result of extensive substantive changes must obtain prior permission from ACICS for the initiation of any new program. ~~Any of the following changes to an existing program creates a new program:~~ ~~(a) any change of 25% or more in existing contact hours, credit awarded, curriculum content (courses offered), or program length of a currently approved program;~~ ~~(b) a change in academic measurement from clock hours to credit hours or vice versa, or a change from quarter to semester credit hours or vice versa; or~~ ~~(c) any additions or deletions of courses offered that may change the overall objective of a currently approved program.~~ ~~For changes in academic measurement described in (b) above, the institution must submit Parts I and II of the New Program Application.~~ ~~All other~~ Substantive changes to existing programs require the initiation of a substantive change to an existing program process. The submission of an Campus Accountability Report or catalog identifying program changes does not constitute appropriate notification to the Council. The following are changes to an existing program would require the initiation of a substantive change to an existing program application process: (a) any change of 25% or more in existing contact hours, credit awarded, curriculum content (courses offered), or program length of a currently approved program; (b) a change in academic measurement from clock hours to credit hours or vice versa, or a change from quarter to semester credit hours or vice versa; or (c) any additions or deletions of courses offered that do not change the overall objective of a currently approved program. ~~Institutions which initiate an identical new program to be offered at multiple campuses may submit a consolidated application with the appropriate state approvals for each individual campus. Any major variations to the program applicable to a specific campus will require the submission of a separate New Program Application.~~	4/15/13

Section	Criteria Revision	Date Modified
2-2-501 (continued)	An institution proposing new programs must assure ACICS that the programs conform to the stated mission of the institution and its current program offerings. The Council reserves the right when reviewing new programs to review the entire institution. If a new program complements the general and occupational objectives upon which the institution previously has been evaluated and accredited, and the program is being presented to the public and students as it was presented to ACICS, ordinarily no further evaluation will be required at the time of approval. However, all program offerings of an institution are appropriately evaluated during an institution's initial grant of accreditation and ~~regular evaluation for a new grant~~ renewal of accreditation evaluations. If a new program is determined to be "out of scope" and is substantially different in course content, general or occupational objective, or in promotional description from other programs offered by the institution, ACICS may direct that a visit be conducted ~~even~~ before granting ~~initial~~ final inclusion. ~~If the institution has no prior experience with a particular program, a site visit by a subject specialist and Council staff is required before ACICS will grant final inclusion.~~ If, as a result of any new program visit, ACICS determines that the overall quality of an institution is being diminished, the institution may be scheduled for a full reevaluation.	
2-2-502	***Initiation and Evaluation of New Programs at Higher Credential Levels than Previously Offered*** An institution or campus that intends to offer its first new program at a higher credential than it previously has awarded must submit additional materials and undergo evaluation beyond those procedures outlined in Section 2-2-501 above. In addition to the ~~New Program Application~~ initiation of a new program application process, the institution must submit a detailed transition plan describing how it is or intends to come into compliance with the requirements for this new credential as described in the applicable chapter of Title III of the Accreditation Criteria. The New Program Application and transition plan will be reviewed by the Council. Any institution ~~required to report placement and/or retention data to the Institutional Effectiveness Committee or financial reports~~ on quarterly reporting to the Financial Review Committee ~~must~~ may be required to obtain prior permission from ~~the Council~~ ACICS for the initiation of its first new program at a higher credential. If the application and plan are determined to be complete, an institution will be granted approval to advertise, recruit, and enroll for the program(s) and ~~an evaluation~~ a readiness visit will be scheduled within six months of the initial start date of the program. The purpose of the ~~evaluation~~ readiness visit will be to assess the institution's initial capacity and compliance with the Accreditation Criteria for the higher credential ~~program, and the appropriate composition of the team will be determined by the Council~~. The ~~application and transition plan, the~~ readiness ~~site~~ visit report and the institution's response to the report will be reviewed by the Council at its next regularly scheduled meeting. If the Council determines that the transition plan is appropriate and that the institution is sufficiently prepared to offer the new credential, it will grant the institution initial inclusion for the new program. The Council will provide the institution in the initial inclusion notice with a timetable for the submission of periodic progress reports and for a ~~follow-up~~ credential inclusion site visit once the program has a sufficient enrollment and/or a sufficient number of graduates. The credential inclusion site report and the institution's response to the report will be reviewed by the Council at its next regularly scheduled meeting. Final inclusion of the new program will be granted by the Council only after the ~~follow-up~~ credential inclusion visit has been conducted. ~~The institution may request that the follow-up visit take place earlier than scheduled by the Council if it has a sufficient number of graduates who have earned the new credential. The Council retains the right to determine when the follow-up visit will occur.~~ Subsequent new programs at the new credential level will be evaluated by the Council using the new program procedures described in Section 2-2-501 above. An institution may not submit an application for a new program at a higher credential when approval of final inclusion of a program at a lower credential level is pending. Institutions or campuses requesting to offer a new program at a higher credential more than one level above the current credential level, must first submit a request to the Council. The Council reserves the right to require a preliminary visit to the campus prior to the granting of such a request.	4/15/13

Section	Criteria Revision	Date Modified
2-2-504	*Changes to Programs.*	4/15/13

(a) Substantive Changes. Institutions must apply for approval from ACICS for any of the following changes to a program prior to their implementation or the revised program will be considered an unapproved program. Failure to do so will result in a show-cause action for offering an unapproved program or unapproved mode of delivery. Institutions must submit the appropriate form and supporting documentation for the following:

(i) the offering of a program at a higher education credential than currently approved for;

(ii) any changes of 25% or more in existing contact hours, credit awarded, curriculum content (courses offered), or program length of a currently awarded program;

(iii) a change from clock to credit hours or vice versa, or a change from quarter to semester credit hours or vice versa;

(iv) a change in the overall objective of the program;

(v) the initiation of an on-line delivery format ~~for less than 50%~~ of a program of study;

~~(vi) the initiation of an on-line delivery format for 50% or more of a program of study.~~

~~Changes (i) through (iv) to programs as indicated above require the submission and approval of a New Program Application Form.~~ Changes as noted in (v) ~~and (vi)~~ above require the submission and approval of ~~a Distance Education Activity Application~~ the appropriate application. An institution with initial approval to offer programs via online delivery may offer only programs or courses included in the ~~Distance Education Activity Application~~ application until final approval by the Council. If the institution wishes to offer additional programs on-line before final ~~action~~ inclusion by the Council, it must separately obtain approval for each program. If the institution adds, deletes, or modifies on-line courses before final inclusion of online delivery ~~action~~ by the Council, it must separately obtain approval for each course change. Institutions with no prior online final inclusion, that plan to offer 100% of a program online, must first submit a request to the Director of Campus Development for a preliminary assessment of the institution's plans and capacity.

~~For changes as described in (iii) above, the institution must submit only Parts I and II of the New Program Application.~~

(b) Non-Substantive Changes. Institutions must ~~notify, but do not need approval from the Council before implementing~~ submit for staff review and acknowledgement the following changes to programs.

(i) any change of less than 25% in existing contact hours; credit awarded, curriculum content (courses offered), or program length of a currently approved program; or

(ii) a change in the name of an existing program that does not change the overall objective of the program, or

(iii) planned termination of an approved program.

All changes to a program as indicated above under (b) require official notification be submitted to the Council using the ~~"Non- Substantive Program Modification Form."~~ appropriate application as outlined on the ACICS Web site. If cumulative changes to a single program within a twelve-month period equal or exceed 25% of the contact hours, credit hours, curriculum content or program length, a ~~New Program Application~~ substantive change to an existing program application process ~~form~~ must be ~~submitted~~ initiated (See Section 2-2-504(a)).~~Institutions which initiate an identical non-substantive change to the same program offered at multiple campuses may submit~~

Section	Criteria Revision	Date Modified
2-2-504 (continued)	~~a consolidated form. Any major change to the non-substantive change applicable to a specific campus will require the submission of a separate Non-Substantive Program Modification Form.~~ The submission of an Campus Accountability Report or catalog identifying program changes does not constitute appropriate notification to the Council. ~~Furthermore,~~ [sentence moved to paragraph above]	
2-2-506	*Termination of Programs.* The withdrawal of approval for a program following the issuance of a program compliance warning or a decision by an institution to terminate any program voluntarily must be appropriately communicated to all interested publics. These publics include, but are not limited to, students, governmental agencies, the local community, and ACICS. All institutions subject to the withdrawal of approval for a program or who voluntarily terminate an approved program will be directed to submit a program termination plan that conforms to the following requirements. ~~which also apply in the case of voluntary termination of a program.~~ New students may not be enrolled in any program which cannot be completed prior to the termination date for which public notice has been given. Moreover, the institution is obligated to continue to offer appropriate courses, including prerequisites, so that currently enrolled students will be able to complete the program and receive the credential which was their designated educational objective. For this purpose, the period of time need not extend beyond sufficient time for students already enrolled and maintaining normal academic progress to complete the program. ~~The~~ Council-directed withdrawal of approval for a program conditions the institution's grant of accreditation with respect to the inclusion of the program and, therefore, is appealable to the Council. Due to the limited nature and narrow scope of the withdrawal of program approval, the appeal to the Council may be in writing only. To maintain approval, an institution must ~~maintain~~ demonstrate active enrollment in each program of study. If an approved program is inactive for at least three years, the program will be considered discontinued and will be removed from the institution's list of approved programs. To reinstate the program, the institution must ~~submit an ACICS New Program Application~~ initiate a new program application process. Programs that have not started within one year of the proposed start date will be surrendered. To reinstate the program, the institution must initiate a new program application process. Requests to extend a new program's proposed start date beyond one year of the initial date must be submitted to the Executive Director.	4/15/13
3-4-401	*Staff.* A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government and the transcript must be translated into English and be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. The professionally trained individual must participate in documented professional growth activities. During ~~scheduled~~ library hours that are scheduled and posted, there shall be a trained individual on-site ~~duty and~~ who is assigned to oversee and to supervise the library and to assist students with library ~~functions~~ and information services. This individual shall be competent ~~both to~~ and technologically literate to use and to aid in the use of the library technologies and resources.	4/15/13

Section	Criteria Revision	Date Modified
3-5-401	Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by their government and the transcript must be translated into English and be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. The professionally trained individual must participate in documented professional growth activities. During ~~scheduled~~ library hours that are scheduled and posted, there shall be a trained individual on-site ~~duty and~~ who is assigned to oversee and to supervise the library and to assist students with library ~~functions~~ and information services. This individual shall be competent ~~both to~~ and technologically literate to use and to aid in the use of the library technologies and resources.	
3-6-701	*Staff.* A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one with special qualifications to aid students in research and who holds a M.L.S. degree or the equivalent, or, for foreign institutions, who holds a master's degree recognized as appropriate for the position by its government or higher education authority ~~with special qualifi-cations to aid students in research~~. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or ~~and the transcript must be translated into English and~~ be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ~~The professionally trained individual must participate in documented professional growth activities.~~ Transcripts, in languages other than English, must be translated into English.	
3-7-701	*Staff.* A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one with special qualifications to aid students in research and who holds a M.L.S. degree or the equivalent, or, for foreign institutions, who holds a master's degree recognized as appropriate for the position by its government or higher education authority ~~with special qualifications to aid students in research~~. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or ~~and the transcript must be translated into English and~~ be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ~~The professionally trained individual must participate in documented professional growth activities.~~ Transcripts, in languages other than English, must be translated into English.	

Section	Criteria Revision	Date Modified
Appendix B Procedures and guidelines for Unannounced Visit	**Visit Procedures** The purpose of this visit is to review records, interview students and staff, and, if applicable, review previously cited problem areas and verify responses to previous requests for information, such as complaints and admonishments. The team may consist of a staff member, an experienced evaluator, or both. Expect the team to spend the full day at your institution. Upon arrival, the team will ask to speak with the chief on-site administrator. Following a brief interview, the team is to be given a short tour of the facility, including records storage areas, and then shown to a work room. This room could be an empty classroom or office ~~or the resource room/ library~~, and it should be available exclusively for the team for the entire visit. The institution must make the following information available to the visiting team: 1. Most recent ~~Annual Institutional Report~~ Campus Accountability Report. 2. Current catalog and addenda (if applicable). 3. Current class schedule, including names of instructors and room numbers. 4. Most recent ACICS accreditation visit team report and institutional response. 5. Copy of each government program review and compliance audit conducted within the prior two years and any institutional responses. 6. Faculty/personnel records. 7. All student records, including admissions, academic, and financial. 8. Copies of institutional advertising. Additional records may be requested by the team. Staff, faculty and students will be interviewed. Institutions are encouraged to have these records in a central location where more than one person can access them, should the chief on-site administrator not be present.	4/15/13
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. ~~The policy must contain all of the elements required by the Council and federal regulations. The Council expects institutions to publish those standards for students enrolled in the institution's educational program(s). The Council also expects institutions to monitor whether a student meets the minimum qualitative and quantitative components of the standards.~~ 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. ~~Each of these requirements must be strictly observed:~~ 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 monitoring 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 for Title IV financial aid.	

Section	Criteria Revision	Date Modified
APPENDIX D **Standards of Satisfactory Progress** (continued)	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. 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. 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. 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. 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.). 10. If the institution places students on warning, or on probation, as defined in sections 11 and 12 below, the institution's policy must describes these statuses. 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. 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. 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 <u>a specified period of time</u> and considered to be making regular satisfactory progress. ~~the student's eligibility for financial aid will be reinstated.~~ 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. ~~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 quality for further federal financial aid funds. A student placed in an extended enrollment status is not eligible for financial aid.~~	

Section	Criteria Revision	Date Modified
APPENDIX D **Standards of Satisfactory Progress** (continued)	If a student is not making satisfactory academic progress, the institution may place the student in an extended enrollment status. ~~A student placed in an extended enrollment status is not eligible for financial aid.~~ 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. 13. The institution must have clearly defined procedures for re establishing satisfactory academic progress. 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. 15. The institution must have a policy that addresses the implications of transfer of credit on satisfactory academic progress. 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 ~~from all programs~~.	
APPENDIX F **Requirements** **~~Guidelines~~ for English as a Second Language Programs**	This appendix consolidates information regarding the Council's ~~guidelines~~ requirements for institutions offering stand-alone ESL programs and/or ESL coursework as part of a Title IV-eligible program, and federal requirements for the awarding of financial aid. The following information is intended to combine the highlights of the ACICS ~~guidelines~~ requirements and federal regulations noted above and should assist institutions in understanding Council criteria for offering stand-alone ESL programs and the major differences between Council requirements and federal regulations for these ESL programs. Additionally, an overview of federal guidelines for ESL coursework offered within an eligible program is included. SEPARATELY ELIGIBLE, STAND-ALONE ESL PROGRAMS **Council Requirements** The ~~guidelines~~ requirements for reporting information on separately-eligible ESL programs are the same as for all other programs. The institution must immediately notify ACICS when these programs are initiated, changed, or discontinued. An on-site evaluation with an appropriate subject specialist will be required when a new ESL program is initiated, and may be required when the program is changed.	

Section	Criteria Revision	Date Modified
APPENDIX F **Requirements** ~~**Guidelines**~~ **for English as a Second Language Programs** (continued)	The objective of stand-alone ESL programs is to enhance the English-language proficiency of individuals who have pre-existing vocational knowledge, training, or skills, but cannot use that knowledge, training, or skill because of their English-speaking deficiency. No vocational training is provided in a stand-alone ESL program. In order to receive approval from ACICS to provide stand-alone ESL programs, the institution shall: 1. Adhere to the stated mission of the program when developing the curricula; 2. Administer, at entrance and exit, a nationally recognized exam of English comprehension (e.g., Test of English as a Foreign Language, Test of Spoken English.) 3. Provide documentation that all admitted students are enrolled in accordance with Section 3-1-303. 4. Verify or assess at entrance, with supporting documentation, that the enrolling student already has knowledge, training, or skills in a vocational field, unless the student is enrolled solely to obtain ESL competency unrelated to a vocation (also a Department of Education regulation.) 5. Describe the placement services, if any, to be offered to graduates of the ESL program. Institutions are not required to include these graduates in their placement statistics. 6. Employ degreed faculty who have prior experience in this field of instruction. 7. Involve faculty in professional organizations and workshops enabling them to meet the special needs of the ESL student. **Department of Education Regulations** The institution must provide information or documentation that the program: 1. Consists solely of ESL instruction. 2. Admits only undergraduate students who it determines need ESL to use already existing knowledge, training, or skills. 3. Meets the other program and institutional eligibility requirements including: (a) that it leads to a degree or certificate, (b) that it is at least a one-year program at a public or private nonprofit institution of higher education, or a six-month program at a postsecondary vocational institution or a proprietary institution of higher education, (c) that it admits as regular students only persons who have a high school diploma or the recognized equivalent (GED) or who are beyond the age of compulsory school attendance in the state in which the institution is located and have the ability to benefit from the training offered, (d) that it is legally organized by its state to offer the ESL certificate or degree program, (e) that it is approved by the school's nationally recognized accrediting agency or association, or that it meets one of the statutory alternatives to accreditation, and	

Section	Criteria Revision	Date Modified
APPENDIX F **Requirements** **~~Guidelines~~ for English as a Second Language Programs** (continued)	(f) if it is a credit-hour program, that it meets any applicable state and accrediting agency requirements governing the use of credit hours. NOTE: ESL is an eligible program only for purposes of the Pell Grant Program. ESL COURSES AS PART OF AN ELIGIBLE PROGRAM Council Requirements Conversion from clock to credit hour for the ESL courses must be appropriate and in compliance with Department of Education regulations for remedial coursework. Department of Education Regulations ESL coursework required by a student when accepted into an existing, Title IV-eligible program must be considered remedial in nature for the purpose of calculating student financial aid. Note that remedial coursework is by regulation either noncredit or reduced credit, for purposes of the postsecondary program, although these noncredit or reduced academic credit hours are converted to the credit value of non-remedial courses for the purpose of calculating Title IV payments to students. It is important to remember that a program of study must be Title IV-eligible excluding the remedial courses (i.e., for a 300 clock-hour Hospitality and Tourism program to be eligible for student loan programs, any remedial courses offered must be added to the 300 clock hours). Summary ACICS members currently offering or planning to offer stand-alone ESL programs or ESL as remedial courses taken with an eligible program must be aware of and in compliance with all Council requirements and Department of Education regulations. In comparing the two, it is apparent that if an institution is not in compliance with the Department of Education, it will not be in compliance with ACICS because all of the Department's requirements are inherent to the Accreditation Criteria; ACICS is, however, more restrictive in several areas. Be advised that compliance with Appendix F does not ensure that a program will be determined by the U.S. Department of Education to be eligible for Title IV participation. Should the institution desire Title IV funding for an ESL program, it should discuss program eligibility with the appropriate Department of Education regional office before applying for Council approval.	

Section	Criteria Revision	Date Modified
APPENDIX G Guidelines on Disclosure and Notification	These guidelines are designed to inform institutions of the policies of the Council and to guide staff in disclosing information and providing materials to third parties regarding an institution's accreditation. Many policies are required by federal law and regulation. The policies presented below are not intended to cover every situation, and the Council exercises considerable discretion in balancing the need for confidentiality in the accreditation process with the need to disclose information to the public, including students and student applicants, and to other interested third parties, including government agencies. The Council will provide information requested by the U.S. Department of Education that may bear on an institution's compliance with federal student financial aid requirements. Please refer to Title II, Chapter 3 for additional information. 1. The Council maintains and makes available to member institutions, appropriate governmental agencies, and the public complete information regarding its accreditation criteria, policies, and practices; the institutions that it currently accredits, including the dates when the institutions are scheduled to be reviewed for new grants of accreditation; and the names, educational backgrounds, and professional qualifications of its commissioners and senior administrative staff. This information is provided in written documents available from the Council office or on the Council's Web site. These documents include ~~an annual~~ directory of accredited institutions and an annual report, copies of which are forwarded automatically to the U.S. Department of Education, state regulatory agencies, and other recognized institutional accrediting agencies.	
2-2-501	***Initiation and Evaluation of New Programs.*** The Council must be notified prior to the start of all new programs. All new programs and modes of delivery must be initiated within one year of the planned start date. A new program must be approved by the Council before an institution or campus advertises, recruits, or enrolls students in the proposed program. The institution or campus must submit a program outline, course descriptions, an explanation of the mode of educational delivery, and supporting data. Additional information must be submitted on Council forms. The submission of an Annual Institutional Report or catalog identifying a new program does not constitute appropriate notification to the Council. ~~Any campus required to submit a campus retention or placement improvement plan to the Institutional Effectiveness Committee must obtain prior permission from ACICS for the initiation of any new program.~~ Any institution on interim reporting to the Financial Review Committee may be required to obtain prior permission from ACICS for the initiation of any new program. Any institution under a compliance warning, a show-cause directive, a negative action, or in a probation status must obtain prior approval to apply for a new program. Additionally, any institution subject to a comprehensive on-site evaluation as a result of extensive substantive changes must obtain prior permission from ACICS for the initiation of any new program. Any of the following changes to an existing program creates a new program:	1/1/13
Appendix A Bylaws **Article III; Section 1**	***Composition.*** The Council shall consist of the elected and appointed commissioners generally representing both non degree and degree-granting institutions. It shall comprise fifteen (15) commissioners, at least ~~six (6)~~ five (5) of whom shall be elected by the membership and the balance of whom shall be appointed by the Council, and it shall include at least two academic representatives and at least two administrative representatives. Academic representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. Administrative representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary institutional or programmatic administration. At least three of the appointed commissioners shall be public members as heretofore defined. Notwithstanding the foregoing, an elected commissioner may be replaced by an appointed commissioner for the remainder of the elected commissioner's term in the event of a vacancy.	12/7/12

Section	Criteria Revision	Date Modified
2-2-501	***Initiation and Evaluation of New Programs.*** The Council must be notified prior to the start of all new programs. All new programs and modes of delivery must be initiated within one year of the planned start date. A new program must be approved by the Council before an institution or campus advertises, recruits, or enrolls students in the proposed program. The institution or campus must submit a program outline, course descriptions, an explanation of the mode of educational delivery, and supporting data. Additional information must be submitted on Council forms. The submission of an Annual Institutional Report or catalog identifying a new program does not constitute appropriate notification to the Council. ~~Any campus required to submit a campus retention or placement improvement plan to the Institutional Effectiveness Committee must obtain prior permission from ACICS for the initiation of any new program.~~ Any institution on interim reporting to the Financial Review Committee may be required to obtain prior permission from ACICS for the initiation of any new program. Any institution under a compliance warning, a show-cause directive, a negative action, or in a probation status must obtain prior approval to apply for a new program. …	12/7/12
2-1-809	***Student Achievement Review.*** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure, registration or certification pass rates, if applicable. When this review indicates that the achievement of an institution's students is weak or deteriorating, the Council will require the institution to add an improvement plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a compliance warning, a show-cause directive or otherwise take action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. These time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in retention, placement or licensure pass rates. Institutions that are required to include a plan of student achievement improvement within their CEPs or that are determined to be out of compliance with the Council's standards for student achievement are considered to be on student achievement review. ~~and~~ Those with campus- or institution-level plans are subject to additional reporting requirements, and additional restrictions may be imposed upon those that are out of compliance.	12/7/12

ACICS TEAM CHAIR PROFESSIONAL DEVELOPMENT 2014

Facilitating Collaboration & Effectiveness in Team Leadership

EVENT KICK OFF & WELCOME

Welcome Remarks – Dr. Al Gray, ACICS President & CEO

Introductions – Ms. Perliter Walters-Gilliam, Sr. Manager, Quality Enhancement

Event Objectives – Dr. Joseph Gurubatham, Sr. Vice President

Open Discussion – Group Expectations

INTRODUCTIONS

You have traveled to at LEAST five of the seven continents

You have been chased by a wild animal

You have been in the presence of royalty

You have won a contest as a child (hot dog eating, cannonballing counts)

You are a karaoke god(dess)!

You were (are?) a star athlete (any sport, including walking)

You have visited 25 countries

You have visited 15 countries

You have been to all 50 states

You have been left behind on a visit (airport, hotel, school)

You can knit the mess out of a sweater

You have been sky diving and/or bungee jumping

You have not led a team visit in the last five years

EXPECTATIONS OF THE CHAIR ROLE

Qualitative Skills

Facilitation and engagement

Strong leadership skills

Communication

Organizational skills

Interpersonal skills

Knowledge

1. *Accreditation Criteria*
2. Institutional Effectiveness & Management
3. Peer review process

EVENT OBJECTIVES

To communicate ACICS expectations for the role in a number of key areas

To facilitate an open dialogue between ACICS and the team chair role

To provide team leaders with an opportunity to share experiences and ideas

CHAIR EFFECTIVENESS PLAN

Communicates with all stakeholders in a timely manner – before, during, and after the evaluation visit.

Conducts oneself in a professional, yet personable, manner.

Conveys guidance and support to team that is consistent with the *Accreditation Criteria*.

Collaborates with ACICS staff to facilitate a successful review.

Completes an accurate and professional report that is reflective of campus operations.

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-88

ACICS

Accreditation & Institutional Dev Department

NEW CHAIR TRAINING EVALUATION

NEW CHAIR INFORMATION

Name: _____

Institution _____ Visit Type _____

Visit Date: _____

ACICS Staff: _____

COMPETENCY ASSESSMENT

	(3) = Exceeds Requirements	(2) = Meets Requirements	(1) = Does not meet Requirements	Not Assessed (NA)
Leadership				
Found realistic solutions to team concerns	☐	☐	☐	☐
Acted decisively; met problems head-on	☐	☐	☐	☐
Provided necessary resources to the team	☐	☐	☐	☐
Communication				
Effectively communicated with the institution	☐	☐	☐	☐
Interacted professionally and appropriately with the team	☐	☐	☐	☐
Collaborated with staff throughout the process	☐	☐	☐	☐
Report Preparation				
Prepared complete and on-time report	☐	☐	☐	☐
Created single, consistent report	☐	☐	☐	☐
Meets grammatical/formatting instructions of style guide	☐	☐	☐	☐
Content is accurate and detailed	☐	☐	☐	☐
Management				
Prioritized tasks	☐	☐	☐	☐
Remained focused on role	☐	☐	☐	☐
Responded quickly and well to problems	☐	☐	☐	☐

NARRATIVE

General Observations:

Strengths:

Areas for Improvement:

Staff Guide to Completing the Evaluation Form:

Leadership

Found realistic solutions to team concerns
Specific example needed of having, or not having, met this expectation. NA is appropriate if there were no major team concerns.

Acted decisively; met problems head-on
Assumption of lead in discussing/addressing "concerns" of compliance with team and institution. Also includes action with personality conflicts within the team.

Provided necessary resources to the team
Resources include program information (current), externship sites scheduling details, faculty meetings (if appropriate), and other institutional particulars. Also providing information requested from the institution.

Communication

Effectively communicated with the institution
Includes (1) email/phone call prior to the visit with specifics on the review; (2) professional/collaborative discussions during visit; (3) giving clear guidance during the briefings and giving the institution an opportunity to ask questions, provide explanations, and additional information.

Interacted professionally and appropriately with the team
Includes (1) respecting the opinions of the team members; and (2) allowing for healthy discussions while maintaining control

Collaborated with staff throughout the process
Kept staff in loop concerning communication with institution and provided any information that would be relevant to the visit
Worked with staff collaboratively to manage the team's concerns and conduct an objective review.

Report Preparation

Prepared complete and on-time report
A complete report which includes all necessary sections of the report and answers all necessary questions has been sent to the staff member and visitreports@acics.org within 5 business days following the visit (or the timeframe indicated by ACICS staff).

Created single, consistent report
The report is consistent in use of wording, language (program name, campus/institutional name, individual names, etc.), sentence structure, use of citations and the report also reads as from a single voice.

Meets grammatical/formatting instructions of style guide
The report meets the guidelines of Chicago style (specifically the ACICS Report Writing and Editing Guide), the report is appropriately merged and spaced and extraneous information is removed, and narrative information is appropriately placed in the shaded comment boxes

Content is accurate and detailed
The citations and narrative statement within the report are fully detailed including specific information as necessary (names, dates, titles, etc.) and allow the information and a third-party to understand the issue and a potential solution. The citations also indicate what documentation was reviewed and how information was obtained to support the citation or narration.

Management

Prioritized tasks
Provided guidance to team members but was able to focus on own area of the report
Was able to manage the role and individual responsibility without getting overwhelmed

Remained focused on role
Managed the team without interfering with the review of the specialists
Did not get consumed by the concerns of the different specialists (interjecting/explaining/reviewing)

Responded quickly and well to problems
Remained calm and diplomatic when problems came up
Thought quickly on feet to deal with situations (specific example will be needed and NA may be appropriate)

ACICS

Accreditation & Institutional Dev Department

CHAIR OBSERVATION EVALUATION

NEW CHAIR INFORMATION

Name:	**Dr. Harpal Dhillon**		
Training Date:	**November 2013**		
Evaluation Visit:	**Stratford University Baltimore**	Visit Date:	**January 23 & 24, 2014**
Evaluation Date:	**March 31, 2014**		
Observation Staff:	**Perliter Walters-Gilliam & Ed Krissler**		

COMPETENCY ASSESSMENT

	(5) = Exceptional	(4) = Exceeds Requirements	(3) = Meets Requirements	(2) = Gets By	(1) = Needs Work
Leadership					
Found realistic solutions to team concerns	☐	☒	☐	☐	☐
Acted decisively; met problems head-on	☐	☒	☐	☐	☐
Provided necessary resources to the team	☐	☐	☒	☐	☐
Communication					
Communicated effectively and clearly with the institution	☐	☒	☐	☐	☐
Interaction with the team	☐	☒	☐	☐	☐
Prepared the report	☐	☐	☐	☐	☒
Management					
Prioritized tasks	☐	☒	☐	☐	☐
Responded quickly and well to problems	☒	☐	☐	☐	☐

NARRATIVE

General Observations:

Dr. Dhillon, with his past experience in similar roles with other accrediting bodies, personified the quiet leadership and management style that makes for a successful ACICS team chair. He was thorough and deliberate in his communication with the school and the team, building off of the guidance provided during the chair training.

He is very diplomatic and professional in his interactions with the institutional representatives, responding as necessary to concerns. He was equally professional when dealing with the team members, specifically when a member appeared to have ulterior motives for finding areas of non-compliance.

The review of the CEP and improvement in report preparation are two areas that need additional attention, together with the further development of the Criteria knowledge. Continued exposure to this role along with ACICS training in these areas will help shape Dr. Dhillon's valuable experience in the ACICS team leadership role.

Strengths:

- Diplomacy & Professionalism & Accreditation Experience
- Harpal always displays a high degree of integrity and responsibility
- Harpal has the right learner's attitude and genuinely seeks feedback to improve.
- Harpal is a team player and is aware of team responsibilities.

Areas for Improvement:

- CEP Review – ACICS directed training is needed in this area to ensure consistent interpretation by all team leaders.

- Report Preparation - it is the chair's responsibility to note the corrections during the read through and make the changes without modifying the intent of the report sections.

- Citation determination (*Criteria* Knowledge) – knowledge of the *Accreditation Criteria* will increase with additional chair assignments but review of the Memo to the Field, participation in AWARE webinars, and assignment as an IRC member in the future will facilitate comprehension of the expectations.

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ACICS

Accreditation & Institutional Dev Department

CHAIR OBSERVATION EVALUATION

CHAIR INFORMATION

Name:	**Dr. Scot Ober**		
Institution	**Pinnacle Career Institute- North & South, Kansas City, MO**	Visit Type	**NG**
Visit Date:	**September 29-30 and October 1-2, 2014**		
ACICS Staff:	**Mr. Maurice Wadlington**		

COMPETENCY ASSESSMENT

	(3) = Exceeds Requirements	(2) = Meets Requirements	(1) = Does not meet Requirements	Not Assessed (NA)
Leadership				
Found realistic solutions to team concerns	☐	☒	☐	☐
Acted decisively; met problems head-on	☐	☒	☐	☐
Provided necessary resources to the team	☐	☒	☐	☐
Communication				
Effectively communicated with the institution	☐	☒	☐	☐
Interacted professionally and appropriately with the team	☐	☒	☐	☐
Collaborated with staff throughout the process	☐	☒	☐	☐
Report Preparation				
Prepared complete and on-time report	☒	☐	☐	☐
Created single, consistent report	☐	☒	☐	☐
Meets grammatical/formatting instructions of style guide	☒	☐	☐	☐
Content is accurate and detailed	☐	☒	☐	☐
Management				
Prioritized tasks	☐	☒	☐	☐
Remained focused on role	☐	☒	☐	☐
Responded quickly and well to problems	☐	☒	☐	☐

NARRATIVE

General Observations:

Scot and I work very collaboratively throughout the visit process.

Strengths: *Scot worked well with the teams over the course of the two visits in Kansas City. He even took the initiative to review and edit all team members' reports prior to the actual read-through.*

Areas for Improvement: *Fully explaining all the areas of concerns to the campus administration to ensure that they understand the issue when attempting to correct it. An extra dose of patience is always helpful.*

Staff Guide to Completing the Evaluation Form:

Leadership

Found realistic solutions to team concerns
Specific example needed of having, or not having, met this expectation. NA is appropriate if there were no major team concerns.

Acted decisively; met problems head-on
Assumption of lead in discussing/addressing "concerns" of compliance with teom and institution. Also includes action with personality conflicts within the team.

Provided necessary resources to the team
Resources include program information (current), externship sites scheduling details, faculty meetings (if appropriate), and other institutional particulars. Also providing information requested from the institution.

Communication

Effectively communicated with the institution
Includes (1) email/phone call prior to the visit with specifics on the review; (2) professional/collaborative discussions during visit; (3) giving clear guidance during the hriefings and giving the institution an opportunity to ask questions, provide explanations, and additional information.

Interacted professionally and appropriately with the team
Includes (1) respecting the opinions of the team members; and (2) allowing for healthy discussions while maintaining cantrol

Collaborated with staff throughout the process
Kept staff in loop concerning communication with institution and provided any information that would be relevant to the visit
Worked with staff collaboratively to manage the team's concerns and conduct an objective review.

Report Preparation

Prepared complete and on-time report
A complete report which includes all necessary sections of the report and answers all necessary questions has been sent to the staff member and visitreports@acics.org within 5 business days following the visit (or the timeframe indicated by ACICS staff).

Created single, consistent report
The report is consistent in use of wording, language (program name, campus/institutional name, individual names, etc.), sentence structure, use af citations and the repart also reads as fram a single voice.

Meets grammatical/formatting instructions of style guide
The report meets the guidelines of Chicago style (specifically the ACICS Report Writing and Editing Guide), the report is appropriately merged and spaced and extraneous information is removed, and narrative information is appropriately placed in the shaded comment boxes

Content is accurate and detailed
The citations and narrative statement within the report are fully detailed including specific information as necessary (names, dates, titles, etc.) and allow the information and a third-party to understand the issue and a potential solution. The citations also indicate what documentation was reviewed and how information was obtained to support the citation or narration.

Management

Prioritized tasks
Provided guidance to team members but was able to focus on own area of the report
Was able to manage the role and individual responsibility without getting overwhelmed

Remained focused on role
Managed the team without interfering with the review of the specialists
Did not get consumed by the concerns of the different specialists (interjecting/explaining/reviewing)

Responded quickly and well to problems
Remained calm and diplamatic when prablems came up
Thought quickly on feet to deal with situations (specific example will be needed and NA may be appropriate)

ACICS

Accreditation & Institutional Dev Department

CHAIR OBSERVATION EVALUATION

CHAIR INFORMATION

Name:	**Ms. Rogena Kyles**		
Institution	**Management Resources College**	Visit Type	**IG**
Visit Date:	**September 22-24, 2014**		
ACICS Staff:	**Mr. Maurice Wadlington**		

COMPETENCY ASSESSMENT

	(3) = Exceeds Requirements	(2) = Meets Requirements	(1) = Does not meet Requirements	Not Assessed (NA)
Leadership				
Found realistic solutions to team concerns	☒	☐	☐	☐
Acted decisively; met problems head-on	☒	☐	☐	☐
Provided necessary resources to the team	☐	☒	☐	☐
Communication				
Effectively communicated with the institution	☒	☐	☐	☐
Interacted professionally and appropriately with the team	☒	☐	☐	☐
Collaborated with staff throughout the process	☒	☐	☐	☐
Report Preparation				
Prepared complete and on-time report	☐	☒	☐	☐
Created single, consistent report	☒	☐	☐	☐
Meets grammatical/formatting instructions of style guide	☒	☐	☐	☐
Content is accurate and detailed	☒	☐	☐	☐
Management				
Prioritized tasks	☐	☒	☐	☐
Remained focused on role	☐	☒	☐	☐
Responded quickly and well to problems	☒	☐	☐	☐

NARRATIVE

General Observations: *I discovered and the team further confirmed that MRC's Learning Site was actually functioning as a branch campus. As such, we were forced to complete two full team reports in a three day time frame. Rogena was able to work with the institution and campus administration professionally and efficiently to achieve the ultimate goal. While this situation could have been very stressful and overwhelming given the time allotted, Rogena was able to remain focused and control of the situation and the team.*

Strengths: *Rogena is extremely knowledgeable, efficient, professional, and just a joy to work with on every visit. She is a true team player and always wants to ensure that the campus/institution has an objective and comprehensive review.*

Areas for Improvement: *Rogena's only area of improvement would be timeliness of the final team and reimbursement reports.*

ACICS
Accreditation & Institutional Dev Department

CHAIR OBSERVATION EVALUATION

NEW CHAIR INFORMATION

Name: **Rogena Kyles**

Institution **Coleman University** Visit Type **NG**

Visit Date: **Oct 7-8, 2014**

ACICS Staff: **Frenika Rivers**

COMPETENCY ASSESSMENT

	(3) = Exceeds Requirements	(2) = Meets Requirements	(1) = Does not meet Requirements	Not Assessed (NA)
Leadership				
Found realistic solutions to team concerns	☒	☐	☐	☐
Acted decisively; met problems head-on	☒	☐	☐	☐
Provided necessary resources to the team	☐	☒	☐	☐
Communication				
Effectively communicated with the institution	☐	☒	☐	☐
Interacted professionally and appropriately with the team	☐	☒	☐	☐
Collaborated with staff throughout the process	☐	☒	☐	☐
Report Preparation				
Prepared complete and on-time report	☐	☐	☒	☐
Created single, consistent report	☐	☒	☐	☐
Meets grammatical/formatting instructions of style guide	☒	☐	☐	☐
Content is accurate and detailed	☒	☐	☐	☐
Management				
Prioritized tasks	☒	☐	☐	☐
Remained focused on role	☒	☐	☐	☐
Responded quickly and well to problems	☒	☐	☐	☐

NARRATIVE

General Observations:

Rogena is wonderful to work with. She provides enough humor and leadership on visits to keep people focused, but also for everyone to have a great visit experience.

Strengths:

Writing - Report was excellent and extremely detailed.

Areas for Improvement:

Timeliness for the submission of the report.

Staff Guide to Completing the Evaluation Form:

Leadership

Found realistic solutions to team concerns
Specific example needed of having, or not having, met this expectation. NA is appropriate if there were no major team concerns.

Acted decisively; met problems head-on
Assumption of lead in discussing/addressing "concerns" of compliance with teom and institution. Also includes action with personality conflicts within the team.

Provided necessary resources to the team
Resources include program information (current), externship sites scheduling details, faculty meetings (if appropriate), and other institutional particulars. Also providing information requested from the institution.

Communication

Effectively communicated with the institution
Includes (1) email/phone call prior to the visit with specifics on the review; (2) professional/collaborative discussions during visit; (3) giving clear guidance during the briefings and giving the institution an opportunity to ask questions, provide explanations, and additional information.

Interacted professionally and appropriately with the team
Includes (1) respecting the opinions of the team members; and (2) allowing for healthy discussions while maintaining control

Collaborated with staff throughout the process
Kept staff in loop concerning communication with institution and provided any information that would be relevant to the visit
Worked with staff collaboratively to manage the team's concerns and conduct an objective review.

Report Preparation

Prepared complete and on-time report
A complete report which includes all necessary sections of the report and answers all necessary questions has been sent to the staff member and visitreports@acics.org within 5 business days following the visit (or the timeframe indicated by ACICS staff).

Created single, consistent report
The report is consistent in use of wording, language (program name, campus/institutional name, individual names, etc.), sentence structure, use af citations and the report also reads as from a single voice.

Meets grammatical/formatting instructions of style guide
The report meets the guidelines of Chicago style (specifically the ACICS Report Writing and Editing Guide), the report is appropriately merged and spaced and extraneous information is removed, and narrative information is appropriately placed in the shaded comment boxes

Content is accurate and detailed
The citations and narrative statement within the report are fully detailed including specific information as necessary (names, dates, titles, etc.) and allow the information and a third-party to understand the issue and a potential solution. The citations also indicate what documentation was reviewed and how information was obtained to support the citation or narration.

Management

Prioritized tasks
Provided guidance to team members but was able to focus on own area of the report
Was able to manage the role and individual responsibility without getting overwhelmed

Remained focused on role
Managed the team without interfering with the review of the specialists
Did not get consumed by the concerns of the different specialists (interjecting/explaining/reviewing)

Responded quickly and well to problems
Remained calm and diplamatic when problems came up
Thought quickly on feet to deal with situations (specific example will be needed and NA may be appropriate)

ACICS

Accreditation & Institutional Dev Department

CHAIR OBSERVATION EVALUATION

CHAIR INFORMATION

Name: **Terry Campbell**

Institution **Sanford-Brown College, SAE, Cambridge Junior Colleges** Visit Type **New Grants**

Visit Date: **September 15-16, 17 – 18; 29-30; and October 1-2, 2014**

ACICS Staff: **Jan Shelton**

COMPETENCY ASSESSMENT

	(3) = Exceeds Requirements	(2) = Meets Requirements	(1) = Does not meet Requirements	Not Assessed (NA)
Leadership				
Found realistic solutions to team concerns	☐	☒	☐	☐
Acted decisively; met problems head-on	☐	☒	☐	☐
Provided necessary resources to the team	☐	☒	☐	☐
Communication				
Effectively communicated with the institution	☐	☒	☐	☐
Interacted professionally and appropriately with the team	☐	☒	☐	☐
Collaborated with staff throughout the process	☒	☐	☐	☐
Report Preparation				
Prepared complete and on-time report	☒	☐	☐	☐
Created single, consistent report	☐	☒	☐	☐
Meets grammatical/formatting instructions of style guide	☐	☒	☐	☐
Content is accurate and detailed	☐	☒	☐	☐
Management				
Prioritized tasks	☐	☒	☐	☐
Remained focused on role	☐	☒	☐	☐
Responded quickly and well to problems	☒	☐	☐	☐

NARRATIVE

General Observations:

Terry is a pleasure to work with.

Strengths:

Terry is a fair and honest chair. He approaches every situation very objectively which set an excellent standard for the team, including staff. Terry also communicates with the campus well in advance and thoroughly reviews all materials prior to the visit.

ACICS

Accreditation & Institutional Dev Department

CHAIR OBSERVATION EVALUATION

CHAIR INFORMATION

Name: **Mr. Terry Campbell**

Institution **Victory Trade School** Visit Type **Initial Grant**

Visit Date: **9/23 – 24, 2014**

ACICS Staff: **Chinita Obi**

COMPETENCY ASSESSMENT

	(3) = Exceeds Requirements	(2) = Meets Requirements	(1) = Does not meet Requirements	Not Assessed (NA)
Leadership				
Found realistic solutions to team concerns	☐	☒	☐	☐
Acted decisively; met problems head-on	☐	☒	☐	☐
Provided necessary resources to the team	☐	☒	☐	☐
Communication				
Effectively communicated with the institution	☒	☐	☐	☐
Interacted professionally and appropriately with the team	☐	☒	☐	☐
Collaborated with staff throughout the process	☐	☒	☐	☐
Report Preparation				
Prepared complete and on-time report	☐	☒	☐	☐
Created single, consistent report	☐	☒	☐	☐
Meets grammatical/formatting instructions of style guide	☐	☒	☐	☐
Content is accurate and detailed	☐	☒	☐	☐
Management				
Prioritized tasks	☐	☒	☐	☐
Remained focused on role	☐	☒	☐	☐
Responded quickly and well to problems	☐	☒	☐	☐

NARRATIVE

General Observations:

Organized and pleasant with team members. It is evident when Mr. Campbell is getting impatient with some difficult team members, but he is able to manage and bring the conversation to a civil one.

Strengths:

On this particular visit, Mr. Campbell's interaction with the school was very effective and put them at ease. The director was very nervous, but throughout the visit, Mr. Campbell was informative and calm. He is also very flexible.

Areas for Improvement:

While flexibility is a strength and appropriate in most cases, it is sometimes necessary to be decisive with the team

Staff Guide to Completing the Evaluation Form:

Leadership

Found realistic solutions to team concerns
Specific example needed of having, or not having, met this expectation. NA is appropriate if there were no major team concerns.

Acted decisively; met problems head-on
Assumption of lead in discussing/addressing "concerns" of compliance with team and institution. Also includes action with personality conflicts within the team.

Provided necessary resources to the team
Resources include program information (current), externship sites scheduling details, faculty meetings (if appropriate), and other institutional particulars. Also providing information requested from the institution.

Communication

Effectively communicated with the institution
Includes (1) email/phone call prior to the visit with specifics on the review; (2) professional/collaborative discussions during visit; (3) giving clear guidance during the briefings and giving the institution an opportunity to ask questions, provide explanations, and additional information.

Interacted professionally and appropriately with the team
Includes (1) respecting the opinions of the team members; and (2) allowing for healthy discussions while maintaining control

Collaborated with staff throughout the process
Kept staff in loop concerning communication with institution and provided any information that would be relevant to the visit
Worked with staff collaboratively to manage the team's concerns and conduct an objective review.

Report Preparation

Prepared complete and on-time report
A complete report which includes all necessary sections of the report and answers all necessary questions has been sent to the staff member and visitreports@acics.org within 5 business days following the visit (or the timeframe indicated by ACICS staff).

Created single, consistent report
The report is consistent in use of wording, language (program name, campus/institutional name, individual names, etc.), sentence structure, use of citations and the report also reads as from a single voice.

Meets grammatical/formatting instructions of style guide
The report meets the guidelines of Chicago style (specifically the ACICS Report Writing and Editing Guide), the report is appropriately merged and spaced and extraneous information is removed, and narrative information is appropriately placed in the shaded comment boxes

Content is accurate and detailed
The citations and narrative statement within the report are fully detailed including specific information as necessary (names, dates, titles, etc.) and allow the information and a third-party to understand the issue and a potential solution. The citations also indicate what documentation was reviewed and how information was obtained to support the citation or narration.

Management

Prioritized tasks
Provided guidance to team members but was able to focus on own area of the report
Was able to manage the role and individual responsibility without getting overwhelmed

Remained focused on role
Managed the team without interfering with the review of the specialists
Did not get consumed by the concerns of the different specialists (interjecting/explaining/reviewing)

Responded quickly and well to problems
Remained calm and diplomatic when problems came up
Thought quickly on feet to deal with situations (specific example will be needed and NA may be appropriate)

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-89

ACICS Team Chair Evaluation F2016

1. Please provide the following Visit Information.

Staff Coordinator:

Institution:

Visit Type:

Team Chair (Last, First Name):

* 2. Please evaluate the chair's performance in the following visit management areas:

	Meets Requirements	Does not meet Requirements (Explanation required)	Not Assessed
Communicated with the campus prior to the visit, via email and/or telephone	○	○	○
Communicated with the team in preparation for the visit	○	○	○
Led the pre-visit meeting, providing visit-specific information and guidance to team	○	○	○
Coordinated and facilitated the introductory meeting with the campus	○	○	○
Led the institutional briefings	○	○	○
Led the team discussions and final read through	○	○	○

Explanation

* 3. Please evaluate the chair's performance in the following soft skills:

	Meets Requirements	Does not meet Requirements (Explanation Required)	Not Assessed
Found realistic solutions to team concerns	◯	◯	◯
Acted decisively, meeting problems head-on	◯	◯	◯
Provided necessary resources (information, guidance) to the team	◯	◯	◯
Effectively communicated with the institution prior to and during the visit	◯	◯	◯
Interacted professionally and appropriately with the team	◯	◯	◯
Collaborated with staff throughout the process	◯	◯	◯
Submitted an on-time report	◯	◯	◯
Created single, consistent report	◯	◯	◯
Report meets grammatical/formatting instructions of style guide	◯	◯	◯
Report content is accurate and detailed	◯	◯	◯
Prioritized tasks	◯	◯	◯
Remained focused on role	◯	◯	◯
Responded quickly and effectively to problems	◯	◯	◯

Explanation

4. Chair of the Year Nominee?

◯ Yes

◯ No

#1

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, October 31, 2016 1:51:31 PM
Last Modified:	Monday, October 31, 2016 1:53:54 PM
Time Spent:	00:02:23
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Cathy Kouko**
Institution:	**Everest College, Tacoma**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Libby Guinan**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#2

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, October 31, 2016 1:54:04 PM
Last Modified:	Monday, October 31, 2016 1:55:33 PM
Time Spent:	00:01:28
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Cathy Kouko**
Institution:	**Everest College, Everett**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Rogena Kyles**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Does not meet Requirements (Explanation Required)
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Late late late with reports

Q4 Chair of the Year Nominee? **Yes**

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 31, 2016 1:55:39 PM
Last Modified: Monday, October 31, 2016 2:00:03 PM
Time Spent: 00:04:24
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Cathy Kouko**
Institution:	**Elmira Business Institurte, Elmira & Vestal**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Pam Bennett**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#4

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, October 31, 2016 2:00:17 PM
Last Modified:	Monday, October 31, 2016 2:41:23 PM
Time Spent:	00:41:06
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Cathy Kouko**
Institution:	**Sullivan College of Design and Technology**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Wyman Dickey**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Wyman had two deaths in his family and this did not submitt hi report on time. However, he communicated in a timely manner and submitted the report as soon as he could.

Q4 Chair of the Year Nominee? **Yes**

#5

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 31, 2016 2:41:29 PM
Last Modified: Monday, October 31, 2016 2:43:54 PM
Time Spent: 00:02:25
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Cathy Kouko**
Institution:	**Florida Academy of Nursing**
Visit Type:	**IG**
Team Chair (Last, First Name):	**Darlene Minore**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Does not meet Requirements (Explanation Required)
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Grammar and tenses was a little problematic on this repiort

Q4 Chair of the Year Nominee? **No**

#6

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, October 31, 2016 2:44:00 PM
Last Modified:	Monday, October 31, 2016 2:44:41 PM
Time Spent:	00:00:41
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Cathy Kouko**
Institution:	**Florida Academy of Nursing**
Visit Type:	**IG**
Team Chair (Last, First Name):	**Ed Krissler**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#7

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, October 31, 2016 3:10:03 PM
Last Modified:	Monday, October 31, 2016 3:14:36 PM
Time Spent:	00:04:33
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**LaToya Boyd**
Institution:	**Hunter Business School-Medford, Levittown; Valley College-Beckley/Princeton**
Visit Type:	**Renewal of Accreditation**
Team Chair (Last, First Name):	**Kyles, Rogena**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Does not meet Requirements (Explanation Required)
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Late reports

Q4 Chair of the Year Nominee? **No**

#8

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 31, 2016 3:16:03 PM
Last Modified: Monday, October 31, 2016 3:17:09 PM
Time Spent: 00:01:05
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**LaToya Boyd**
Institution:	**BAU International University; Bryan University**
Visit Type:	**Initial; Renewal**
Team Chair (Last, First Name):	**Ober, Scot**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#9

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, October 31, 2016 3:17:15 PM
Last Modified:	Monday, October 31, 2016 3:18:02 PM
Time Spent:	00:00:46
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**LaToya Boyd**
Institution:	**Sentara College of Health Sciences**
Visit Type:	**Renewal of Accreditation**
Team Chair (Last, First Name):	**Dickey, Wyman**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 31, 2016 3:51:13 PM
Last Modified: Monday, October 31, 2016 3:56:05 PM
Time Spent: 00:04:51
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Anne**
Institution:	**Ohio Valley College of Technology**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Mosley, Tommy**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
Tommy goes the extra mile in communications. He loves to be prepared.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Does not meet Requirements (Explanation Required)
Responded quickly and effectively to problems
Meets Requirements
Explanation
Once in a while, Tommy focuses on other evaluators' discussions rather than his own sections of the report. But for the most part, he is a great chair and is always prepared and communicative.

Q4 Chair of the Year Nominee? **No**

#11

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 31, 2016 3:56:12 PM
Last Modified: Monday, October 31, 2016 4:04:48 PM
Time Spent: 00:08:36
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Anne Bennett**
Institution:	**West Virginia Junior Colleges**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Guinan, Elizabeth**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Not Assessed
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Does not meet Requirements (Explanation Required)
Acted decisively, meeting problems head-on
Does not meet Requirements (Explanation Required)
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Does not meet Requirements (Explanation Required)
Remained focused on role
Does not meet Requirements (Explanation Required)
Responded quickly and effectively to problems
Does not meet Requirements (Explanation Required)
Explanation
This was logistically a difficult trip (to two campuses), with a lot of driving and late-night meetings. Libby is so sweet and lovely to work with, but she seemed a little frazzled on-site. There were several large personalities vying for talk time, which I think was difficult for Libby to control and stay calm through. She also seemed to have difficulty focusing on her reports, which were not ready for the read-through, and was a little nervous about dealing with difficult reports and technology issues.

Q4 Chair of the Year Nominee? **No**

#12

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 01, 2016 10:15:08 AM
Last Modified: Tuesday, November 01, 2016 10:16:58 AM
Time Spent: 00:01:49
IP Address: 104.187.118.71

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**ITT Technical Institute**
Visit Type:	**Unannounced**
Team Chair (Last, First Name):	**Ferrell, Billy**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 01, 2016 10:17:11 AM
Last Modified: Tuesday, November 01, 2016 10:18:19 AM
Time Spent: 00:01:07
IP Address: 104.187.118.71

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**Gwinnett Institute**
Visit Type:	**Unannounced**
Team Chair (Last, First Name):	**Olson, Andrea**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#14

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 01, 2016 10:18:25 AM
Last Modified: Tuesday, November 01, 2016 10:19:20 AM
Time Spent: 00:00:54
IP Address: 104.187.118.71

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**Brightwood College**
Visit Type:	**Renewal of Accreditation**
Team Chair (Last, First Name):	**Minore, Darlene**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#15

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Tuesday, November 01, 2016 10:19:29 AM
Last Modified:	Tuesday, November 01, 2016 10:22:34 AM
Time Spent:	00:03:05
IP Address:	104.187.118.71

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**Healing Hands Institute**
Visit Type:	**Initial Grant**
Team Chair (Last, First Name):	**Sellers, Kathryn**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
I finally had the esteemed pleasure to work with Kathryn for the first time this cycle. She did a great job! She was very knowledgeable, lead the team well, and constructed a good report.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 01, 2016 10:22:55 AM
Last Modified: Tuesday, November 01, 2016 10:25:03 AM
Time Spent: 00:02:07
IP Address: 104.187.118.71

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**California Miramar University**
Visit Type:	**Renewal of Accreditation**
Team Chair (Last, First Name):	**Dickey, Wyman**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
Wyman is our next Tom Duff! He is an amazing chair. He is extremely knowledgeable, professional, and works very well with the team and the institutions.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#17

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 01, 2016 10:25:23 AM
Last Modified: Tuesday, November 01, 2016 10:27:38 AM
Time Spent: 00:02:14
IP Address: 104.187.118.71

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**Brightwood College**
Visit Type:	**Unannounced**
Team Chair (Last, First Name):	**Ferrell, Billy**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
Billy handles the unannounced visits very well. His approach is always comforting to the campus in these stressful or awkward visits.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#18

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 02, 2016 9:05:59 AM
Last Modified: Wednesday, November 02, 2016 9:09:02 AM
Time Spent: 00:03:02
IP Address: 70.193.211.105

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Chad**
Institution:	**Riddley Lowell New London and Danbury**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Kim Peck**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
The New London visit was the toughest visit that I have been on to date. Kim handled the constant changes, and team challenges very well. She was supportive and took charge but in a diplomatic way.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
This would have been a challenging visit for even the most seasoned chair. Kim handled this like a pro. She worked very closely with staff through the entire process.

Q4 Chair of the Year Nominee? **No**

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 02, 2016 9:09:15 AM
Last Modified: Wednesday, November 02, 2016 9:11:38 AM
Time Spent: 00:02:22
IP Address: 70.193.211.105

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Darlene Minore**
Institution:	**AGAPE and SOLEX**
Visit Type:	**IG and AR**
Team Chair (Last, First Name):	**Minore, Darlene**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
Darlene did a great deal of research in advance of the visits and she worked diligently to be successful wit the new templates and detailed introductions.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Darlene always works well with team members and staff.

Q4 Chair of the Year Nominee? **No**

#20

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 02, 2016 9:11:51 AM
Last Modified: Wednesday, November 02, 2016 9:14:36 AM
Time Spent: 00:02:44
IP Address: 70.193.211.105

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Chad Hartman**
Institution:	**AIHT and Dorsey School of Beauty**
Visit Type:	**IG and RA**
Team Chair (Last, First Name):	**Palmatier, Bob**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
The first team was an experienced team and Bob did well with the school when unexpected situations occured.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Bob jumped in last minute to assist with the 2nd visit. Worked well with team and school. Report required minimal adjustments

Q4 Chair of the Year Nominee? **No**

#21

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 15, 2016 11:18:48 AM
Last Modified: Tuesday, November 15, 2016 11:19:43 AM
Time Spent: 00:00:54
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Jan Chambers**
Institution:	**American College of Commerce and Technology**
Visit Type:	**Special Visit**
Team Chair (Last, First Name):	**Lynch, Richard**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#22

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 30, 2016 11:08:49 AM
Last Modified: Wednesday, November 30, 2016 11:11:41 AM
Time Spent: 00:02:52
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**ITT Technical Institute**
Visit Type:	**Unannounced**
Team Chair (Last, First Name):	**Sellers, Kathryn**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Not Assessed
Communicated with the team in preparation for the visit
Not Assessed
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
Kathryn handled the craziness of the one-day visit with ease, and did whatever she needed to based on the office's plans for the visits.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#23

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 30, 2016 11:11:53 AM
Last Modified: Wednesday, November 30, 2016 11:13:30 AM
Time Spent: 00:01:37
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**Medtech College**
Visit Type:	**Unannounced**
Team Chair (Last, First Name):	**Bennett, Pam**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Not Assessed
Communicated with the team in preparation for the visit
Not Assessed
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
As always, Pam produced a fantastic report, and put in a ton of work on a 2-person visit that really needed 3.

Q4 Chair of the Year Nominee? **Yes**

#24

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 30, 2016 11:13:59 AM
Last Modified: Wednesday, November 30, 2016 11:15:48 AM
Time Spent: 00:01:49
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**West Virginia Business College**
Visit Type:	**RA (2)**
Team Chair (Last, First Name):	**Bennett, Pam**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
Handled an extremely difficult set of visits with poise and stood up for me/ACICS and shut the school down when they were getting out of hand. Couldn't have imagined handling the visit without her.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#25

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 30, 2016 11:16:00 AM
Last Modified: Wednesday, November 30, 2016 11:24:48 AM
Time Spent: 00:08:48
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**Brightwood College**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Minore, Darlene**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Excellent as always, though there are always moments when she guides the campus just a little too much.

Q4 Chair of the Year Nominee? **Yes**

#26

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 30, 2016 11:25:02 AM
Last Modified: Wednesday, November 30, 2016 11:27:41 AM
Time Spent: 00:02:38
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**Bryan University**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Echternacht, Lonnie**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements
Explanation
This was the last chair spot I had to fill, so it's my fault for overlooking it, and he may not have recalled it well, but Lonnie had also been the chair for the campus' last renewal visit. Would have been excellent if he let me know when he remembered, but oh well. There's much worse things he could do! Good to have him back on visits.

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#27

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 30, 2016 11:28:48 AM
Last Modified: Wednesday, November 30, 2016 11:33:03 AM
Time Spent: 00:04:14
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**American University of Health Sciences**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Alafriz, Mercedes**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Does not meet Requirements (Explanation Required)
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Report editing - the report wasn't awful, but it certainly needed some work. Just felt like her look at it was maybe a little rushed or not so thorough, though she took the full time (and maybe a day extra?) to do so. Was a great sport during an unexpectedly long visit, though there may have also been some times where she could have reined the team in a little when they were starting to get nitpicky. Might have helped with the body of the report and length of the visit.

Q4 Chair of the Year Nominee? **No**

#28

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 30, 2016 11:33:12 AM
Last Modified: Wednesday, November 30, 2016 11:35:35 AM
Time Spent: 00:02:23
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**American College of Commerce and Technology - Alhambra**
Visit Type:	**Special**
Team Chair (Last, First Name):	**Guinan, Libby**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Decent job with a visit that was a little odd to conduct due to the newness of the branch and the concerns for the institution.

Q4 Chair of the Year Nominee? **No**

#29

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 30, 2016 4:07:37 PM
Last Modified: Wednesday, November 30, 2016 4:12:56 PM
Time Spent: 00:05:19
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**niana moore**
Institution:	**Lincoln Tech(s)**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Campbell, Terry**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Terry is not the strongest Writer/ editor, and doesn't always take the lead on visits. Great guy, Ok Chair.

Q4 Chair of the Year Nominee? **No**

#1

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, March 07, 2016 2:12:55 PM
Last Modified:	Monday, March 07, 2016 2:14:52 PM
Time Spent:	00:01:56
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**AIMS Education**
Visit Type:	**Initial Grant**
Team Chair (Last, First Name):	**Kyles, Rogena**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#2

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, March 07, 2016 2:15:02 PM
Last Modified:	Monday, March 07, 2016 2:15:44 PM
Time Spent:	00:00:41
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**College America**
Visit Type:	**Initial Grant**
Team Chair (Last, First Name):	**Dickey, Wyman**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#3

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, March 07, 2016 2:15:49 PM
Last Modified: Monday, March 07, 2016 2:16:51 PM
Time Spent: 00:01:01
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**Tucson College**
Visit Type:	**Renewal of Accreditation**
Team Chair (Last, First Name):	**Minore, Darlene**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#4

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, March 07, 2016 2:16:56 PM
Last Modified: Monday, March 07, 2016 2:17:59 PM
Time Spent: 00:01:03
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Maurice Wadlington**
Institution:	**CA College San Diego**
Visit Type:	**Initial Grant**
Team Chair (Last, First Name):	**Echternacht, Lonnie**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#5

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, March 07, 2016 2:16:47 PM
Last Modified: Monday, March 07, 2016 2:19:58 PM
Time Spent: 00:03:10
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Jan Chambers**
Institution:	**Mountain State College**
Visit Type:	**Renewal of Accreditation**
Team Chair (Last, First Name):	**Mago, Susan**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Does not meet Requirements (Explanation Required)
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Susan forgot to include a Section 9 report in her final submittal. But it did seem like she tried to adhere to the writing guidelines and put effort into editing the report.

Q4 Chair of the Year Nominee? **No**

#6

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, March 07, 2016 2:20:15 PM
Last Modified:	Monday, March 07, 2016 2:21:02 PM
Time Spent:	00:00:46
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Jan Chambers**
Institution:	**Learnet Academy, Inc.**
Visit Type:	**Renewal of Accreditation**
Team Chair (Last, First Name):	**Campbell, Terry**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#7

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, March 07, 2016 2:21:34 PM
Last Modified: Monday, March 07, 2016 2:30:50 PM
Time Spent: 00:09:16
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Jan Chambers**
Institution:	**Management Resources College**
Visit Type:	**Extensive Substantive Change**
Team Chair (Last, First Name):	**Krna, Karan**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Does not meet Requirements (Explanation Required)
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Karan asked the campus to revise some information in their academic catalog. They made mistakes with the revisions several times and it clearly frustrated her. Toward the end of the visit, her body language and tone were not ideal in communicating with the campus. It was apparent that the campus administration was not comfortable relaying information to her on day two, as they seemed intimidated. I wish she would have been able to remain positive despite the slightly frustrating circumstances.

Q4 Chair of the Year Nominee? **No**

#8

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, March 07, 2016 2:31:06 PM
Last Modified:	Monday, March 07, 2016 2:34:12 PM
Time Spent:	00:03:05
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Jan Chambers**
Institution:	**Larkin School of Nursing, LLC**
Visit Type:	**Initial Grant**
Team Chair (Last, First Name):	**Strout, Joyce**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Joyce and I did not initially agree on some CAR backup data; however, I was very impressed by her professionalism and willingness to hear my point of view. Other chairs may have just shut down the conversation but she encouraged it and I appreciated that.

Q4 Chair of the Year Nominee? **No**

#9

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, March 07, 2016 2:12:27 PM
Last Modified: Monday, March 07, 2016 2:35:40 PM
Time Spent: 00:23:13
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Cathy Kouko**
Institution:	**VUOM**
Visit Type:	**IG**
Team Chair (Last, First Name):	**Kyles, Rogena**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Does not meet Requirements (Explanation Required)
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Report was submitted 7 business days after the visit.

Q4 Chair of the Year Nominee? **Yes**

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, March 07, 2016 2:34:36 PM
Last Modified: Monday, March 07, 2016 2:39:10 PM
Time Spent: 00:04:34
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Jan Chambers**
Institution:	**Stevens-Henager College**
Visit Type:	**Initial Grant**
Team Chair (Last, First Name):	**Winger, Bill**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
My flight to Utah was cancelled due to weather so I missed the first day of the visit. Bill basically completed the visit without me and I am thankful all of his hard work. The campus also seemed quite pleased with the team and Bill's leadership. Also, his report was SO MUCH BETTER than our first time working with each other. It was a clear, concise, well-edited document and I appreciate his and efforts.

Q4 Chair of the Year Nominee? **Yes**

#11

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, March 07, 2016 2:36:06 PM
Last Modified:	Monday, March 07, 2016 2:57:48 PM
Time Spent:	00:21:41
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Cathy Kouko**
Institution:	**BSMCN**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Winger, Bill**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Does not meet Requirements (Explanation Required)
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
There were several grammatical and formatting errors in the report.

Q4 Chair of the Year Nominee? **Yes**

#12

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Monday, March 07, 2016 3:32:27 PM
Last Modified:	Monday, March 07, 2016 3:33:44 PM
Time Spent:	00:01:17
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**Suncoast College of Health**
Visit Type:	**IG**
Team Chair (Last, First Name):	**Bennett, Pam**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, March 08, 2016 1:52:46 PM
Last Modified: Tuesday, March 08, 2016 1:56:29 PM
Time Spent: 00:03:42
IP Address: 12.130.117.131

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Chad Hartman**
Institution:	**Bay Area College of Nursing**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Peck, Kim**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Not Assessed
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Not Assessed
Explanation
Kim has become much more confident in the role of Chair. This visit presented several unexpected challenges, but she worked well to keep all stakeholders informed and to seek resolution. She works very closely with staff during visits. As such it is best that staff be experienced for a more difficult visit, but Kim is becoming a strong Chair.

Q4 Chair of the Year Nominee? **No**

#14

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, March 08, 2016 1:57:20 PM
Last Modified: Tuesday, March 08, 2016 2:00:28 PM
Time Spent: 00:03:07
IP Address: 12.130.117.131

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Chad Hartman**
Institution:	**Unilatina International College**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Palmatier, Bob**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Not Assessed
Acted decisively, meeting problems head-on
Not Assessed
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Not Assessed
Explanation
This visit was expected to be difficult, but ended up being a very smooth visit, as such some elements were not evaluated above. Bob did a fine job of leading this team which included multiple other evaluators which sometimes Chair.

Q4 Chair of the Year Nominee? **No**

#15

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, March 08, 2016 2:00:46 PM
Last Modified: Tuesday, March 08, 2016 2:05:29 PM
Time Spent: 00:04:42
IP Address: 12.130.117.131

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Chad Hartman**
Institution:	**Santa Barnara Business College**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Bennett, Pam**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
This was my first time working with Pam as a Chair. She did an outstanding job. She was very professional but still enabled an environment which enabled the team to connect and work collectively and positively. She was very willing to listen to staff recommendations and flexible in her working patterns. I wouldn't hesitate to work with Pam in this capacity again.

Q4 Chair of the Year Nominee? **Yes**

#16

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Tuesday, March 08, 2016 2:05:39 PM
Last Modified:	Tuesday, March 08, 2016 2:10:04 PM
Time Spent:	00:04:24
IP Address:	12.130.117.131

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Chad Hartman**
Institution:	**Herguan**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Kyles, Rogena**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
This was my first time working with Rogena as a Chair. I found her insight and knowledge to be very beneficial to the team and visit. There were times that we would not always agree, but she was open to letting the visit move in the direction that was indicated by the staff/office. Rogena is a very strong Chair and worked very well with the experienced team and was flexible and accommodating with travel to make the visits work. Rogena is a professional and made the experience pleasant for the entire team and interacted well with the school. I will work with her again as a Chair without hesitation.

Q4 Chair of the Year Nominee? **No**

#17

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, March 08, 2016 2:10:23 PM
Last Modified: Tuesday, March 08, 2016 2:14:12 PM
Time Spent: 00:03:48
IP Address: 12.130.117.131

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Chad Hartman**
Institution:	**Process Work**
Visit Type:	**IG**
Team Chair (Last, First Name):	**Campbell, Terry**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Of all the Chairs that I have worked with Terry works the closest with staff and meets on a very regular basis to discuss any concerns to provide a unity when working with the team.

Q4 Chair of the Year Nominee? **No**

#18

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, March 07, 2016 3:33:52 PM
Last Modified: Tuesday, March 08, 2016 4:18:55 PM
Time Spent: Over a day
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**Stevens-Henager College (2)**
Visit Type:	**IG**
Team Chair (Last, First Name):	**Guinan, Libby**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **No**

#19

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Wednesday, March 09, 2016 10:34:18 AM
Last Modified:	Wednesday, March 09, 2016 10:35:59 AM
Time Spent:	00:01:40
IP Address:	209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**Santa Barbara Business College**
Visit Type:	**RA**
Team Chair (Last, First Name):	**Darlene Minore**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements
Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Meets Requirements
Report content is accurate and detailed
Meets Requirements
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements

Q4 Chair of the Year Nominee? **Yes**

#20

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, March 09, 2016 10:36:33 AM
Last Modified: Wednesday, March 09, 2016 10:56:42 AM
Time Spent: 00:20:09
IP Address: 209.136.209.93

Page 1

Q1 Please provide the following Visit Information.

Staff Coordinator:	**Katie Morrison**
Institution:	**Stevens-Henager College**
Visit Type:	**IG**
Team Chair (Last, First Name):	**Bill Winger**

Q2 Please evaluate the chair's performance in the following visit management areas:

Communicated with the campus prior to the visit, via email and/or telephone
Meets Requirements
Communicated with the team in preparation for the visit
Meets Requirements
Led the pre-visit meeting, providing visit-specific information and guidance to team
Meets Requirements
Coordinated and facilitated the introductory meeting with the campus
Meets Requirements
Led the institutional briefings
Meets Requirements
Led the team discussions and final read through
Meets Requirements

Q3 Please evaluate the chair's performance in the following soft skills:

Found realistic solutions to team concerns
Meets Requirements
Acted decisively, meeting problems head-on
Meets Requirements
Provided necessary resources (information, guidance) to the team
Meets Requirements
Effectively communicated with the institution prior to and during the visit
Meets Requirements

Interacted professionally and appropriately with the team
Meets Requirements
Collaborated with staff throughout the process
Meets Requirements
Submitted an on-time report
Meets Requirements
Created single, consistent report
Meets Requirements
Report meets grammatical/formatting instructions of style guide
Does not meet Requirements (Explanation Required)
Report content is accurate and detailed
Does not meet Requirements (Explanation Required)
Prioritized tasks
Meets Requirements
Remained focused on role
Meets Requirements
Responded quickly and effectively to problems
Meets Requirements
Explanation
Report meets grammatical formatting instructions of style guide - As always, he is not the best report editor. There were some places in the report where repeated information hadn't been modified (first name of administrators, their experience, etc.) among other missed spelling and grammar errors, extra spaces, etc. However, I think we all know that this comes with the territory when using him! (Hard to teach an old dog new tricks.) Report content is accurate and detailed - I had to go back and ask him to hash out how measurable student learning outcomes are being assessed to answer the second part of question 1.11 and, in hindsight, I think the introduction should have fleshed out a few more things about the campus (like how it is currently accredited by ACCSC, and the relationship between Stevens-Henager College and CEHE - not to compare his report to other chairs', but I feel like those were probably worth mentioning). I also discussed with him in the pre-team meeting some programs without enrollment that the campus had listed in their IG application (and program update form), and what the status of those programs was, but the only programs he listed on page 2 were the ones with enrollment.

Q4 Chair of the Year Nominee? **No**